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Helping Students Learn Through Students Feedback Literacy Method

Xiaomin Li¹, Minying Mo², Ding Zhao³

¹Associate Professor, Deputy Director of the Tourism and Trade Department, Beihai Vocational College, China.

Email: 49997170@qq.com

²Professor, Guangxi Arts University, China.

Email: 123495379@qq.com

³Associate Professor, Shandong Transport Vocational College, China.

Email: jtzyxy@qq.com

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Abstract

Feedback is the critical element to improve students' learning quality. During the ten years, many papers have focused on the students' feedback literacy (SFL) and teachers' feedback literacy (TFL). This article aims to systematize the core research concept of different teams and suggest strategies for training SFL. For the qualitative method, the researchers interviewed 26 teachers from two vocational colleges in China. For the quantitative method, the authors analyzed 523 students' data and questionnaires to determine whether there is significant difference between them. Although there is no significant difference the two college between the south and north part of China, using feedback effectively is an important life skill required to function effectively in the workplace and relationships. We summarize crucial ideas about designing effective feedback strategies throughout the paper. With this in mind, we invite readers to consider what small changes you would make to your practice and how you would share your learning with your colleagues and students.

Keywords: feedback literacy, student feedback literacy, teacher feedback literacy, peer feedback, strategies

Introduction

In 2012, the British scholar Sutton termed "Feedback Literacy" (FL) a formal academic meaning in his paper. Sutton considered feedback literacy a part of academic literacy, incorporating three elements across the cognitive, social, and emotional realm. First, FL is acknowledged as a challenging issue in higher education. The learner is not only a "message receiver" to understand and perceive the feedback message, but also the "message feedback-ee" to respond to the feedbacker (Sutton, 2012). Second, endeavor to advance feedback predominantly focuses on faculty improvement, lacking addressing the capabilities of learners to embark on feedback. Learners need to know its meaning and to demonstrate this into their learning experience and practice. Third, feedback should be practical and enhance students' learning outcomes and SFL engagement (Carless, 2015). With the development of Big Data

and intelligent technology, studies have begun to explore how to use technology to provide better countermeasures to train the SFL.

Because of Covid-19, students in China began the online courses learning. As of May 8th, based on data from the Ministry of Education, People's Republic of China (MEPR,2020): 1,454 colleges and universities offer online courses; consisting of 1,030,000 teachers; 1,070,000 online courses; and up to 17.75 million students. China's education turned into a post-epidemic time in Xinhua News (2020). Combining the machine-learner-teacher-peer four-way feedback or human-machine two-way became a new research direction on feedback literacy.

This paper aims to collect some research reviews on feedback literacy in the near decades and figure out how to train the SFL based on the research.

Literature Review

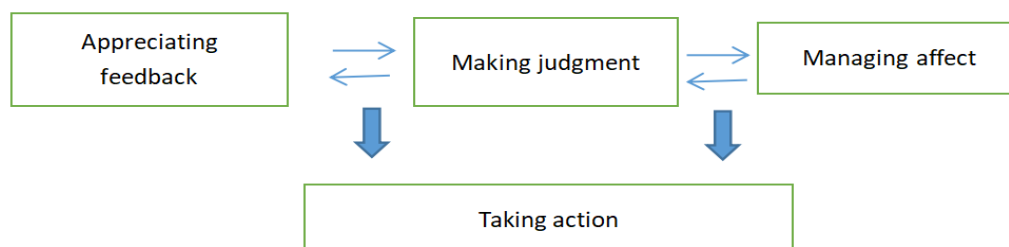
Student Feedback Literacy

One of the fundamental challenges in interpreting "feedback" lies in much debate over its actual meaning. Broadly, this term is utilized by different stakeholders in a complex environment and various contexts; Hattie and Timperley (2007) view feedback as information given by stakeholders, like faculty, students, and peers. Students use the information to improve their learning performance, but students also need motivation and assimilation to make sense of comments from the teachers for their reformation.

The paper by Boud and Molloy (2013) raises the concept that feedback needs to be designed carefully and integrated with curriculum and teaching plans. The proposed feedback in the curriculum approach allows students to develop their judgment of quality and give and receive feedback through exchanges with peers. Carless and Boud (2018) proposed four inter-related features as a framework of SFL: appreciating feedback, making a judgment, managing effect, and acting. They elaborated on how the SFL can be developed and how teachers can facilitate their activities, such as curriculum design, guidance, and coaching. As argued by Carless and Boud, it is not enough to explain the internal feedback mechanism. Feedback is so essential to students' development that it warrants a term of its own.

Figure 1

Feature of Student Feedback Literacy



Note: this Figure 1 is from paper wrote by Boud and Molloy (2013).

Developing Student Feedback Literacy

Students in higher education maturing an essential component of the learning community require to develop new academic literacy. They are indoctrinated with diversified skills to understand and respond to feedback, like essay writing and student 4C core capability (communication, collaboration, creativity, and critical thinking). Most significantly, the ability to utilize feedback effectively. Enhancement of SFL is fundamental to improve feedback procedure and more comprehensive experiments to cultivate students' learning outcomes. Feedback literacy is an implement for bettering college and university studies and a nucleus competency for the workshop and lifelong learning. Price et al., (2012) in their comprehensive book about assessment literacy, recommended that student assessment literacy subsumed: an appreciation of the relationship between assessment and learning; a conceptual understanding of assessment; understanding of the nature and meaning of assessment criteria and standards; skills in self-and peer-assessment; familiarity with assessment techniques; and the ability to select and apply appropriate approaches to assessment tasks. Moreover, the scholars like Garino, Carless, Molloy, Dong gave different models by summarizing the structural feedback element (Dong, 2021; Garino, 2020).

Table 1

Feedback Model during the Decade (2012-2021)

| No. | Model Name | Resource | Structural Element |
|-----|------------------|--------------------------|---|
| 1 | Assessment model | Price et al., (2012) | An appreciation of the relationship between assessment and learning; a conceptual understanding of assessment; understanding of the nature and meaning of assessment criteria and standards; skills in self-and peer-assessment; familiarity with assessment techniques; and selecting and applying appropriate approaches to assessment tasks. |
| 2 | Dynamic model | Garino (2019) | Preparation (mobilize learning emotion and enhance understanding); willingness (strengthening faith, seeking value and meaning, develop a mindset, and inspire motivation); Active (adjustment and adaptive) |
| 3 | Action Model | Carless and David (2018) | Appreciating feedback; making judgments; managing to affect; taking action |
| 4 | Category Model | Molloy (2009) | Commitment to take feedback as an improvement; considering feedback as an active process; lead feedback information to make progress; manage the feedback information; admit and work emotionally; acknowledging feedback is a mutual- benefit process; execute the processing results of the feedback information |
| 5 | Synthesis Model | Dong et al., (2016) | Perceptual Feedback; Cognitive Integration; Evaluation and Judgment; Taking Action; Emotional Manage and Motivation Regulation |


Dong (2020), Beijing Normal University, tracked the domestic and foreign research

teams related to feedback and feedback literacy. She believes China must begin to swiftly develop student FL in the relative context to explore human-computer collaborative feedback reciprocity models. Understanding the influential factors of the SFL in the local context is vital for promoting the innate motivation of students in the current intelligent era and coordinated and advanced multi-level feedback education system. Dong (2021), with her co-writers in her article, combines the latest research on learners’ feedback literacy and explores how to solve the problems faced by applying artificial intelligence education through six types of connotations: Perceptual Feedback, Cognitive Integration, Evaluation and Judgment, Taking Action, Emotional Manage, and Motivation Regulation. To solve the predicament of the computer-computer relationship, build multiple scaffolds in different fields, create a human-machine two-way feedback mechanism for intelligent education applications, and put forward development prospects in combination with future development.

Liz (2019) used learning dashboards, a type of literacy with knowing, being, and acting components. Winstone and Carless focus on the old and new paradigms of feedback (Figure 2).

Figure 2

The Old and New Paradigms of Feedback

| Old paradigm | | New paradigm |
|---------------------------|---|----------------------------|
| Feedback as information |  | Feedback as sense-making |
| Focus on delivery | | Focus on student uptake |
| Students receive comments | | Students generate comments |
| Cognitivist | | Social constructivist |

Note: this Figure 2 is from paper wrote by Winstone and Carless (2019).

Study Focus on Feedback Literacy

The Australian Team

The Australian team, mainly represented by two professors, Boud and Molloy (2013) believed that teachers should realize the importance of students’ participation in feedback in the course design, develop feedback awareness for students, design activities and output opportunities, and provide standards to facilitate practical evaluation. Then through the nesting of tasks, increase the challenge of the task, to make learners become the finders of feedback and the providers of feedback. Later, the team also discussed establishing a feedback dialogue mechanism and using the interaction analysis mechanism to promote students’ feedback literacy development (Ajjawi & Boud, 2017).

The Hong Kong University Team

Carless’ research team began their research on SFL and initially focused on learning-oriented higher education assessment, peer evaluation, and peer feedback (Carless, 2015). This team suggested developing sustainable feedback frameworks and used examples in teaching dialogue to illustrate the nature of high-quality feedback work.

Professor Carless and Winstone (2023) proposed the term “Teacher Feedback Literacy” for the first time, also explored research on TFL and SFL with the research team of the Surrey

University in the UK. They combined the TFL concept, and a synergistic development mechanism based on teacher-student feedback. His team also explored how to embed the crucial mechanisms of feedback literacy in the curriculum to provide effective pedagogy feedback through stimulation, processing, and implementation (Malecka et al., 2022). His student Chong (2021) has published a reconstruction of the student feedback literacy model from an ecological perspective. The rise of students' feedback literacy research teams in mainland China was also inspired by it.

The England Team

The Winstone's team is the core and fruitful research team exploring SFL. The collaboration between her and Professor Carless has already been mentioned above, but that paper was not the first time to do collaboration study on the SFL. Before this, Winstone and Carless (2019) summarizes research results on student feedback literacy. The book consists of ten chapters: The introduction and feedback challenges, developing students' feedback literacy, facilitating students' engagement with feedback process, enabling feedback through assessment design, enabling feedback in the dialogue process, interweaving internal and external feedback, implementing peer feedback, the relational dimension of feedback, moving feedback forwards. It also explores the challenges of designing effective feedback processes to address the challenges of higher education and how to create learner-centered instruction. It is a new paradigm of thinking that emphasizes conversational teaching and how students can better absorb feedback.

The Chinese Team

The research of Chinese mainland scholars on SFL originates from overseas study experience. Xu Yueting, from the Center of Applied Linguistics of Guangdong University of Foreign Studies, studied with Professor Carless how to improve students' awareness and ability of feedback practice based on teacher feedback (Xu & Carless, 2017). Other scholars did research of teacher-student relationship focusing on improving students' feedback literacy, especially in the feedback process. Mingxuan et al., (2018) believe that big data assessment provides objective data support for learner state analysis and teaching optimization. Changqin (2019) discussed how to present learners' cloud space-related behavioral data through dynamic visualization to provide them with timely feedback, supervision, and guidance. Hui (2018) discussed how the intelligent micro-classroom can give accurate feedback in combination with the needs of students, and how to provide personalized feedback and adaptive learning for the education of artificial intelligence robots has gradually become one of the hot spots in this field.

Overall, the research on students' feedback literacy in Chinese mainland teams is still relatively scattered and has a single force, so it is urgent to strengthen the research input in the corresponding field.

Table 2*The components of feedback literacy*

| No. | Factors | Main research team | | | | Frequency |
|-----|---|----------------------|----------------|-----------------|---------------|-----------|
| | | Australia | England | America | China | |
| | | Bound & Molly et al. | Carless et al. | Winstone et al. | Dong et al. | |
| 1 | Teacher FL(TFL) Student FL(SFL), interplay | | 2019 | | 2018 | 2 |
| 2 | FL Challenging issue | | | 2017 | | 1 |
| 3 | FL burdensome | | 2019 | 2019 | | 2 |
| 4 | responsibility-sharing between S and T | | | 2017 | | |
| 5 | S making academic judgments | 2020 | | | | |
| 6 | Empirical identification of student FL | 2020 | | | | |
| 7 | Enactment through two case studies in china | | | | 2019 | |
| 8 | Embedded within curriculum | 2012,2019 | 2020 | 2019 | | 3 |
| 9 | 4 features of SFL: Appreciating, making judgments, managing factors, taking action | 2018 | 2019 | | | 2 |
| 10 | Seven core features: commit, | 2020 | | | | 1 |
| 11 | SFL, complementary | 2013 | 2018 | 2017 | | 4 |
| 12 | Synopsis of SFL, Human-machine Two-way FL mechanism | | | | 2020, 2021 | 2 |
| 13 | SFL on receiving dashboard data | | 2019 | | 2019 | 2 |
| 14 | Feedback cultures | 2013, 2019 | | 2019 | | 3 |

Research Methodology

The methodology for this case was based on the questionnaire, which provides an opportunity to take a snapshot of current practice, either at the level of an individual unit/module, a program, or within the context of an individual's practice.

Participants

Beihai Vocational College (BVC) in Guangxi, China, and Shandong Transport Vocational College (STVC) in Shandong, China. Both schools are vocational colleges, and in the seaside city, one is in the south part of China, the other is in the north part of China. This paper aims to collect 523 students (SFL) between freshman and sophomore and 26 teachers (TFL) mainly on English and PE courses in both colleges, so the authors designed an online questionnaire (WeChat mini program) and sent to the students randomly in the both colleges. The collect number of pupils in both colleges was 523 students between 18-21 years old as of May 2021, the teacher's number is 26.

Pupils

This paper predominately took place in vocational colleges, and pupils were selected for this study as a basis for discussion, to identify priorities for development, or to track change in beliefs and practices over time. In brief, there were 275 male students and 248 female students, mainly between freshman and sophomore, of which 415 were freshman, and 108 were sophomore. Thus, the following pupils with anonymous names participated in the study.

Staff

Staff were selected between the two courses English and Physical education which 7 were male teachers and 19 were female teachers.

Date collection

There are two phases of data collection employed in this study.

In phase I, data was collected from the pupils, and in phase II, the data was collected from the staff at BVC and STVC.

Results and Discussion

Table 3 provides an opportunity to take a snapshot of current practice, either at the level of an individual unit/module, a program, or within the context of an individual's practice.

Table 3

Phase I- The questionnaire of feedback literacy from pupils

| | BVC (N=206) | STVC (N=317) | 2/t | P |
|---------------|------------------------|-------------------------|------------|----------|
| Gender | | | 310.495 | <0.001 |
| Male | 10 (4.85) | 265 (83.60) | | |
| Female | 196 (95.15) | 52 (16.40) | | |
| Grade | | | 42.422 | <0.001 |
| freshman | 134 (65.05) | 281 (88.64) | | |
| sophomore | 72 (34.95) | 36 (11.36) | | |
| Age | | | - | 0.008 |
| Below 18 | 5 (2.43) | 2 (0.63) | | |
| 18-19 | 122 (59.22) | 227 (71.61) | | |
| 20-21 | 75 (36.41) | 86 (27.13) | | |
| Above 21 | 4 (1.94) | 2 (0.63) | | |

| | BVC (N=206) | STVC (N=317) | 2/t | P |
|---|------------------------|-------------------------|------------|----------|
| 1.Feedback is a powerful influence on learning. | 3.60±0.73 | 3.65±0.81 | -0.686 | 0.493 |
| 2.Feedback is designed to convey to the student their level of performance | 3.64±0.66 | 3.72±0.74 | -1.183 | 0.238 |
| 3.Feedback is important in conveying to students how much their effort is valued | 3.70±0.66 | 3.76±0.73 | -1.025 | 0.306 |
| 4.Feedback is important in justifying the grade that has been awarded | 3.64±0.64 | 3.61±0.77 | 0.488 | 0.626 |
| 5.Feedback helps students to judge their own performance | 3.72±0.66 | 3.80±0.72 | -1.201 | 0.230 |
| 6.Feedback is important in demonstrating that assessment procedures are transparent | 3.65±0.64 | 3.77±0.75 | -1.995 | 0.047 |
| 7.Feedback is important in meeting quality assurance requirements | 3.75±0.63 | 3.77±0.73 | -0.286 | 0.775 |
| 8.Feedback is important in helping students to manage their own learning | 3.74±0.67 | 3.78±0.73 | -0.653 | 0.514 |
| 9.Feedback from peers is effective in developing students' learning | 3.77±0.64 | 3.76±0.73 | 0.243 | 0.808 |
| 10.Effective feedback is important in ensuring high levels of student satisfaction | 3.83±0.63 | 3.82±0.74 | 0.244 | 0.807 |

Table 4

phase II- The questionnaire of feedback literacy from staff

| | BVC(N=11) | STVC(N=15) | t | P |
|--|------------------|-------------------|----------|----------|
| Gender | | | - | 0.178 |
| Male | 1 (9.09) | 6 (40.00) | | |
| Female | 10 (90.91) | 9 (60.00) | | |
| Teaching age | | | - | 0.042 |
| Below 5 | 3 (27.27) | 0 (0.00) | | |
| 6-10 | 5 (45.45) | 3 (20.00) | | |
| 11-15 | 1 (9.09) | 4 (26.67) | | |
| Above 15 | 2 (18.18) | 8 (53.33) | | |
| Courses | | | - | 0.002 |
| English | 11 (100.00%) | 6 (40.00%) | | |
| PE | 0 (0.00%) | 9 (60.00%) | | |
| 1.Discuss with students the pur pose and meaning of feedback | 2.82±0.87 | 2.73±0.96 | 0.231 | 0.819 |
| 2.Encourage students to recognise feedback exchanges beyond summative feedback on written work | 2.91±0.94 | 2.40±0.91 | 1.387 | 0.178 |
| 3.Support students to develop a range of strategies to implement their feedback | 2.73±0.65 | 2.53±0.99 | 0.565 | 0.577 |
| 4.Consider the emotional impact of feedback on students | 2.82±0.98 | 2.67±1.05 | 0.374 | 0.712 |
| 5.Invite students to request feedback on specific elements of their work | 2.55±0.69 | 2.53±1.13 | 0.032 | 0.975 |
| 6.Support students to develop the skills to evaluate their own work | 2.64±0.92 | 3.07±1.03 | -1.096 | 0.284 |
| 7.Provide opportunities for students to engage in peer feed- back exchanges | 2.18±0.87 | 3.00±1.13 | -1.994 | 0.058 |

| | BVC(N=11) | STVC(N=15) | t | P |
|--|-----------|------------|--------|-------|
| 8.Provide opportunities for students to contribute to the design of assessment criteria/ rubrics | 2.18±0.40 | 2.27±1.16 | -0.262 | 0.796 |
| 9.Consider opportunities for implementation of feedback at the point of assessment design | 2.27±0.79 | 2.33±1.11 | -0.154 | 0.879 |
| 10.Relate feedback to programme learning outcomes/graduate attributes as well as module/unit learning outcomes | 3.00±0.89 | 2.67±1.18 | 0.787 | 0.439 |
| 11.Use technology to facilitate student uptake of feedback | 2.82±0.75 | 2.93±1.16 | -0.287 | 0.777 |
| 12.Seek evidence of the impact of your feedback on students' learning | 2.55±0.82 | 2.53±1.19 | 0.029 | 0.977 |

This study was used SPSS23.0 to analyze the data, and measurement data is shown by $\bar{x} \pm s$, the independent sample was used T-test for comparison between groups. Count data were used Chi-Square test or Fisher Exact test, $P < 0.05$ is statistically significant. The male in STVC is significantly higher than BVC in the questionnaire; there were significant differences between BVC and STVC age composition proportion, $P < 0.05$.

Phase I was adopted an independent sample and T-test to inspect the difference in feedback situation between BVC and STVC. The results showed apparently, the consent of students in STVC "Feedback is important in demonstrating that assessment procedures are transparent" (3.77 ± 0.75) was higher than BVC (3.65 ± 0.64), according to T-test results showed that, $t = -1.995$, $P < 0.05$, illustrated in this issue there was a significant difference between the BVC and STVC. However, there were no significant differences on other issues, $P > 0.05$.

In phase II, the male staff are in STVC higher than the BVC; the questionnaire has adopted a T-test to judge the differences in applying feedback literacy in two colleges. The results showed no significant difference between the two colleges.

Five Steps to Train SFL

Feedback is one of the most compelling influences on students' learning (Hattie & Timperley, 2007). Feedback is considered a process through which students can use the information from the various learning material and magnify learning strategies. The agency, faculty, and principal spend time in curriculum and teaching to train SFL's highly complex inter-person relations. In higher education, it is relatively common to develop students' creative thinking and essay writing. Still, it is rare to train the capability of the student to utilize feedback information to direct their studies. Using feedback effectively is an important life skill required to function effectively in the workplace and relationships. In contrast, giving feedback may be a sub-component of the broader concept of ability to assess.

Step 1: Participating in the Feedback Process

In a recent comprehensive therapy, feedback literacy is defined as "the understanding, ability, and inclination required to understand information and use it to enhance work or learning strategies." Feedback is not the synonym of telling; that is single-way information transmission from the faculty to learners, like the students need not take part in the learning process, but they still can decide to do what they should do (Carless & Boud, 2018). The hypothesis lies, they can improve their learning performance if the students do what they were told. This hypothesis developed in a group with bolder assumptions; the telling message can

make some change occur specifically. One hypothesis accumulates on another that has been the base from generation after generation of teachers. Let the students join in the learning dialogue, no longer a listener, to acknowledge the learning quality.

Step 2: Appreciation the Feedback Information

Teachers and students may not have a common understanding of the purpose of feedback. Students may not be aware of the many ways in which they receive and generate feedback - promoting the feedback process, monitoring, and evaluating their learning ability through overstimulating feedback. The educators' challenge is to systematically construct the learners' self-analysis abilities of their expectations into the curriculum. In the epistemological dimension of feedback literacy, students need to see feedback as a source of learning. Sutton (2012) in his paper shows them how their understanding has developed (feedback about performance) and shows them how to develop further their skills and knowledge (feedback about understanding).

An important finding is that giving peer feedback is often more beneficial than receiving comments because it is more cognitively engaging and involves higher-order processes such as applying criteria, diagnosing problems, and proposing solutions (Nicol et al., 2014). Peer feedback opens our vision to different ways of doing things, which allows us to compare our methods with others and sensitizes us to critical areas for improvement. Even if top students do not get much insight from their peers, they can still learn by explaining to their peers and saying, "teaching is learning twice."

Step 3: Emotion Management

Emotion hinders the cognitive processing of feedback exchange (Boud & Falchikov, 2007). To improve students' lifelong learning by supporting students in learning about development goals and planning their learning skills. Students with a feedback culture can maintain emotional balance when receiving critical feedback, avoid defensive psychology, and develop the habit of continuous improvement based on internal and external feedback (Ajjawi & Boud, 2017). The ability of students to manage emotions in the feedback situation does not mean that students do not experience negative emotions; instead, they recognize the importance of going beyond these feelings to apply guidance to their work. The learners should consider the following.

- 1) What has happened? --description
- 2) How did I feel? --feeling
- 3) Is it a positive or negative experience? --assessment
- 4) What meaning do I get out of this experience? -- Conclusion
- 5) What else can I do? --an action plan
- 6) What would I do now if I were in a similar situation? --plan

Few of us would say that we enjoy receiving critical feedback. We often feel defensive in response to criticism from others, so we usually try to protect our self-esteem. Emotions in the feedback process also dominate our students. In most cases, they are proud of the work they submit, so critical evaluations from teachers are often unexpected and make students anxious, even angry. As part of a new paradigm feedback approach, we want to provide an environment that encourages students to absorb feedback, so we cannot ignore the feedback culture's motivational, emotional, and interpersonal dimensions. Teachers occupy a position of power among students: they control students' academic performance and progress. Perhaps more

importantly, students can internalize the teacher's evaluation and often see the assessment of their work to evaluate themselves as learners. However, the core of the new feedback paradigm is to promote student progress. Therefore, sometimes feedback needs to be candid, critical, and sensitive to the students' possible emotional reactions. Attempts to avoid overly critical feedback communication using language are sometimes referred to as "hedging" (Ginsburg et al., 2016).

Step 4: Taking Learning Action

The positive role of learners is recognized; the concept of feedback needs to shift from mechanical to responsive, which is the role of learners as constructors of their understanding that needs to be accepted. And then, feedback is not a control mechanism designed by other stakeholders to attract learners, although desirably, the process used to promote their learning. Instead, there is an assessment of educational purposes to inform learners of their practices to produce work that meets the standards of others. Still, they also informed the work's production process and took advantage of all the resources they needed to get.

Step 5: Adjusting Motivation

When higher education practitioners see that students are not taking full advantage of opportunities for feedback, some teachers may perceive students as lacking motivation and commitment. Rather than just assuming that students are not interested in receiving feedback, it is essential to understand what is behind this apparent lack of engagement (Jonsson, 2013). The first barrier identified by Winstone et al. (2017) is awareness, indicating difficulty for students to decipher the language used in feedback, understand the purpose of the feedback, and identify the source of the feedback. It is closely consistent with Jonsson's discussion of students' difficulty understanding the commonly used feedback on academic terms. The next barrier identified by Winstone et al. (2017) A second potential reason for the vast difference in how teachers and students view participation feedback is that teachers and students may conceptualize participation in different ways. For example, in the study of Mulliner and Tucker (2017), when responding to the statement "the student/I always act on feedback," the student may think that they are taking action. Still, this action may be more superficial than what the teacher expects of the student (Burke, 2009). There may also be different interpretations of what "taking action" means; Some might say that just reading reviews is an act.

One of the main goals of higher education is to foster student autonomy. In this case, it may be argued that once the teacher has provided feedback on the student's work, the onus will be passed on to the student to accept the suggestion and take action. However, it is essential to recognize that critical environmental facilitators need to be in place to provide feedback to support student participation (Price et al., 2011). Nicol (2010) talks about "burden-sharing" between teachers and students in the feedback process. Make it clear that "student participation in assessment feedback is not entirely the student's responsibility." Therefore, it is also necessary to consider the roles and responsibilities of teachers and students in overcoming some of the common barriers to participation in feedback (Nicol, 2010).

Conclusions

In the research literature and some good practices, we see the beginning of a paradigm transfer from a feedback approach characterized by comments from experts to novices to a

learning-centered model characterized by student participation and action. This paper argues that fully realizing this paradigm shift requires us to go beyond student satisfaction, beyond student learning, beyond commentary, and beyond opportunities for feedback, and beyond feedback-related artifacts such as standardized forms to have meaningful conversations during the feedback process. We summarize crucial ideas about designing effective feedback processes throughout the paper. As with any critical development, the key enablers are the key groups working toward the goal. With this in mind, we invite readers to consider what small changes you would make to your practice now and how you would share your learning with your colleagues and students. Perhaps you will become a “champion” of new paradigm practices and influence others’ practices. We encourage you to strengthen the feedback process as a joint responsibility between you and your students in the partnership. The strength and authenticity of the relationship between teacher and student are vital facilitators of learning through feedback. Finally, we encourage you to re-examine your feedback methods in the courses you teach. The influence of feedback on students’ learning is rarely accidental; Students’ understanding is based on meaningful feedback design.

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