

# Developing student feedback literacy to enhance recipience, understanding and action

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Greenwich Learning & Teaching





Who are we? Why are we here?

State ONE thing you would particularly like to get out of this workshop.



# Workshop programme

- Aims and introductions
- What is feedback and its purpose?
- Identifying characteristics of good quality feedback
- Introducing feedback literacy
- How to increase feedback opportunities in class
- How to develop student feedback literacy
- Summary and close

# Aims and ILOs for today

To enable participants to begin to reflect upon their understanding of feedback literacy, to review their existing experience and practice of providing formative and summative student feedback and explore ways in which they could look to increase feedback literacy in their own students.

By the end of the workshop participants will be better able to:

- Appreciate the role of feedback in learning
- Identify and appreciate the characteristics of effective feedback
- Identify and appreciate the characteristics of feedback literacy
- Begin to consider practical ways of increasing in-class feedback opportunities
- Have an awareness of practical tips for developing student feedback literacy

# Aims for today

- Ideas and discussion
- No magic wand
- Getting the concept of feedback literacy 'out there'
- Food for thought – how could you factor feedback literacy development into your own practice and context?

# What is feedback and its purpose?



## ACTIVITY

1. What is your own personal definition of what feedback is and what is its for?
2. What is good feedback?
3. Discuss with your partner/table and come up with a pair/group consensus



# What is feedback?

“Information provided by an agent (e.g. teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding” (Hattie and Timperley, 2007 p.81).

# What is feedback?


- clarifying what good performance is
- facilitating reflection and self assessment in learning
- delivering high-quality feedback information that helps learners self-correct
- encouraging teacher-learner and peer dialogue
- encouraging positive motivational beliefs and self esteem
- providing opportunities to act on feedback
- using feedback from learners to improve teaching

(Nicol and MacFarlane Dick, 2006)



# What types of feedback?

- Formative
- Summative
- Formal
- Informal
- On-going
- End point
- Written, verbal, aural
- Teacher, peer, self



# Identifying characteristics of good quality feedback

- Timely
- Developmental
- Helps clarify understanding
- Goal orientated

# What do you tell students about feedback?



ACTIVITY

- What preparation or priming do you give learners?
- Do you explicitly tell them how to 'take it' and do something with it?
- Do you write it from the learner view?

# When feedback goes wrong



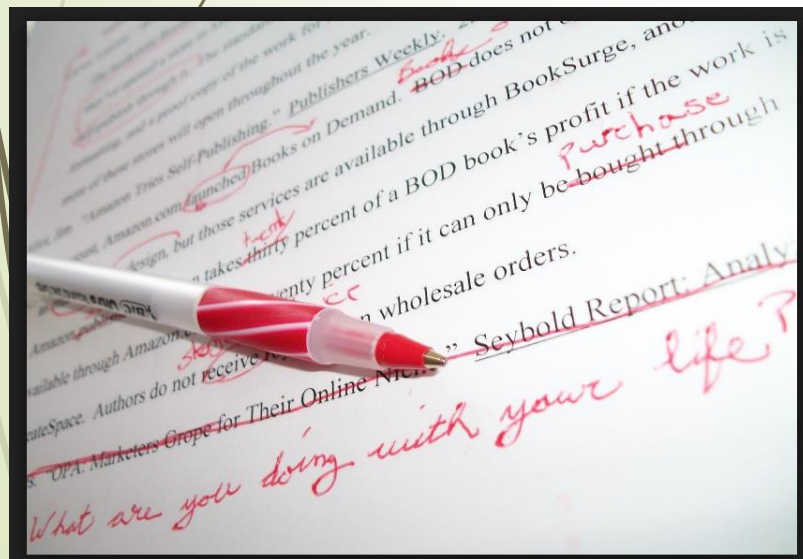
ACTIVITY

1. Discuss your experiences of giving student feedback and any issues or challenges you have encountered.
2. Why has this happened?
3. Discuss with your partner/table



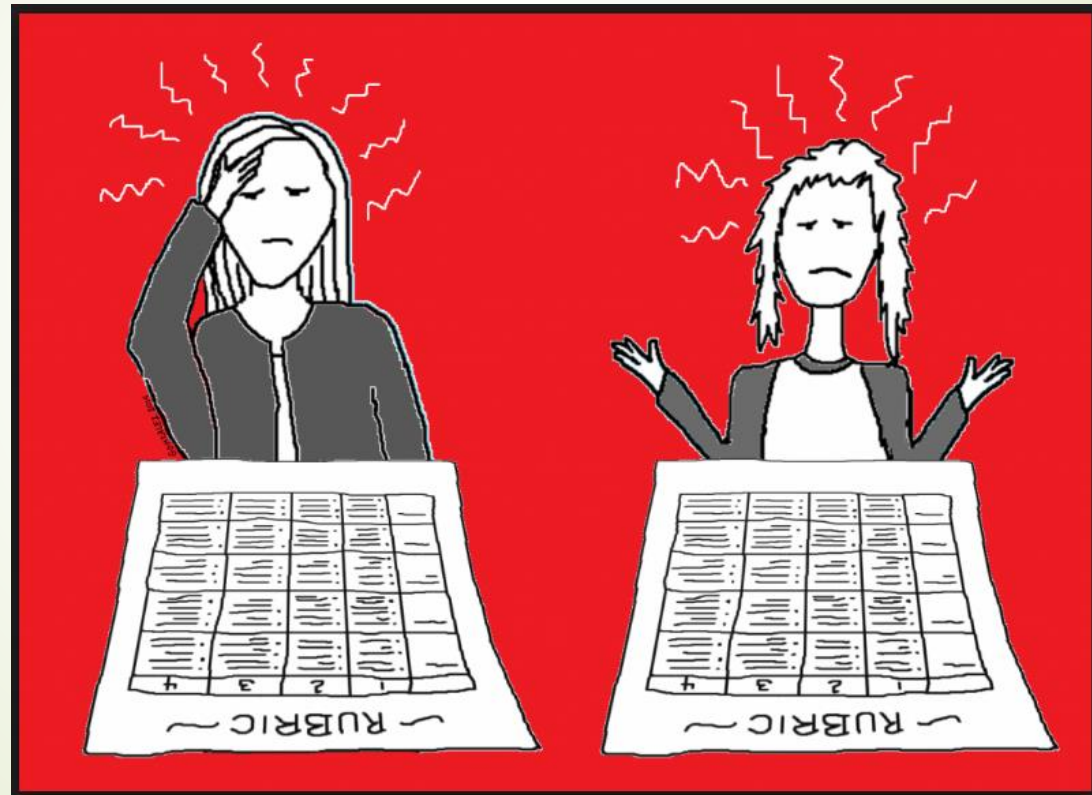
“it is not inevitable that students will read and pay attention to feedback even when that feedback is lovingly crafted and provided promptly”

(Gibbs and Simpson, 2004, p.20)



Groundhog day?

I don't understand what this all means?



I don't understand what you are saying



# Problems with feedback

- Feedback as gifting
- Feedback as telling
- Feedback as correcting
- Feedback as product not process
- Feedback as passive receiver not active participant
- One way traffic – monologue not dialogue
- Don't understand assessment discourse e.g. 'descriptive', 'analytic', 'satisfactory...meaningless without a framework to understand them (Bloxham, 2009)
- Lack of engagement and action
- Focus on marks/grades
- Inability to transfer/recontextualise feedback to other situations





# Problems with feedback

## We want students to:

- understand it
- act upon it
- self regulate and self evaluate as learners
- be active receivers and seekers of feedback

## Students need to:

- decode feedback to be able to do anything meaningful with it - academic language can be a barrier to interpreting feedback
- Does feedback loop get closed?



# What is Feedback Literacy?



ACTIVITY

1. Individually take a moment to think and come up with your own definition
2. Use Think Pair Share to discuss your definition with a partner



# Feedback literacy

## Defining feedback literacy

Understandings, capacities and dispositions needed to make sense of comments and use them for enhancement purposes (Carless & Boud, 2018).

# Introducing feedback literacy

*Shift in emphasis in the literature...*

- Previously, the literature on feedback has emphasised modes of transmission rather than reception of feedback. Now attention is being given to the process of receiving feedback
- Less about what the teacher does and more about what the student does
- But, if students are not motivated and equipped to use feedback productively, they may have limited potential to occupy a central role in the feedback process (Carless et al., 2011).

# Shifting conceptions

“The very best feedback is sure to be futile if students do not use it, assimilate it, and implement it in their future goals. A promising alternative (and complementary) approach, then, might be to focus not on how feedback is delivered, but instead on how it is *received*”

(Naomi Winstone and Robert Nash)

[www.heacademy.ac.uk/blog/feedback-doesn%E2%80%99t-have-be-futile-students%E2%80%99-responsibilities-active-recipients-feedback](http://www.heacademy.ac.uk/blog/feedback-doesn%E2%80%99t-have-be-futile-students%E2%80%99-responsibilities-active-recipients-feedback)

# Shifting conceptions

“Proactive recipience” ... engaging actively with feedback processes, thus emphasizing the fundamental contribution and responsibility of the learner...a form of agentic engagement that involves the learner sharing responsibility for making feedback processes effective” (Winstone et al., 2017, p.17).

“Rather than characterizing the moment of receiving feedback as the end point of the process, it is increasingly characterized as the start point” (Winstone et al., 2017, p.18)

“Importance of the affective dimension...can prevent dialogic feedback due to disengagement” (Medland, 2019, p.9)

# Why we need to think about feedback literacy

“We cannot **assume** students know how they are being marked and we cannot assume they understand the messages we are sending them via feedback (or indeed understand that the messages ARE feedback). Assessment and feedback are SCARY. They have an impact on identity, on self-worth. There is something at stake, it is raw and emotional. Assessment and feedback should result in **action**. Saying ‘work on your structure’ is fine. But it tells the student nothing about *how* they should go about working on their structure, and we can’t assume they’ll just get it.

Developing feedback literacy is a process of working to change the *dispositions*. It emphasises the reception of feedback and the socialization of students into a whole world of practices, expectations, performances and processes. It is about helping students see feedback not as something that happens or is done to them, but as tools they can use to secure their success”.

# Feedback is for students

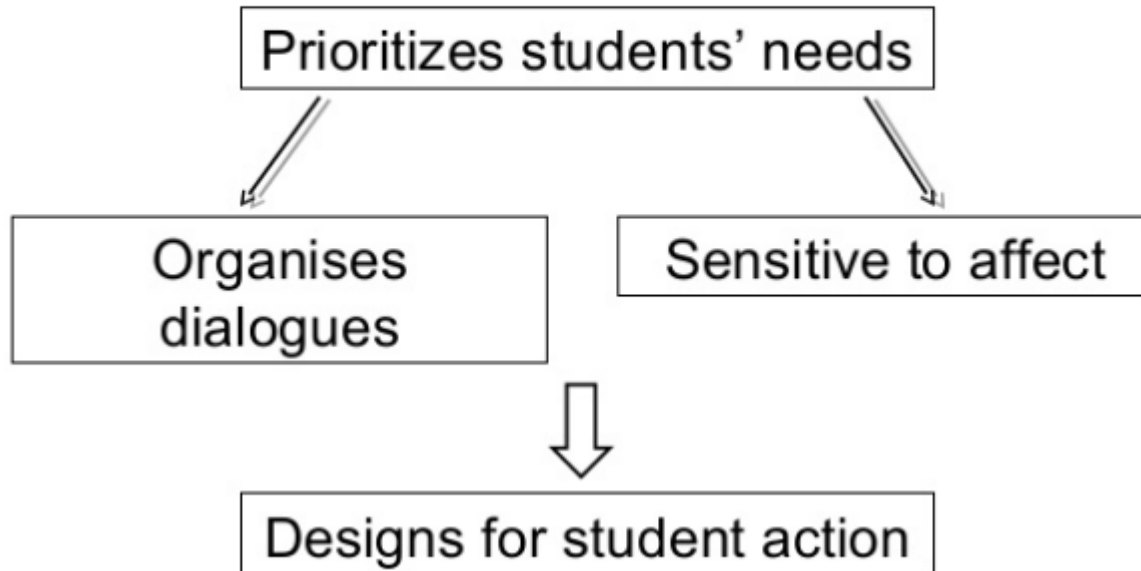
Students' needs and preferences should be prioritized





# Teacher feedback literacy

## Teacher feedback literacy



Carless and Boud (2018)

# Features of student feedback literacy

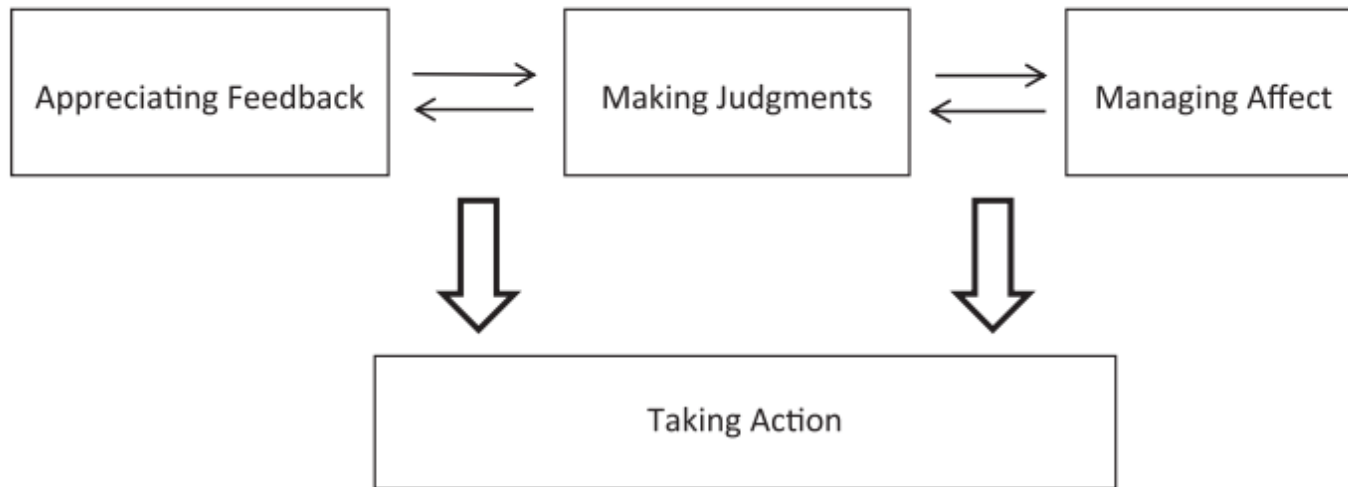


Figure 1. Features of student feedback literacy.

Carless and Boud (2018)

# Feedback literate students...

**Appreciating feedback:** (1) understand and appreciate the role of feedback in improving work and the active learner role in these processes; (2) recognise that feedback information comes in different forms and from different sources; (3) use technology to access, store and revisit feedback.

**Making judgments:** (1) develop capacities to make sound academic judgments about their own work and the work of others; (2) participate productively in peer feedback processes; (3) refine self-evaluative capacities over time in order to make more robust judgments.

**Managing affect:** (1) maintain emotional equilibrium and avoid defensiveness when receiving critical feedback; (2) are proactive in eliciting suggestions from peers or teachers and continuing dialogue with them as needed; (3) develop habits of striving for continuous improvement on the basis of internal and external feedback.

**Taking action:** (1) are aware of the imperative to take action in response to feedback information; (2) draw inferences from a range of feedback experiences for the purpose of continuous improvement; (3) develop a repertoire of strategies for acting on feedback.

# Agents involved in feedback literacy

|         | Where the learner is going                                | Where the learner is  | How to get there                               |
|---------|---|---|--|
| Teacher | Clarifying, sharing and understanding learning intentions | Engineering effective discussions, tasks, and activities that elicit evidence of learning | Providing feedback that moves learners forward |
| Peer    |   | Activating students as learning resources for one another                                 |  |
| Learner |   | Activating students as owners of their own learning                                       |  |

Adapted from Wiliam, Thompson 2007

# How to develop student feedback literacy




## ACTIVITY

Having considered feedback literacy...

1. Is this something that resonates with you?
2. Is this something you are already doing?
3. What are you doing and to what extent?
4. What could you do?
5. Barriers or challenges to developing feedback literacy?

# How to develop student feedback literacy

- introduce students to marking criteria/rubrics
- get them to critique feedback from tutors, good bad, useful etc. What actions would they do as result of it if they were that student?
- ask if there is anything specific they want feedback on, forces them to reflect and consider e.g. keep getting feedback about academic writing or being too descriptive.
- giving and receiving peer feedback
- include in assignment students having to comment upon previous feedback and how they have considered and acted upon it for improvement (self reflection)
- Delay the grade?
- emphasise feedback broader use for all work, not just specific assessment (instrumental tick it off I have done it approach – feedback won't be relevant to other things)
- self regulate (self-assessment and in setting themselves overall targets and goals for improvement, not simply reading feedback then not using to plan for future work)



# How to increase feedback opportunities in class

- finding spaces in class
- peer feedback – giving and receiving
- self evaluations
- using exemplars
- formative in class tasks
- drafts for formative feedback to act upon for final version
- get them to action plan how they will respond to feedback

**What do you do at the moment?**

# Going forward...

#try1thing

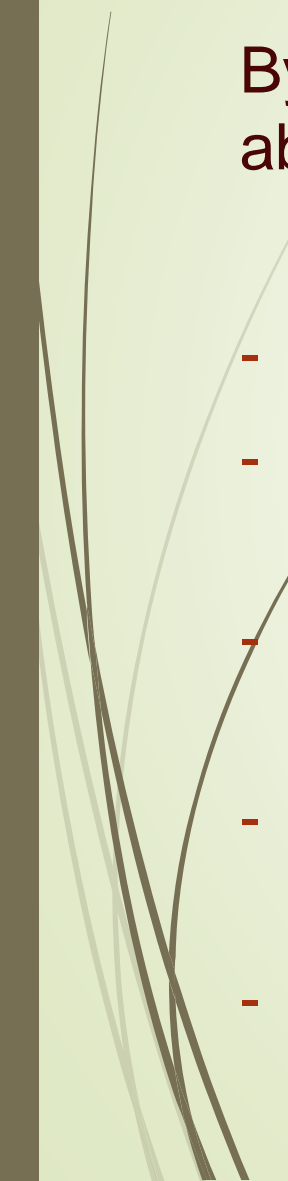




# Summary



By the end of the workshop participants will be better able to:

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- 

# Summary

"Next time it feels like your feedback is futile, ask yourself: Should you be enhancing the information you're delivering, or should you be working to enhance how it is received?"

(Naomi Winstone and Robert Nash)

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**THANKS!**

**Any questions?**

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