

Feedback literacy:
closing the research-practice gap?

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Part 1: critical review of feedback literacy

- The research-practice gap and feedback
- Feedback literacy as a solution?

Findings from a literature review

Part 2:

- Reframing feedback literacy as a critical practice
- Group activity: towards feedback utopias

RESEARCH-PRACTICE GAP IN EDUCATION

Educational research that is not
practice informed...

...and educational practice that is
not research informed



FEEDBACK CRISIS

“The student ‘voice’ is raised loudly in dissatisfaction with assessment and feedback, as measured by institutional surveys of the student experience, as well as national metrics such as the National Student Survey in the UK and the Course Experience Questionnaire in Australia.”

(Winstone and Boud 2019, p. 109)



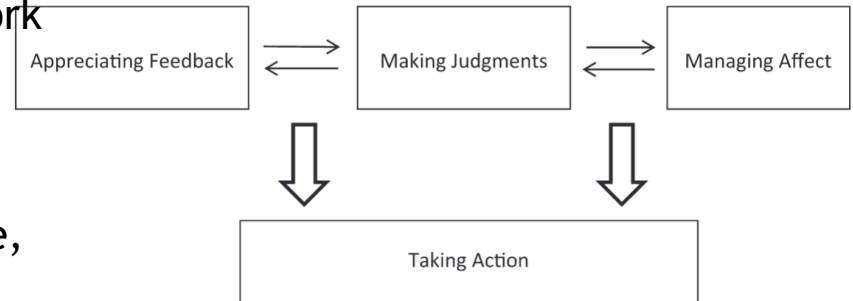
FEEDBACK LITERACY: A NOVEL APPROACH TO ADDRESS THIS GAP

Student feedback literacy as “understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies”

(Carless & Boud, 2018, p. 1316)

Teacher feedback literacy as “the knowledge, expertise and dispositions to design feedback processes in ways which enable student uptake of feedback and seed the development of student feedback literacy”

(Carless & Winstone, 2019, p. 4)



Need for a synthesis at an early phase: a roadmap to guide the evolution of this emerging concept

“A loving critique”

The development of student **feedback literacy**: enabling uptake of **feedback**

[D Carless](#), [D Boud](#) - *Assessment & Evaluation in Higher Education*, 2018 - Taylor & Francis

... The aims of this paper are to set out why student **feedback literacy** is needed, discuss ...

feedback literacy are proposed as a framework for student **feedback literacy**: appreciating **feedback**...

☆ Tallenna Viittaa Viittausten määrä 969 Aiheeseen liittyviä artikkeleita Kaikki 16 versiota

EARLI SIG 1&4 2022:

4 sessions focus on feedback literacy!

124 document results

TITLE-ABS-KEY ("feedback literacy")



Scopus

Some initial thoughts:

- Coined by Sutton (2012), yet re-emerged in 2018
- Feedback literacy has sparked diverse viewpoints since its origination
- Clear grounding in higher education literature (Lipnevich & Panadero, 2021)

Assessing L2 student writing feedback literacy: A scale development and validation study

Shulin Yu^{a,*}, Emily Di Zhang^a, Chunhong Liu^b

^a Faculty of Education, University of Macau, Macao Special Administrative Region of China

^b Faculty of Education, Simon Fraser University, Canada

Supporting student and teacher feedback literacy: an instructional model for student feedback processes

Renske A. M. de Kleijn

Feedback literacies as sociomaterial practice

Karen Gravett

A CRITICAL REVIEW

A synthesis of the 49 first journal articles focusing on feedback literacy in higher education (2012; 2018 - March 2022)

Science and technology studies:
How do innovations emerge?

Three research objectives:

- How has feedback literacy been studied?
- How has feedback literacy been conceptualised?
- How has the feedback literate student and teacher been constructed?



bit.ly/feedbackliteracy

Higher Education

<https://doi.org/10.1007/s10734-022-00895-9>

Feedback literacy: a critical review of an emerging concept

Juuso Henrik Nieminen¹  · David Carless¹ 

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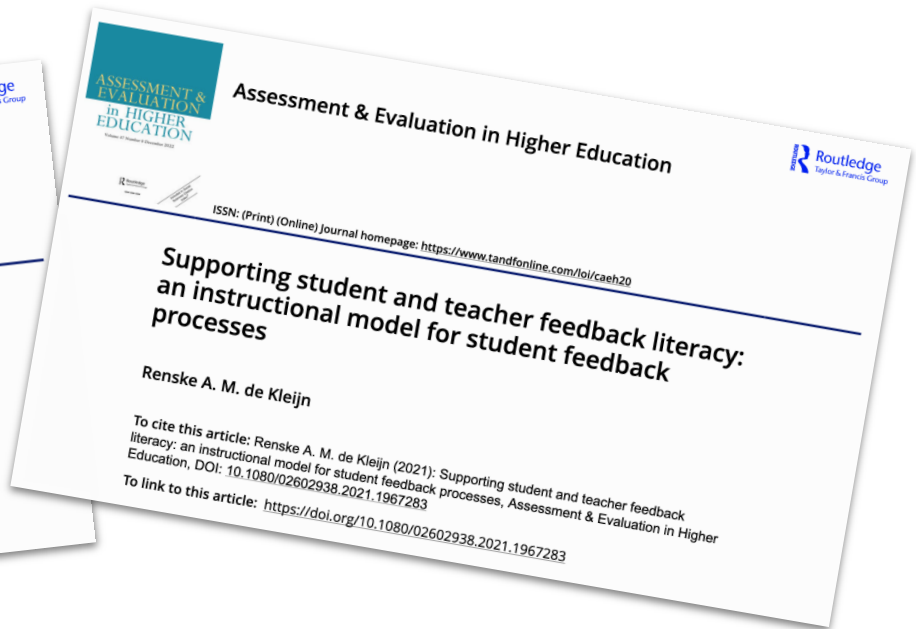
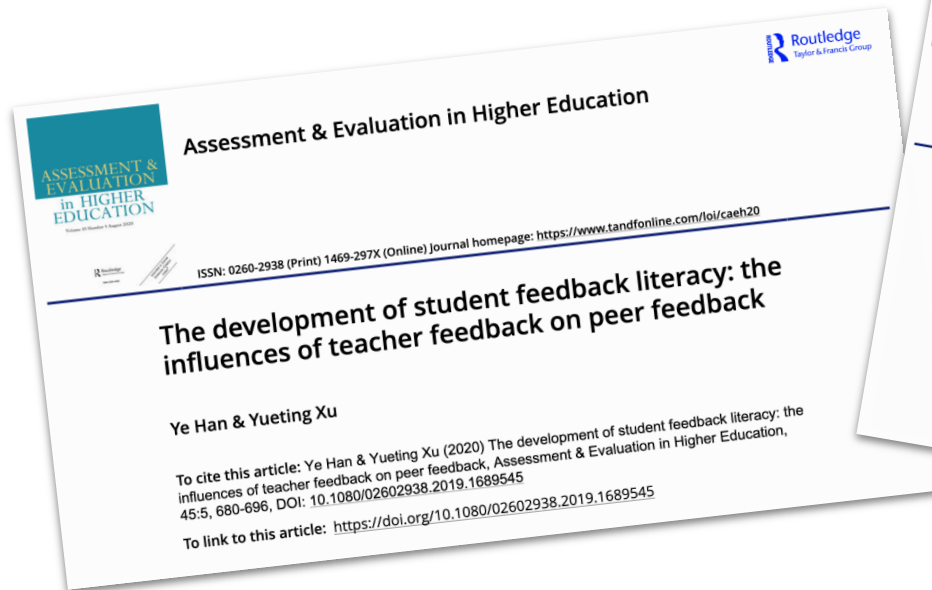


OVERVIEW OF THE DATASET

Discipline	Whose feedback literacy?	Type of study
<ul style="list-style-type: none">● General / multiple disciplines (24)● Language and/or academic writing (12)● Psychology and social sciences (6)● Medical education (3)● Business and management (2)● STEM (1)● Unclear (1)	<ul style="list-style-type: none">● Students (38)● Teachers (7)● Both (4)	<ul style="list-style-type: none">● Empirical (33)● Conceptual (16)

A VERY BRIEF OVERVIEW OF THE FINDINGS

- Pockets of good practices
- Many excellent instructional models
- We're still waiting for “interventions”



* The ones with N > 3 reported

OVERVIEW OF THE METHODS

	Qualitative* (N = 21)	Mixed methods* (N = 10)	Quantitative (N = 2)
Data collection	<ul style="list-style-type: none"> ● Interviews (16) ● Feedback comments (6) ● Student work (4) ● Qualitative survey (4) ● Observation (4) ● Documents (4) 	<ul style="list-style-type: none"> ● Interviews (6) ● Qualitative survey (5) ● Feedback comments (4) ● Feedback materials (4) 	<ul style="list-style-type: none"> ● Quantitative scale (2)
Data analysis	<ul style="list-style-type: none"> ● Thematic analysis (15) ● Unclear / Not mentioned / Unclear combination of methods without explanation (8) 	<p>Qualitative:</p> <ul style="list-style-type: none"> ● Thematic analysis (4) ● Coding (4) <p>Quantitative:</p> <ul style="list-style-type: none"> ● Descriptive reports (9) 	<ul style="list-style-type: none"> ● Rasch modeling (1) ● Factor analyses (1)

* The ones with N > 3 reported

OVERVIEW OF THE METHODS

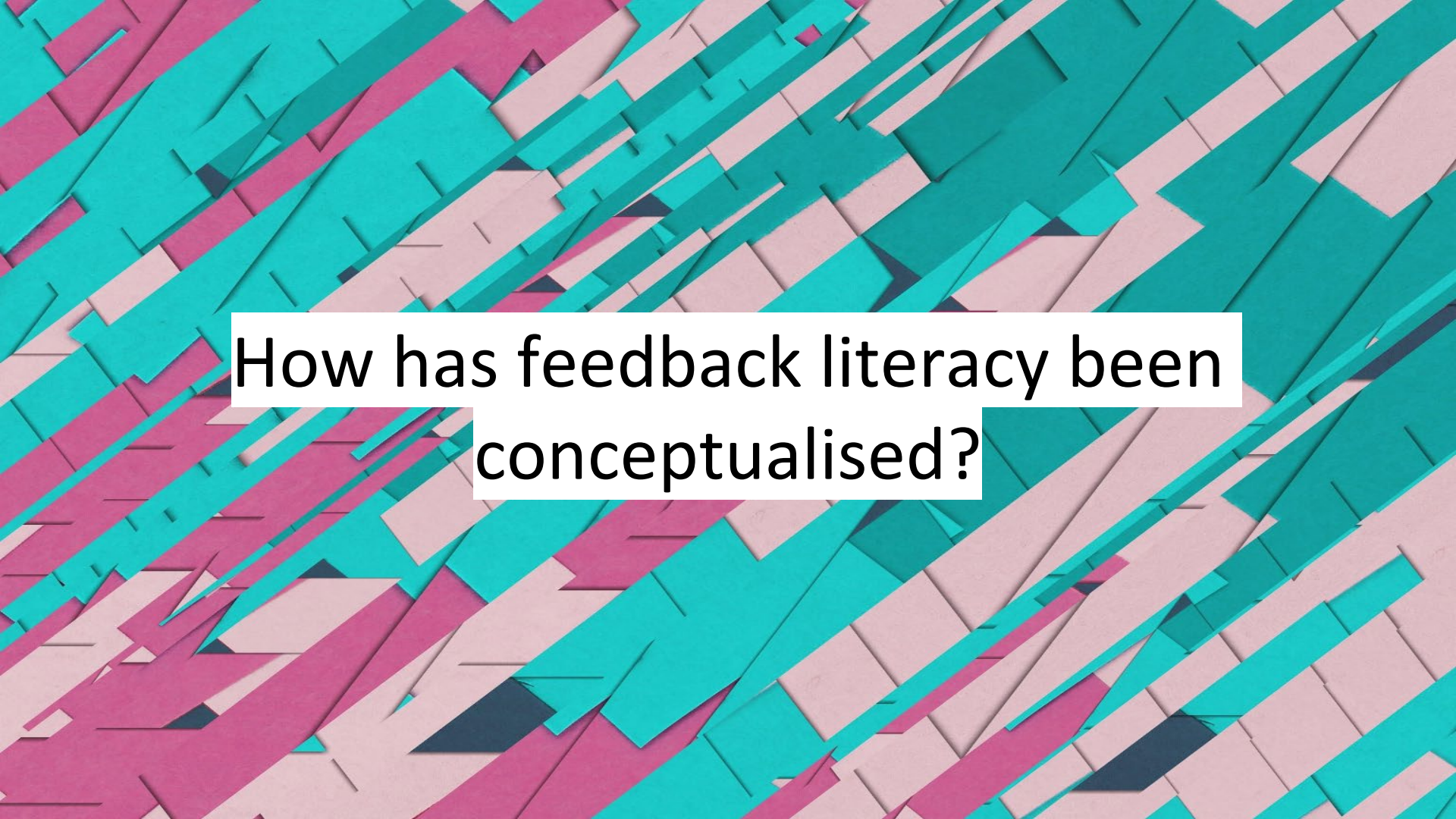
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TOWARDS MORE SOPHISTICATED METHODOLOGIES

Some suggestions for the developing area:

- Beyond simplistic qualitative methods
- Beyond inductive approaches
 - Many conceptual and practical models have been published - it is time to start using these models!
- Longitudinal approaches are needed
 - Quantitative scales will be helpful here
 - Programmatic approaches





How has feedback literacy been
conceptualised?

ACADEMIC LITERACIES: SOURCE FOR INSPIRATION

(e.g. Lea & Street, 1998, 2006)

A model for understanding academic reading and writing in higher education that touches upon feedback

Guided the original conceptualisation of feedback literacy (Sutton, 2012): what is meant by feedback *literacy*?



ACADEMIC LITERACY: THREE MODELS

(e.g. Lea & Street, 1998, 2006)

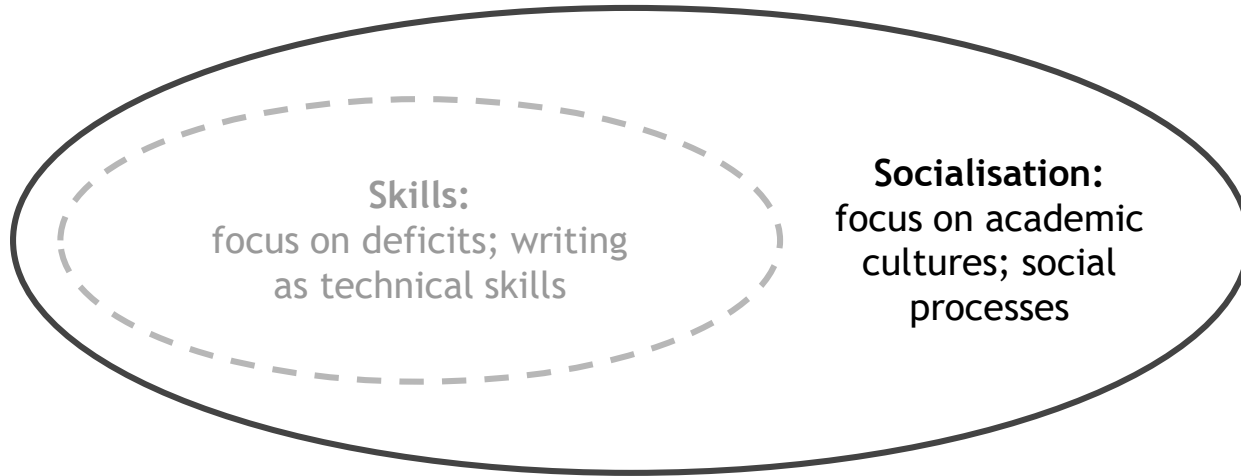


Skills:

focus on deficits; writing
as technical skills

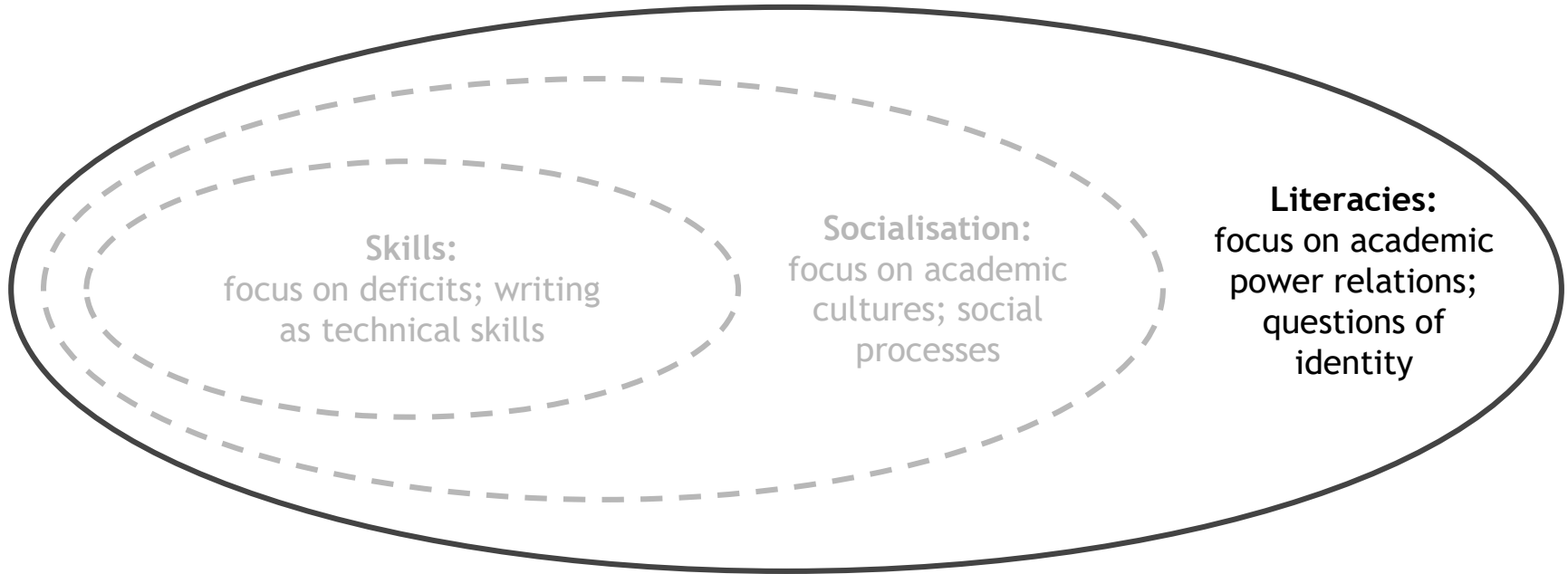
ACADEMIC LITERACY: THREE MODELS

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ACADEMIC LITERACY: THREE MODELS

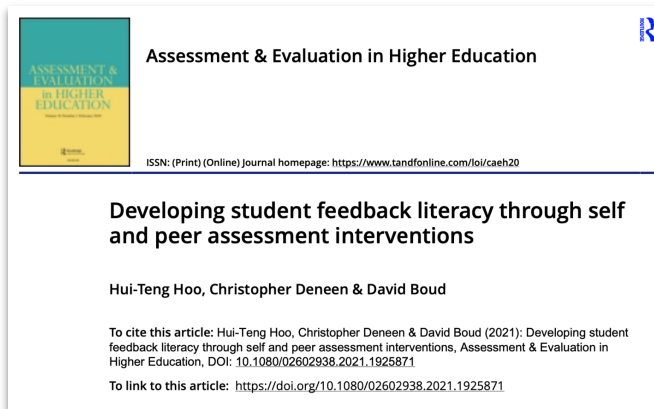
(e.g. Lea & Street, 1998, 2006)



FEEDBACK... WHAT?

**Feedback
skills
(38/49)**

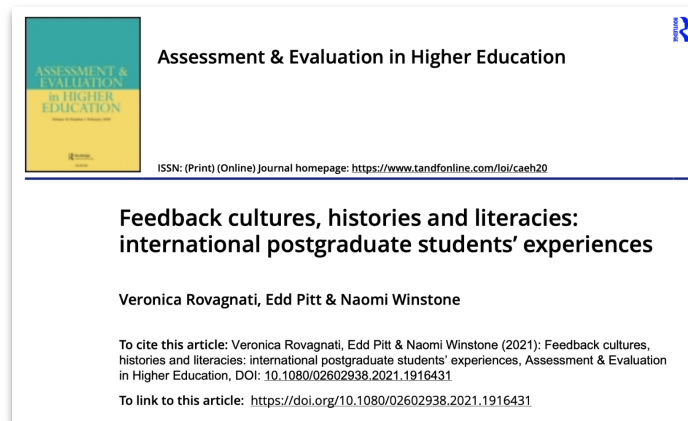
- Feedback skills as trainable and measurable attributes: something that individuals possess
- Feedback skills as a measurable, psychological construct



“Interventions to develop student feedback literacy have gained traction recently and empirical studies have begun to be undertaken”
(Hoo et al., 2021, p. 3)

FEEDBACK... WHAT?

<p>Feedback skills (38/49)</p>	<ul style="list-style-type: none">● Feedback skills as trainable and measurable attributes: something that individuals possess● Feedback skills as a measurable, psychological construct
<p>Feedback socialisation (16/49)</p>	<ul style="list-style-type: none">● Acculturation of students and teachers within various cultures of feedback● Feedback cultures as a subset of wider academic cultures and values



“Social, material and cultural factors in context are crucial as they shape interactions, experiences and processes; we argue that feedback literacy as a construct should not be under-conceptualised to overlook their role” (Rovagnati et al., 2021, p. 2)

FEEDBACK... WHAT?

Feedback skills (38/49)	<ul style="list-style-type: none">● Feedback skills as trainable and measurable attributes: something that individuals possess● Feedback skills as a measurable, psychological construct
Feedback socialisation (16/49)	<ul style="list-style-type: none">● Acculturation of students and teachers within various cultures of feedback● Feedback cultures as a subset of wider academic cultures and values
Feedback literacy (5/49)	<ul style="list-style-type: none">● Social epistemology: challenging individualistic (and humanistic) notions● Feedback literacies as constructed through discourse and power



“To date, work within this area has been underpinned by cognitive and affective conceptions of feedback literacy, and feedback is commonly conceptualised as a binary, dialogic, relationship between feedback giver and recipient, within a humanist perspective” (Gravett, 2022, p. 1)

TOWARDS CONCEPTUAL CLARITY AND CONSISTENCY

“Feedback literacy” refers to multiple ideas that differ not only based on their definitions but based on their epistemological and ontological underpinnings and assumptions



TOWARDS CONCEPTUAL CLARITY AND CONSISTENCY

“Feedback literacy” refers to multiple ideas that differ not only based on their definitions but based on their epistemological and ontological underpinnings and assumptions

This is not necessarily an issue: **how to make use of the plurality?**

Is more diverse terminology needed?

→ Especially while studying feedback *skills*: are these really *literacies*?

For example, is *self-efficacy* a part of *literacy*?

(Song, 2022)



RISK OF A “DEFICIT MODEL”

Lessons learned from *assessment literacy* research

“...research has clearly shown that teachers in many education systems around the world lack assessment literacy due to their inadequate preparation in classroom assessment...”

(Koh & DePass, 2019, p. 2)



IS FEEDBACK LITERACY *A LITERACY?*

David Vincent: Literacy literacy (2003)

“The term ‘literacy’ has become attached to too many disparate practices [...] We have more and more literacies”
(p. 341)

IS FEEDBACK LITERACY A LITERACY?

David Vincent: Literacy literacy (2003)

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(p. 341)

AI literacy (Ng et al., 2021); **Arts literacy** (Silverman & Xiaoming, 2015); **Assessment literacy** (Xu & Brown, 2016); **Citizenship literacy** (Suherman & Nugraha, 2019); **Coding literacy** (Vee, 2017); **Communication literacy** (Wiemann, 1978); **Computer literacy** (Hoffman & Blake, 2003); **Cultural literacy** (Hirsch, 1983); **Data literacy** (Gummer & Mandinach, 2015); **Design literacy** (Woodcock et al., 2020); **Digital literacy** (Dobson & Willinsky, 2009) **Historical literacy** (Virta, 2007); **ICT literacy** (Siddiq & Scherer, 2019); **Mathematical literacy** (Jablonka, 2003); **Media literacy** (Hobbs & Jensen, 2009); **Multimedia literacy** (Hobbs, 2006); **Psychological literacy** (Roberts et al., 2015)

CONCEPTUAL BOUNDARIES

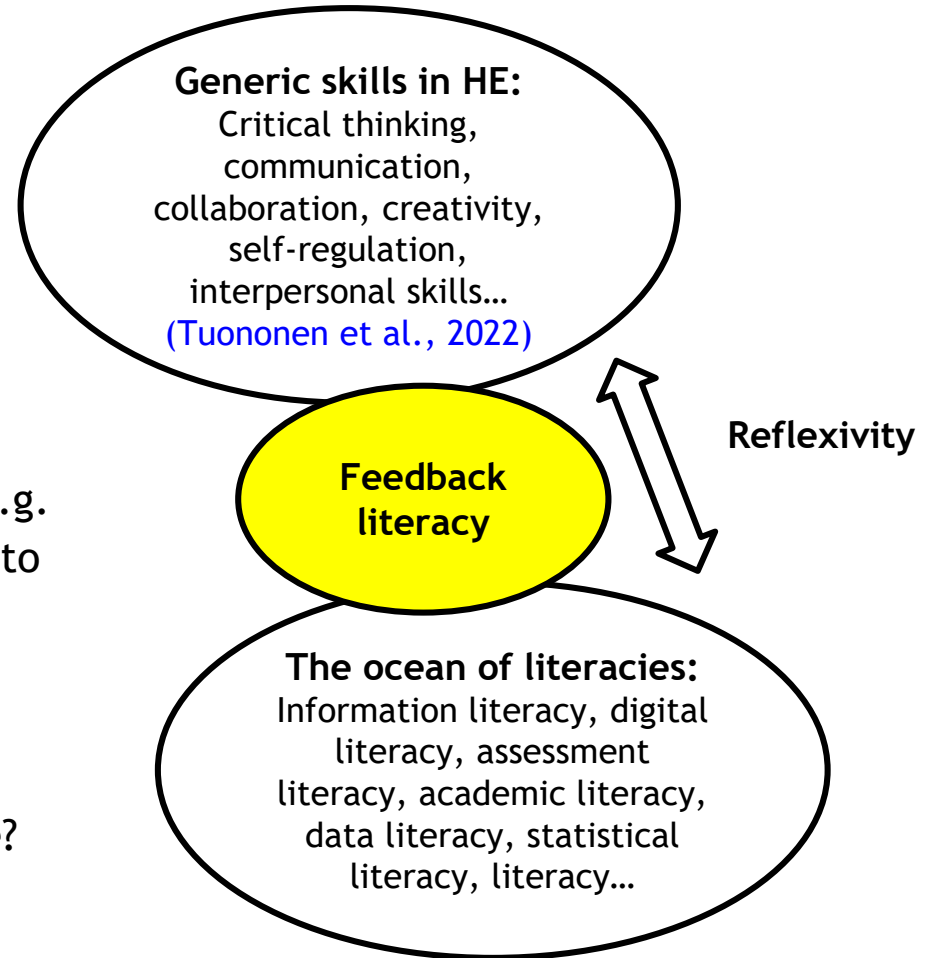
Feedback *skills*

The likely future direction - at least four published quantitative instruments!

What are the conceptual boundaries with e.g. “self-regulation in feedback”, “receptivity to feedback” or “interpersonal skills in feedback”?

How stable is the *construct* of feedback literacy in different contexts and over time?

What is feedback literacy *not*?

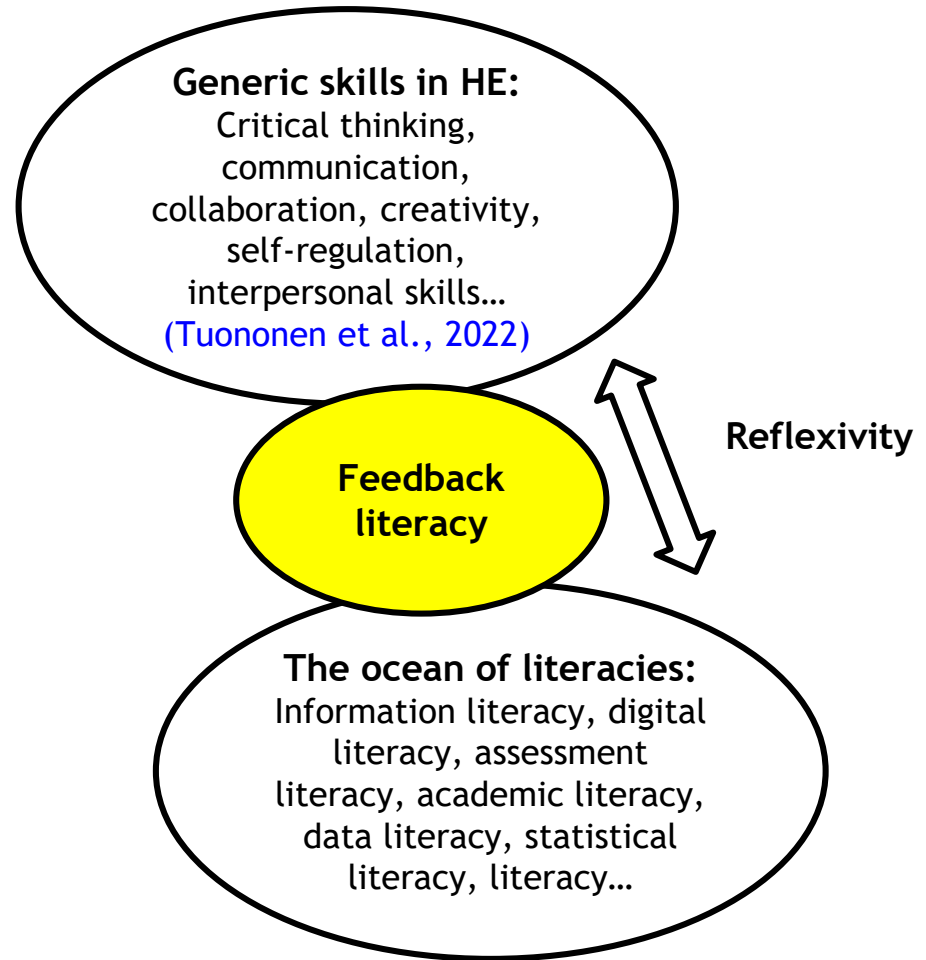



CONCEPTUAL BOUNDARIES

Feedback *socialisation and literacy*

What does the notion of “literacy” add to earlier investigation of power, agency, sociomaterial....?

When feedback literacy is about “all that is external to the individual” (Rovagnati et al., 2021, p. 2; drawing on Gravett, 2022), what is the explanatory power of *literacy*?



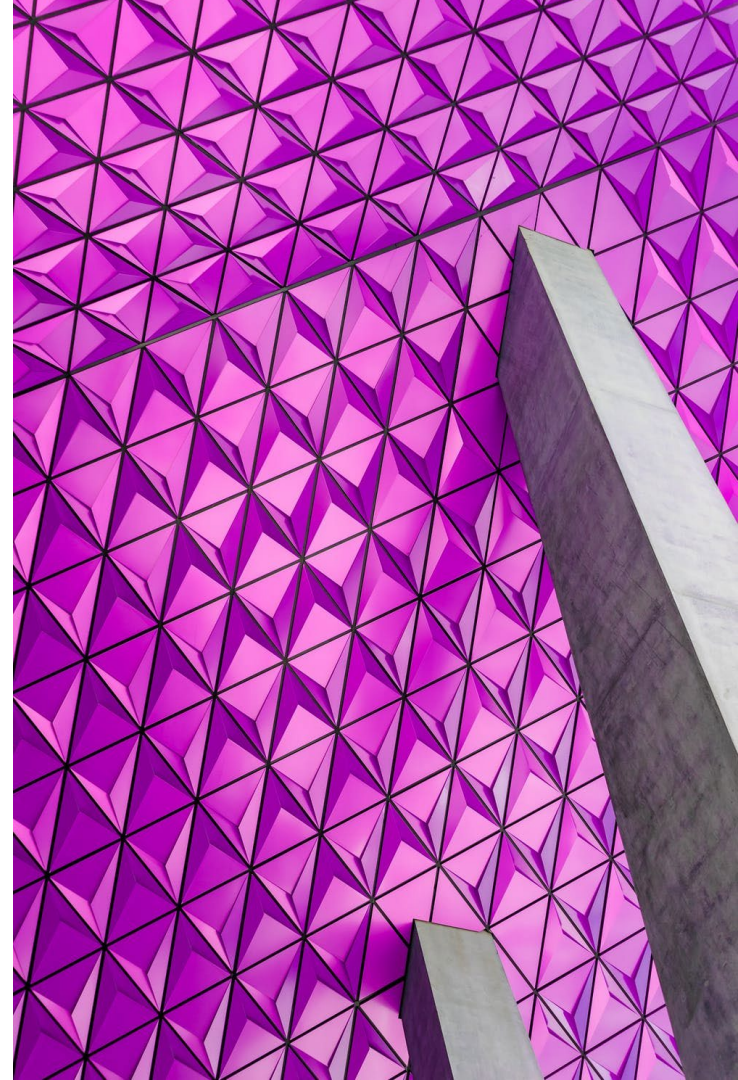


The making of the feedback literate person

A NOVEL WAY TO “KNOW” STUDENTS AND TEACHERS

**Focus from feedback practices to the
internal features of students and teachers:**

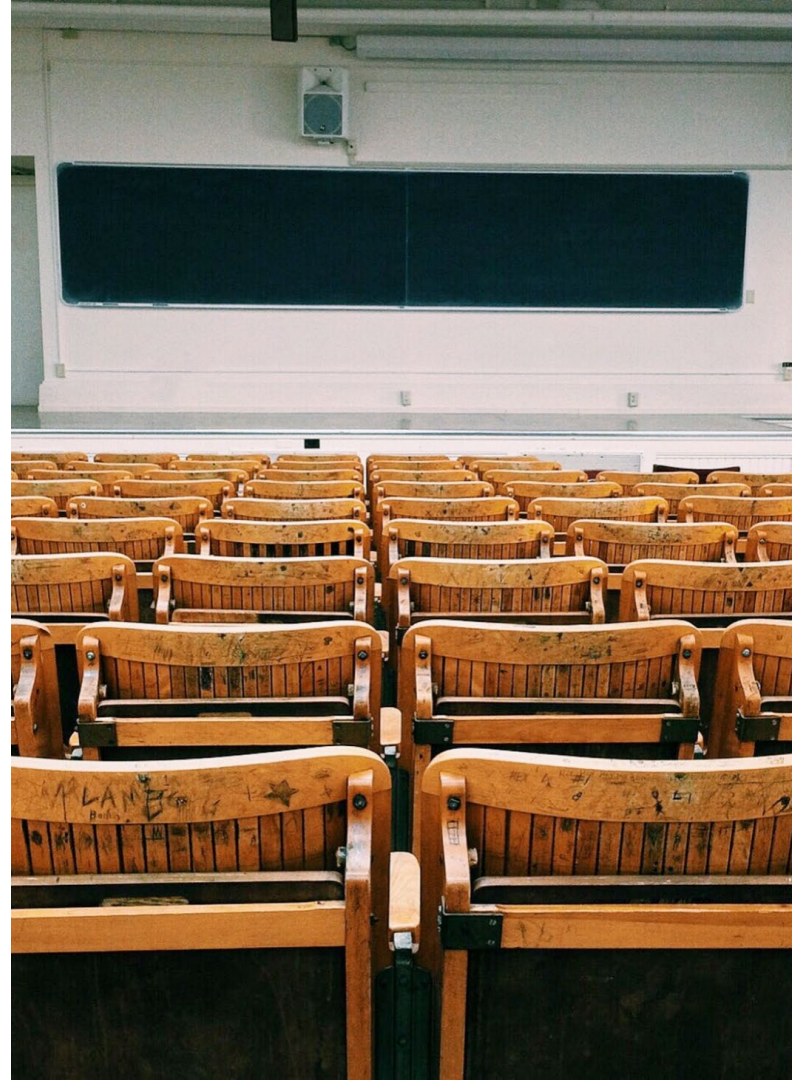
Dawson et al. (2021): “a shift in the unit of analysis” to understand “whether learners are well-equipped to participate productively [*in feedback*] and how they can be supported better” (p. 286)



FEEDBACK RESEARCH IN ITS CONTEXT

Systemic issues for sustaining student-teacher interactions

- The worldwide trend of mass higher education ([Marginson, 2016](#))
- Common good models of higher education are being eroded in many contexts
 - ‘Students as consumers’ ([e.g. Bunce et al., 2016](#))
 - ‘Check the grade and log out’ ([Winstone et al., 2021](#))
 - Shifting funding models ([e.g. FitzSimmons, 2015](#))



PEDAGOGISATION OF FEEDBACK?

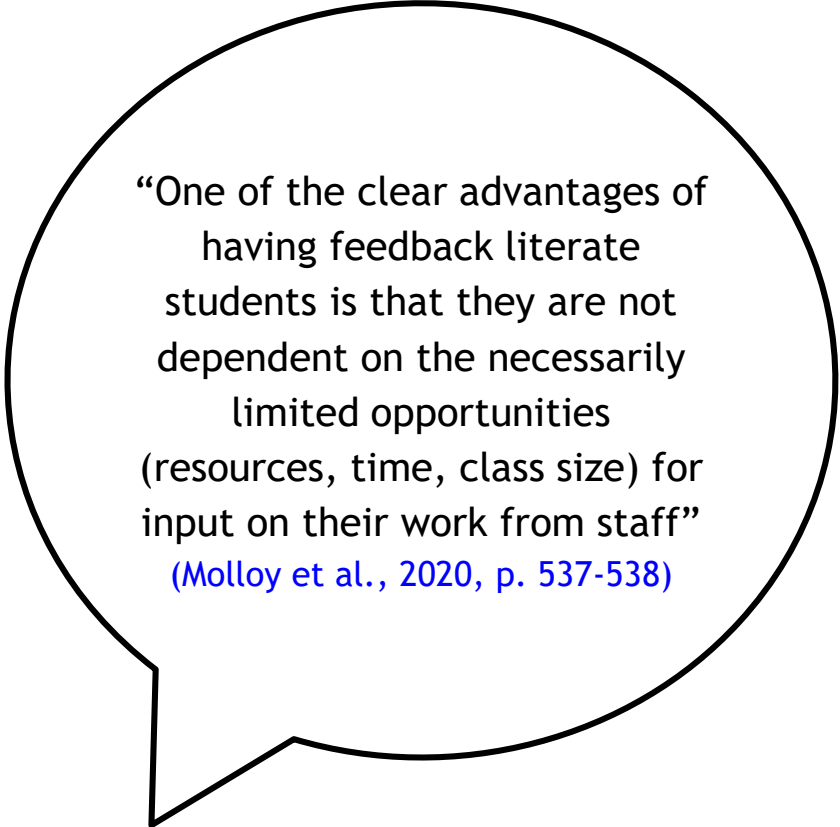
‘Pedagogisation’: the tendency to frame systemic, economic and political issues in pedagogical terms: matters of cognition, affect, skills and pedagogical design
([Ostrowicka, 2020](#))

Feedback literacy allows us to explore feedback through the moderns means of individual skill development: feedback design, calls for quantitative measurement



WHO IS RESPONSIBLE FOR TACKLING THE ISSUES OF FEEDBACK?

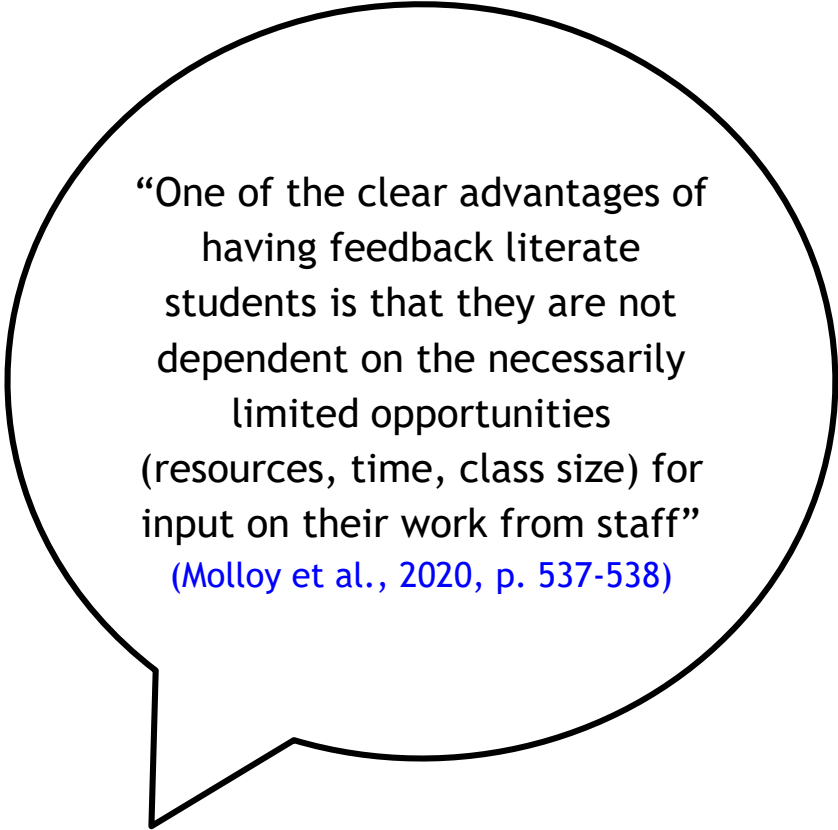
The promise of feedback literacy:
Empowering tools to track and develop individuals' feedback literacies: “lifelong learning in an uncertain future”
(Dawson et al., 2021, p. 295)



“One of the clear advantages of having feedback literate students is that they are not dependent on the necessarily limited opportunities (resources, time, class size) for input on their work from staff”
(Molloy et al., 2020, p. 537-538)

WHO IS RESPONSIBLE FOR TACKLING THE ISSUES OF FEEDBACK?

The danger of feedback literacy:
In non-reflexive hands, feedback literacy could end up being a tool for holding individual students and teachers accountable for the structural issues and inequities of higher education



“One of the clear advantages of having feedback literate students is that they are not dependent on the necessarily limited opportunities (resources, time, class size) for input on their work from staff”
(Molloy et al., 2020, p. 537-538)

CONCLUSIONS

Feedback literacy is a powerful idea for reimagining feedback in higher education

However, it runs the risk of downplaying the systemic issues of feedback by framing these primarily by the means of pedagogy and skill development



Q & A



The background consists of numerous overlapping, rectangular strips of paper in three colors: teal, pink, and light pink. The strips are oriented diagonally, creating a complex, layered texture. The teal strips are the most prominent, often overlapping the other colors. The pink and light pink strips are interspersed, creating a sense of depth and movement. The overall effect is a vibrant, abstract pattern.

Towards critical feedback literacies

SOCIO-POLITICAL APPROACH TO FEEDBACK LITERACY

Are previously-reported issues of feedback issues about solely feedback?

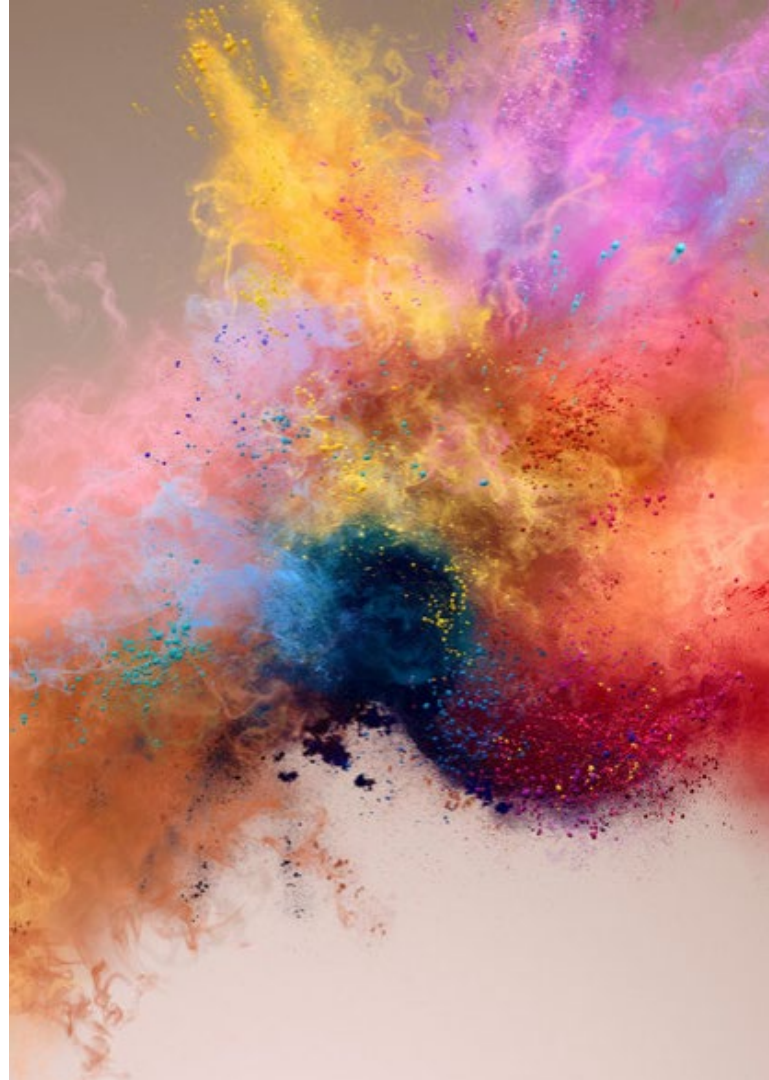
Does higher education provide a context where the findings of feedback research can be implemented?



FEEDBACK LITERACY AS A CRITICAL PRACTICE

“Feedback literacies might not just be about *reading* the world, but also about *editing* or *rewriting* what is possible in feedback”

(Tai et al., 2021, p. 7; original emphasis)



FEEDBACK LITERATE TEACHER AS A CRITICAL AGENT

How to pave way for more sustainable
assessment systems and cultures for
feedback to flourish?

Changing the system from within?

There is a lot individual teachers cannot
do - and a lot they can!

(see Annala et al., 2021 for teacher agency in
curriculum change)



“UNGRADING”: DISRUPTING GRADING MECHANISMS TO PROMOTE THE EFFECT OF FEEDBACK



Teaching in Higher Education
Critical Perspectives

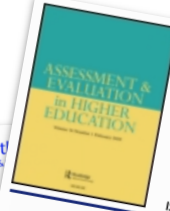
ISSN: 1356-2517 (Print) 1470-1294 (Online) Journal homepage: <https://www.tandfonline.com/loi/cthe20>

Disrupting the power relations of grading in higher education through summative self-assessment

Juuso Henrik Nieminen

To cite this article: Juuso Henrik Nieminen (2020): Disrupting the power relations of grading in higher education through summative self-assessment, Teaching in Higher Education

To link to this article: <https://doi.org/10.1080/13562517.2020.1753687>



Assessment & Evaluation in Higher Education



ISSN: 0260-2938 (Print) 1469-297X (Online) Journal homepage: <https://www.tandfonline.com/loi/caeh20>

'Finally studying for myself' – examining student agency in summative and formative self-assessment models

Juuso Henrik Nieminen & Laura Tuohilampi

To cite this article: Juuso Henrik Nieminen & Laura Tuohilampi (2020): 'Finally studying for myself' – examining student agency in summative and formative self-assessment models, Assessment & Evaluation in Higher Education, DOI: [10.1080/02602938.2020.1720595](https://doi.org/10.1080/02602938.2020.1720595)

To link to this article: <https://doi.org/10.1080/02602938.2020.1720595>

FEEDBACK LITERATE STUDENT AS A CRITICAL AGENT

Sometimes it is students who strive for change - more and better feedback!

Student unions and organisations as key agents in the questions of feedback? (see [Raaper, 2019, 2020](#))



Teacher students discussing their critical feedback literacies in the exam-driven context of Hong Kong

“Young children are like a piece of white paper. Early educators should really pay much more effort by telling them they can do anything they want and we will not judge them because everyone makes mistakes. We should encourage them to explore more than judging them first.”

(Nieminen, forthcoming)

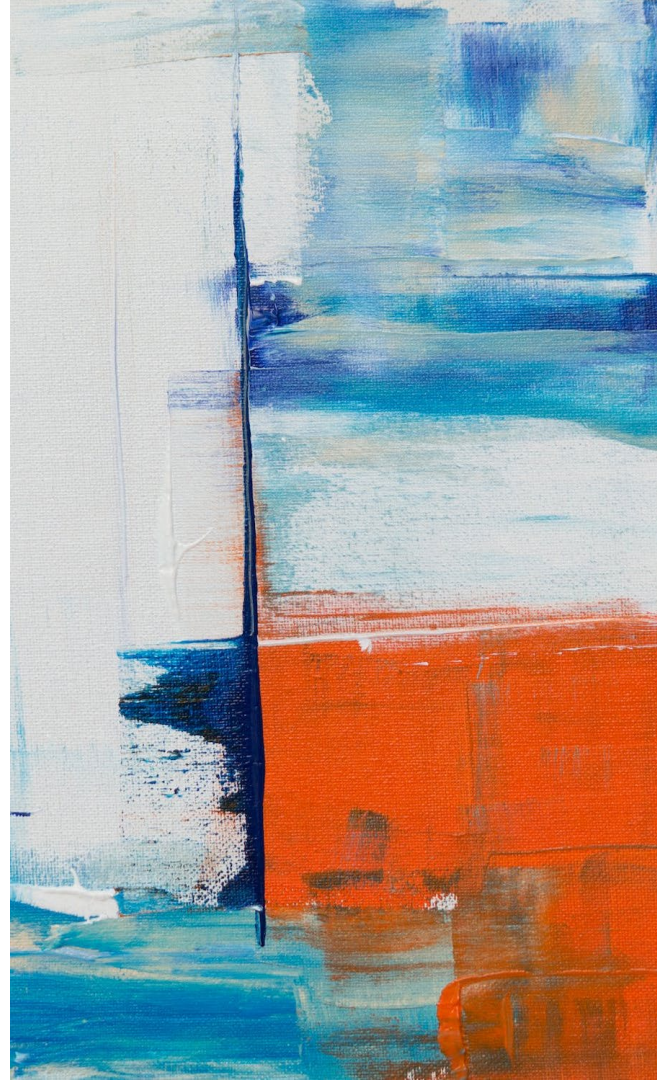


FEEDBACK LITERATE RESEARCHER AS A CRITICAL AGENT

How to enable feedback research does not only benefit researchers?

The potential of:

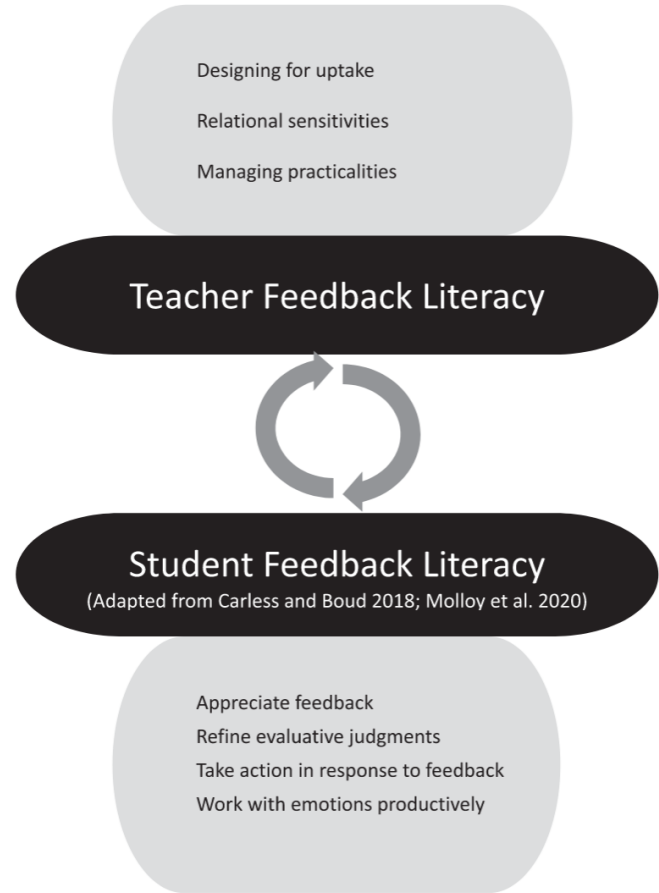
- Participatory action research
- Design-based research
- Co-design approaches
- Policy-oriented research
- ...?



SHARED CRITICAL FEEDBACK LITERACIES (CARLESS & WINSTONE, 2020)

Perhaps feedback literacy is not something that individuals possess but something that resides in communities?

Beyond students and teachers:
Researchers, curriculum designers,
policy-makers....



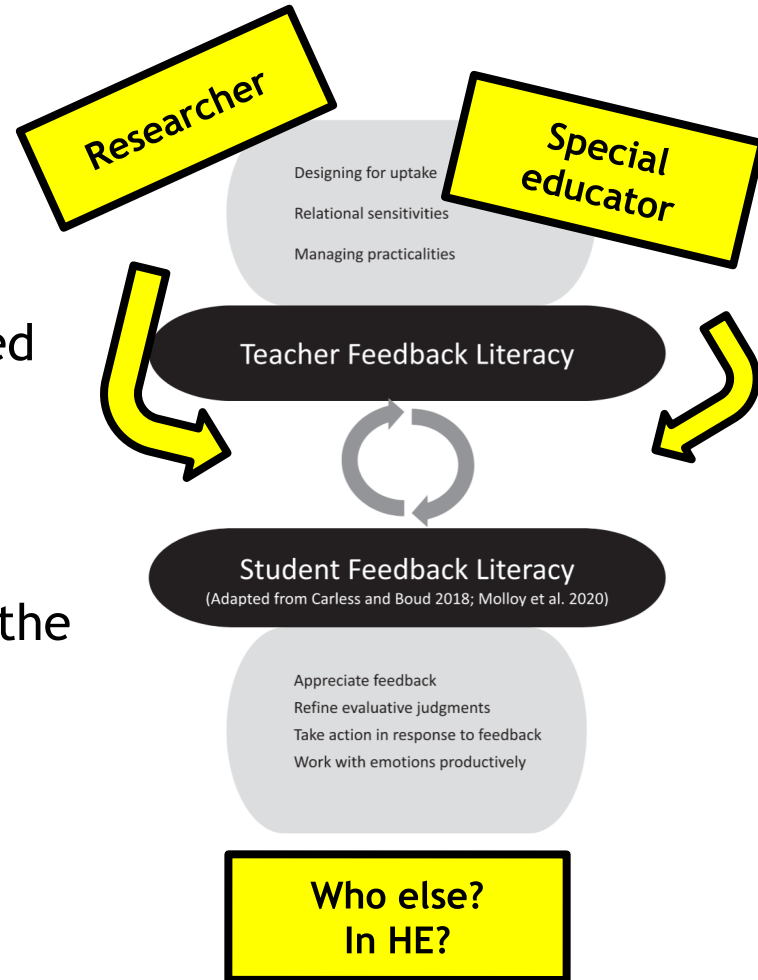
ASSESSMENT CO-DESIGN PROJECT IN A SECONDARY CLASSROOM

(NIEMINEN & HANNULA, FORTHCOMING)

Students, teacher and researcher co-designed mathematics assessment and feedback together: *shared feedback literacies*

Participatory action study: Juuso lived with the classroom for 8 weeks

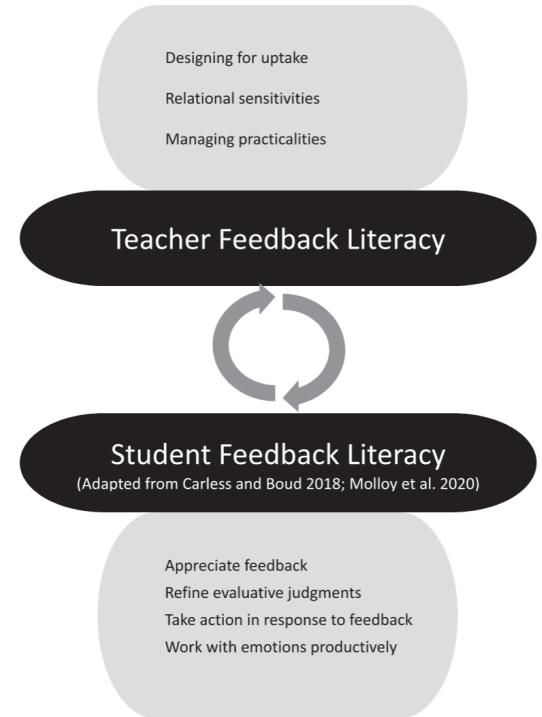
Feedback research/practice hand in hand:
Win-win for everyone!



ASSESSMENT CO-DESIGN PROJECT IN TPG STUDIES IN EDUCATION

(NIEMINEN & STUDENTS, FORTHCOMING)

“Each participant in the co-design process can elicit ideas to develop shared understanding, I see this process as a way to collect thoughts and build up creativity, involving generating ideas and sharing knowledge, providing feedback and making judgements, taking action, and creating new ideas collaboratively.”



But what is the shared goal of all these stakeholders?

What we need is a vision and a plan for more sustainable future of feedback (literacy)

PADLET TASK: FEEDBACK UTOPIA AND HOW TO GET CLOSER TO IT

In small groups for 15 minutes...

- Write down ideas about your **feedback utopia**: if everything was perfect and there were no practical barriers, how would feedback look like in HE?
- Write down **two practical ways** to take one step closer to that utopia
 - One practical step for teachers
 - One practical step for researchers

bit.ly/feedbackutopia



Feedback is perhaps the most important aspect of teaching in higher education

What is the role of feedback literacy in sustaining feedback in this context?

THANK YOU!

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