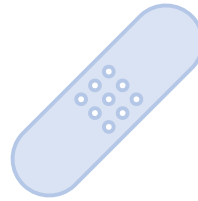




## Feedback literacy tool

### Practicing feedback in dialogue



It is becoming increasingly clear that dialogue is a crucial aspect of effective feedback processes (Tielemans, de Kleijn, van der Schaaf, van den Broek, & Westerveld, 2021). For beginning students, however, this takes a lot of practice. The "feedback literacy tool" shapes this practice. In small groups, students learn - in dialogue - to process feedback received and translate it into concrete improvement actions. This involves attention to the role of emotions (Winstone & Carless, 2019), taking stock of and analyzing feedback, and then formulating follow-up actions (De Kleijn, 2021). Students go through this process independently and in preparation for a feedback dialogue with their teacher. Only at the end of this process a (short!) feedback dialogue with the teacher takes place. The total exercise takes 40 minutes. Including an introduction to the exercise and watching the instructional video in class (only available in Dutch for now), the exercise takes 50 minutes. This does not include the feedback dialogue that follows, which is estimated to take 15 minutes per group.

#### Goals we aim for with the tool

- Becoming more familiar with assessment criteria of an assignment
- Practicing with receiving feedback
- Discussing emotions in the feedback process
- Differentiating feedback into 'strong point - improvement point - new knowledge - surprise'
- Analyzing feedback
- Formulating concrete follow-up actions based on the feedback received
- Practicing with feedback dialogue

#### Preconditions for using the tool

- The target audience is 1st year undergraduate students working on a group assignment.
- The group assignment and (clear!) assessment criteria will be shared and discussed with the students at the beginning of the course.
- The teacher (you?) will give feedback during the course on a draft version or partial product of the group assignment, using (part of) the assessment criteria. Limit yourself in the number of feedback points but incorporate both appreciative feedback (strengths) and developmental feedback (areas for improvement) in your feedback, and make sure that your feedback clearly links to the assignment's assessment criteria.
- There is space in the course (immediately after receiving the feedback) to work with the tool under the instructor's guidance (from you?). Working with the tool takes about 40 minutes.
- There is time (shortly after working with the tool) for each group to have a feedback dialogue with the teacher. It is estimated that 15 minutes per group dialogue will be sufficient.



## Preparing for the feedback meeting

Make the "feedback literacy tool" available to each student. The files are available in PDF for printing. Do you prefer to work with students digitally? Then you can post these PDF's as images in Miro, for example.

### To prepare

For each group:

- 1x process chart
- 1x canvas 1-2, 4 en 5

Per student:

- 1x canvas 3
- 1x post-it

## Method of feedback meeting

Start the meeting by explaining the importance of feedback and what the assignment will accomplish, the materials that are on the table in front of them, and the process involved (see Appendix).

Give each group a chance to review the materials and ask any questions they may have. Each group appoints one group member as timekeeper, using the process chart to ensure that no steps are skipped, that it is clear whether the step is to be done individually or as a group, and that they stay within the time allotted for the steps.

Students follow the steps of the tool independently. During the execution the teacher is available for questions and support if needed. Walk around one extra time at the end of step 2 (after about 6 minutes) when the groups are completing the emotion section of the exercise and may have questions.

Shortly after working with the tool, the groups will have a feedback dialogue with the teacher using canvas 4 (feedback analysis) and 5 (action plan). If you like to prepare for this by previewing those canvases, it is advisable not to schedule the conversations immediately following the exercise. An estimated 15 minutes per group dialogue is sufficient.

## Evaluation of the tool

Het Platform Leren van toetsen is very interested in your experiences and feedback regarding the tool. You can share them with us by emailing us at [info@lerenvantoetsen.nl](mailto:info@lerenvantoetsen.nl). We have also developed two questionnaires to survey the usability of the tool:

- Student: <https://forms.office.com/e/wkD9Am73uq>
- Teacher: <https://forms.office.com/e/UKK8nFSnYq>

## References

- De Kleijn, R. A. (2021). Supporting student and teacher feedback literacy: an instructional model for student feedback processes. *Assessment & Evaluation in Higher Education*, 1-15.
- Tielemans, C., de Kleijn, R., van der Schaaf, M., van den Broek, S., & Westerveld, T. (2021). The Westerveld framework for interprofessional feedback dialogues in health professions education. *Assessment & Evaluation in Higher Education*, 1-17.
- Winstone, N., & Carless, D. (2019). *Designing effective feedback processes in higher education: A learning-focused approach*. Routledge.



## Appendix: Explanation of process steps

### Step 1: First impressions: Individual (3 min)

Do this individually on your own post-it.

- On intuition, choose an emoticon that best fits your reaction to the feedback.
- Write down what you think of the feedback.

### Step 2: First impressions: Group start (5 min)

Do this with the group. Review each other's post-its and transfer the emoticons to the canvas.

- Discuss how you as a group responded to the feedback. What are the differences? And the similarities? Write this down.
- What do you still need now (e.g., from the teacher) in order to work on the content of the feedback as a group?

### Step 3: Feedback in the picture (8 min)

Do this individually. Take out the feedback. On the canvas you will find four categories on which you can categorize the feedback. These belong to the questions below. Individually write down your answers.

- Strong points: what did you do well according to the teacher's feedback?
- Points of improvement: what could be better (or different!) according to the teacher's feedback?
- New knowledge: What new knowledge about the assignment did you gain from the feedback?
- Surprise: what is in the feedback that you yourself did not expect?

### Step 4: Feedback analysis (12 min)

Do this with the group. Discuss how you classified the feedback individually and then answer the analysis questions together. **Keep in mind that positive feedback is just as important as negative feedback, and so is included in this analysis.** On the canvas, write your conclusion about the analysis.

- What are the main points you still need to work on?
- What is (or are) your biggest joint challenge(s) in this regard?

### Step 5: Plan of action (12 min)

Do this with the group. For each assessment criterion, write the following on the canvas:

- Briefly summarize the teacher's feedback in your own words.
- What follow-up actions will you take to incorporate the feedback?
- How confident are you that this is a good follow-up action and that you can do it well? Color a number of stars, the more, the more certain.
- Formulate any questions you have about the feedback that you can ask the teacher during the feedback dialogue.