# Teacher feedback literacy & feedback designs for student learning

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# **Overview**

1. Teacher feedback literacy

2. Interviews with teachers

3. Interplay with student feedback literacy

4. Implications

# TEACHER FEEDBACK LITERACY

# **Defining teacher feedback literacy**

"Knowledge, expertise & dispositions to design feedback processes in ways which enable student uptake of feedback"
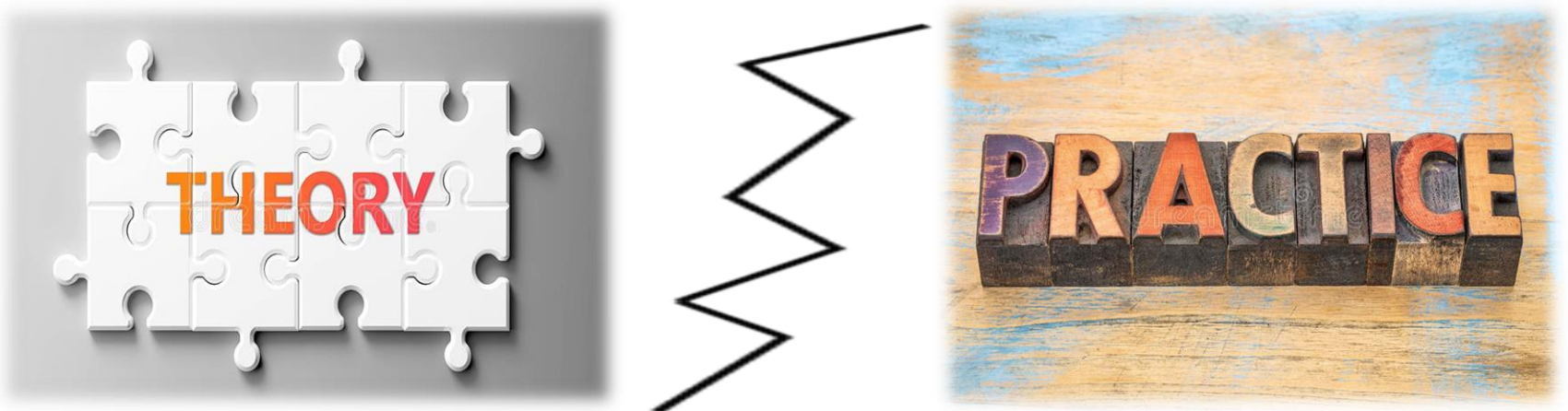
(Carless & Winstone, 2020, p. 4)

# **Theory vs practice**

The literature has moved forward in how it understands feedback – but not clear those involved in feedback have been brought along with it (Dawson et al. 2019)

# **Disciplines & feedback**

Disciplinary nature of feedback practices (e.g. Esterhazy, 2018)

Discipline-specific feedback literacies (Winstone, Balloo & Carless, 2020)
https://doi.org/10.1007/s10734-020-00632-0

# **Work in progress**

Interview study with teachers acknowledged for their feedback practices

Science, Law, Accounting, Education, Engineering, Medicine

# **Student-centred**

"The focus of feedback should be on the students .. . put ourselves into the students' shoes so we know what they are struggling with & what sort of guidance they need"

(Law, female)

# **Timing**

"Once students receive feedback, they need time to work with it … the timing is critical … <u>a few points</u> to help them move on to the next iteration" (Engineering, female)

# **Feedback as interaction**

"Feedback is a <u>two-way process</u>, that's why it is Feed-back. It is an <u>interaction</u> between a teacher and a student with a purpose of helping the student learn and change" (Law)

# **Relational**

"Students need to feel that you are like a coach, a mentor, <u>someone who cares</u> about their progress" (Accounting, female)

# **Care**

"Care is like wrapping paper for a gift. If you are not showing care and it's not what the student needs at that moment, the student would not accept the feedback" (Accounting)

# **Empathy**

"Talk to them like a friend and try to understand them from their perspectives. They will feel you are <u>respecting</u> them and not judging them when they face failure"

(Science, male)

# **Listening & responding**

"Listening and proper response are some of the main characteristics of effective feedback. Listening to the individual needs, the problems they encounter & offering a personal response to address their needs" (Science)

# **Workload issues**

Reusable question bank

Some things automated

Flexibility for students

It saves me time

(Science)

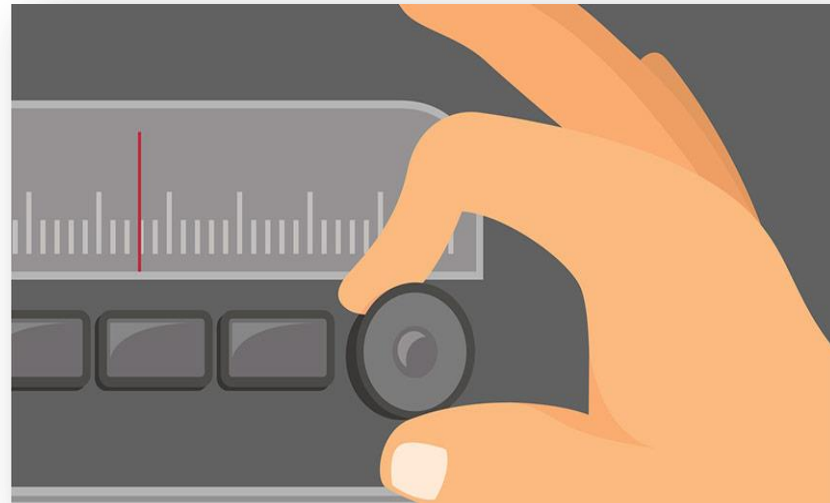# **Fine-tuning of practice**

I'm still trying to refine my methods (Law)

I try different feedback <u>designs</u> every year
… adjusting the strategies (Education, male)

# **<u>Design</u>**

"Teachers need to design & scaffold the learning environment to maximize chances for students to learn from feedback" (Education)

**Feedback Design**

# **Developing student feedback literacy**

"Students need to be taught how to give feedback and also how to act on feedback" (Education)

# **Design example (Education)**

**Draft assignment**
↓
**Student self-evaluation**
↓
**Written peer feedback**
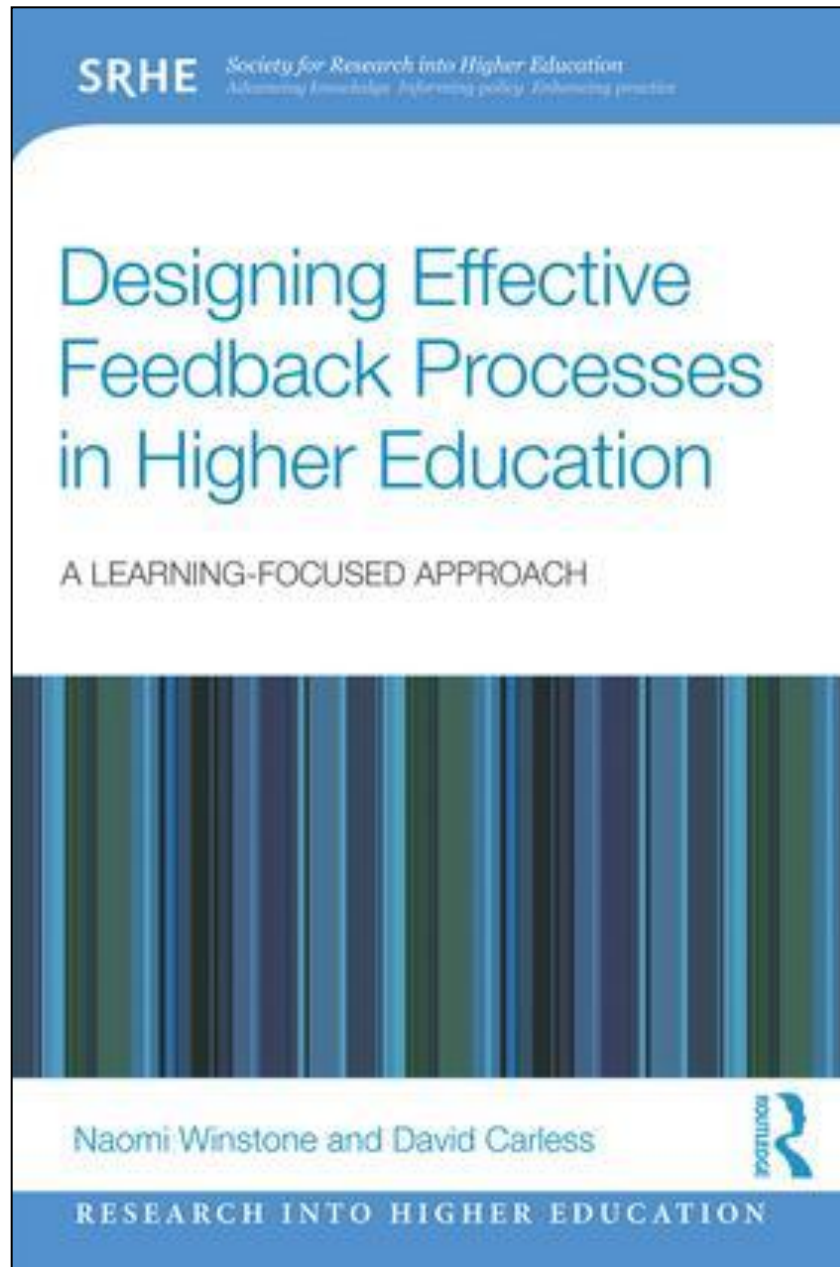↓
**Brainstorm & negotiate criteria**
↓
**Oral peer feedback**
↓
**Develop action plan**
↓
**Revise assignment**

**(Winstone & Carless, 2019, chapter 7)**

# PREVIOUS CONCEPTUAL WORK

(Carless & Winstone, 2020)

# **Design capacities**

Designing task sequences for uptake

Promoting peer feedback

Deploy technology to facilitate interaction

(Carless & Winstone, 2020)

# **Relational capacities**

Clarify purposes and processes

Evidence supportiveness / approachability

Show commitment to help students

(Carless & Winstone, 2020)

# **Pragmatic capacities**

Navigate different functions of feedback

Balance teacher-provided vs. student-generated feedback

Manage compromises in workload, staff & student satisfaction

(Carless & Winstone, 2020)

# **Feedback as partnership**

Shared responsibilities in the giving & receiving of feedback (Nash & Winstone, 2017); & development of student feedback literacy
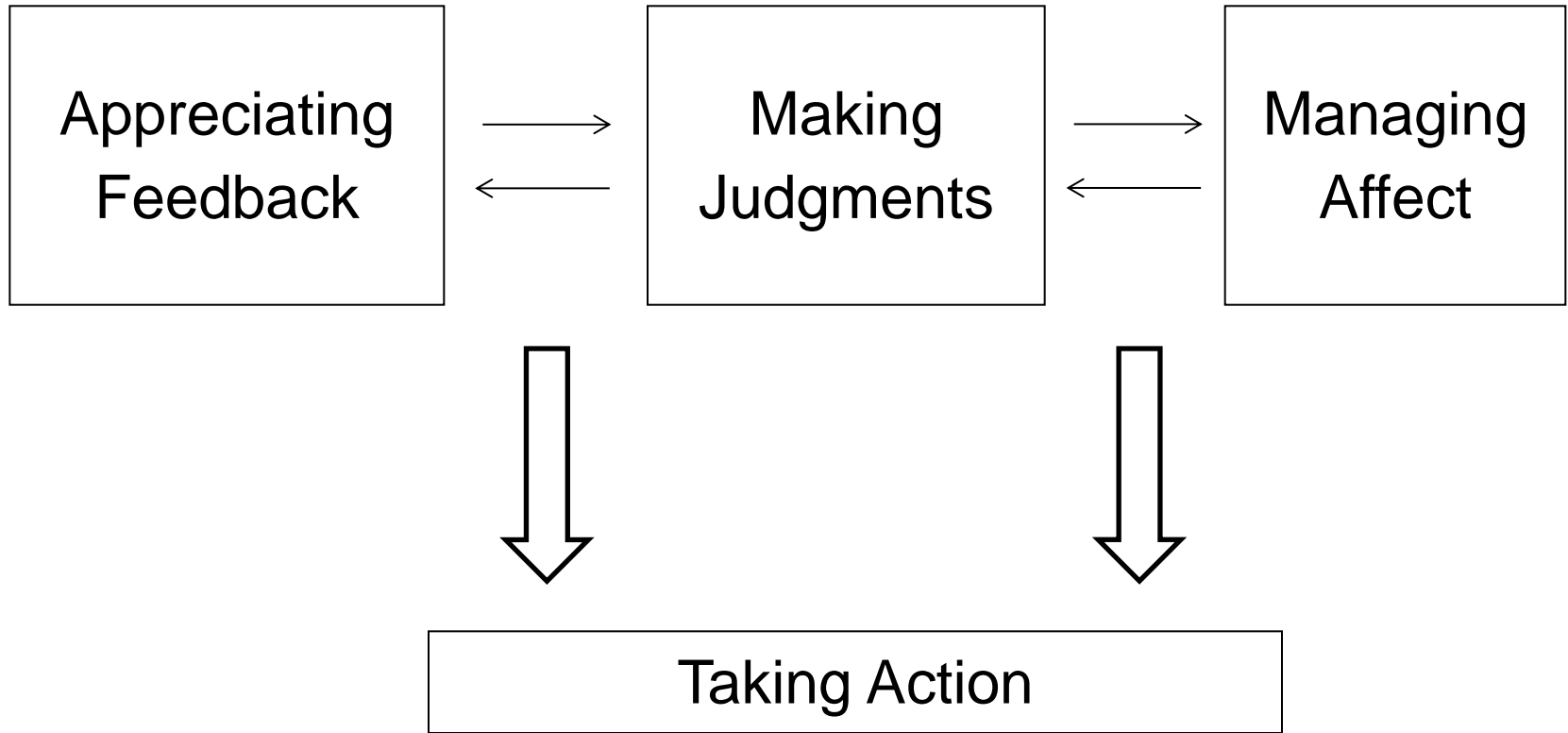
# **Defining student feedback literacy**

Understandings, capacities & dispositions needed to use feedback for improvement (Carless & Boud, 2018).

# **Student feedback literacy**

| Appreciating Feedback | → ← | Making Judgments | → ← | Managing Affect |

↓ ↓

| Taking Action |

(Carless & Boud, 2018)

# **Implications**

# **What does 'feedback' mean?**

Comments about how well or badly someone is doing something, which are intended to help them do it better (MacMillan dictionary)

Feedback as interaction (My data)

Processes where learners make sense of performance-relevant information to promote their learning (Henderson et al. 2019, p. 17)

# **Implementing learner-focused feedback**

1. Student peer review

(Harland et al. 2017; Nicol et al. 2014, Nicol 2020)

2. Comparing work-in-progress with <u>exemplars</u> of different quality

(Carless 2020; Sambell & Graham 2020)

# **Changing feedback practices**

How do teachers become more capable in handling feedback processes?

•Learning from students & previous experiences

•Informal sharing with other teachers

•External input

….

# **Summary**

- Effective feedback processes need to be <u>designed</u>

- Emphasis on what the <u>student</u> does

- Design, relational & pragmatic dimensions of teacher feedback literacy

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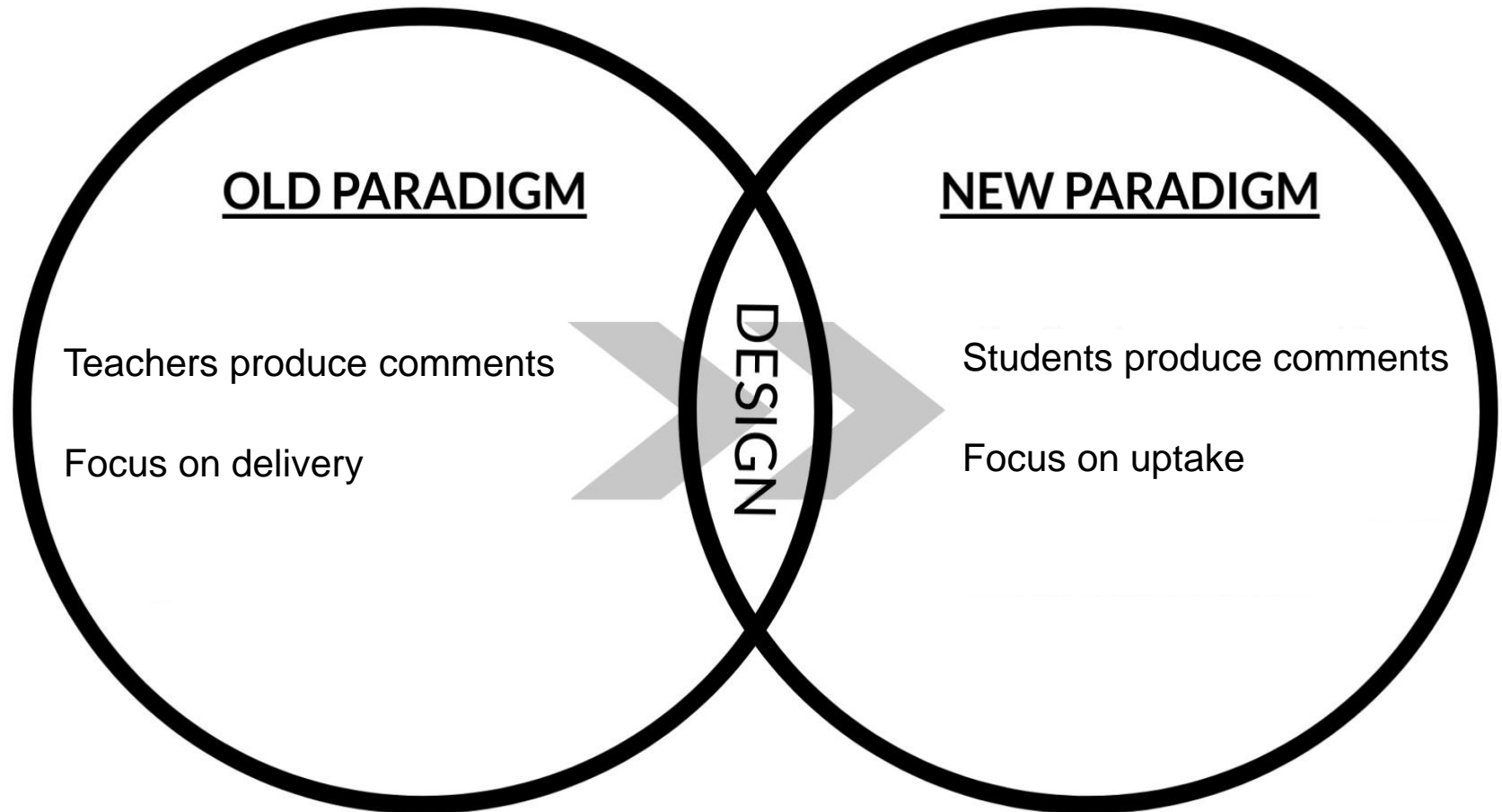
# QUESTIONS & COMMENTS

# **Paradigm shift**

From a focus on teachers delivering comments

To what learners do: feedback requests; self-generated feedback; taking action

# Comments → action

**OLD PARADIGM**

Teachers produce comments

Focus on delivery

DESIGN

**NEW PARADIGM**

Students produce comments

Focus on uptake

# (Carless, 2015; Winstone & Carless, 2019)

# Excellence

# in University Assessment

LEARNING
FROM AWARD
WINNING
PRACTICE

DAVID CARLESS

# **Catering for student diversity**

Individual coaching (Accounting, Engineering)

Digital resources (Science)

Personalized feedback (Education)