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INTERNATIONAL ASSESSMENT IN HIGHER EDUCATION CONFERENCE

**22-24 June 2022
Manchester, UK**



**University of
CUMBRIA**

86 'Teacher assessment and feedback intercultural competence and literacies: towards mutual development of co-negotiated literacy'

Veronica Rovagnati University of Kent, Canterbury, United Kingdom

Abstract

Feedback can have substantial influence on learning and development if students are – or are supported to become – 'feedback literate' (Carless and Boud, 2018). Student feedback literacy development, however, is not a homogenous process occurring in a vacuum, as feedback is a socio-cultural practice that involves different individuals (students, staff, peers), their experiences (previous, present and ongoing), and the diverse academic contexts in which it takes place (Chong, 2020; Gravett, 2020).

Presently, higher education contexts reflect a highly diverse body; transitioning international students and UK-based educators are likely to be familiar with different feedback cultures and context-specific feedback practices. Consequently, international students are often asked to develop a 'new' feedback literacy that is 'aligned' to that of educators. Two questions then arise: (1) is academics' feedback literacy to which students are asked to 'align to' homogenous across the staff body? (2) How can educators support international students' development of feedback literacy avoiding assimilationist approaches?

Student perspectives on this were captured as part of a larger longitudinal narrative inquiry into international postgraduate taught students' experiences with assessment and feedback, framed by theories of intercultural competence (Deardorff, 2006). Student narratives seem to suggest that academics' feedback literacy is not homogenous: the way in which educators conceptualise and operationalise feedback varies, as do the approaches they take to foster and scaffold student feedback literacy development (Winstone, Pitt and Nash, 2020). Student stories seem to point out that teachers' academic backgrounds, A&F histories, values, and beliefs play a significant role in this. Further, educators' intercultural competence within contexts of assessment and feedback seem to impact on the approaches they take to support student development of 'intercultural' feedback literacy.

Overall, student narratives highlight the importance of fostering effective communication between students and educators rather than 'fixing' the one or the others' literacies. This presentation will explore how mutual development of intercultural competence within contexts of assessment and feedback might support a culturally sensitive and aware co-development of feedback literacy.

Key References

Carless, D. and Boud, D. (2018) 'The development of student feedback literacy: enabling uptake of feedback', *Assessment and Evaluation in Higher Education*, 43(8), pp. 1315-1325.

Chong, S. W. (2020), 'Reconsidering student feedback literacy from an ecological perspective', *Assessment and Evaluation in Higher Education*, DOI:10.1080/02602938.2020.1730765

Deardorff, D. K. (2006), 'Identification and assessment of intercultural competence as a student outcome of internationalization', *Journal of Studies in International Education*, 10(3), pp. 241-266.

Gravett, K. (2020), 'Feedback literacies as sociomaterial practice', *Critical Studies in Education*, DOI: 10.1080/17508487.2020.1747099

Winstone, N., Pitt, E. and Nash, R. (2020), 'Educators' perceptions of responsibility-sharing in feedback processes', *Assessment and Evaluation in Higher Education*, DOI:10.1080/02602938.2020.1748569

Parallel Session 13 (Piccadilly Suite) 12:10 - 12:40 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Huahui Zhao

14 Using student expertise in co-creating resources to foster feedback literacy

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Abstract

Recognising that research-driven approaches to fostering feedback literacy do not always draw upon authentic student voices, this project set out to co-create (Bovill, 2016) a suite of materials that would be produced in partnership with third year students. The mutually agreed resources were co-produced as a toolkit for neophyte nursing students about to go out on work-based placement in complex and extremely busy clinical environments.

Building on a previous project (Adamson, 2018), a pedagogic action research approach (Norton, 2018) was used, with six steps in the action research cycle. Each step engaged group of final-year undergraduate student consultants, and the implementation phase drew extensively on the participating students' expertise in learning to engage productively in feedback processes during their own clinical placements. Narrative approaches elicited individual students' views, based on the students' lived experience. Concept-driven coding of the resultant data was then used to identify overall themes, which were then used as the basis for the co-produced materials. These were initially drafted within a workshop setting, and subsequently produced as laminated flash-cards, which aimed to help neophyte students engage productively in feedback processes.

During the conference presentation the cards will be shared, so that delegates may read and review them fully afterwards. This paper, however, will focus on our research findings from one aspect of the evaluation phase of the pedagogic action research cycle. A focus group following the workshop gathered participating students' perceptions of their involvement in the process of co-creating feedback-related resources. The data was analysed and six themes identified. These themes will be reported, together with powerful illustrative quotations. They will be linked to recent literature on feedback literacy (Carless & Boud, 2018), and to 'new' paradigms of feedback, including student engagement and agency within feedback processes (Winstone & Carless, 2019). The particular resonance of the students' outlook with 'informal feedback' derived from extended participation in situated practice (Sambell et al, 2013) will also be illuminated.

The presentation will thus build on and critically engage with existing research in the field by drawing attention to the relevance and importance of research and pedagogic practices which illuminate students' lived experience and developed expertise in using feedback in such complex situated contexts (Noble, 2019). The discussion phase of the session will enable participating delegates to debate the theoretical implications and practical implications of our approach in relation to developing students' feedback literacy in their own research and/or pedagogic contexts.

Key References

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- Carless, David & Boud, David, 2018. The Development of Student Feedback Literacy: Enabling Uptake of Feedback. *Assessment & Evaluation in Higher Education*, 43(8), pp.1315–1325
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- Sambell, K., McDowell, L. & Montgomery, C., (2013). *Assessment for learning in higher education*, Taylor & Francis: Routledge.
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Parallel Session 13 (Room 5) 12:10 - 12:40 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Chris Edwards

174 Rethinking assessment and feedback in a post-pandemic era: Actionable insights to promote and support learning in HE

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Abstract

Higher education institutions (HEIs) worldwide are currently grappling with emerging teaching, learning, and assessment challenges exasperated by the impact of the COVID-19 pandemic and the fourth industrial revolution (4IR). It is inevitable that teaching, learning, assessment approaches, and policies at our institution need to shift from a pre-Covid-19 contact mode of delivery to a post-pandemic, multi-modal teaching and learning environment.