

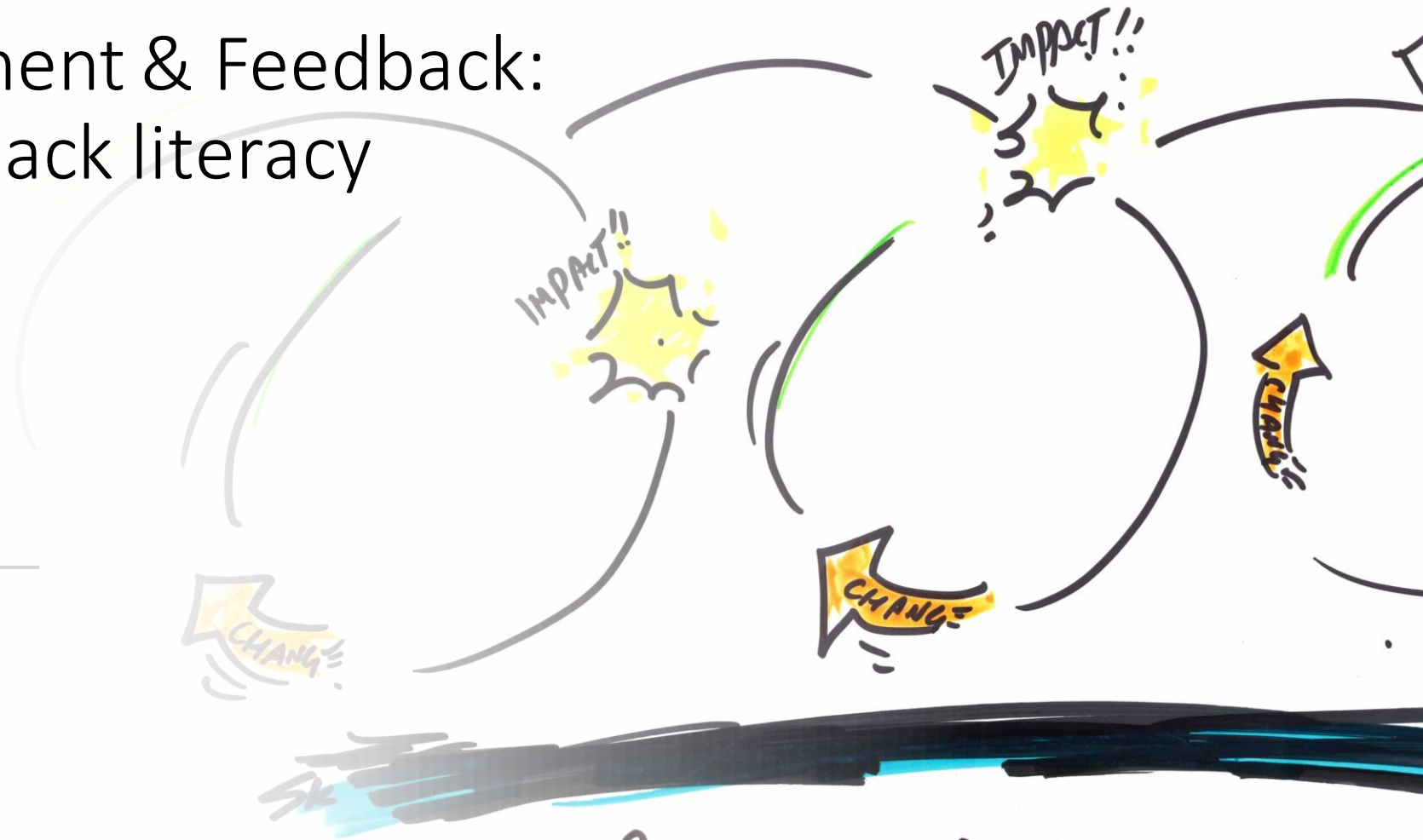
Re-thinking Assessment & Feedback: Feedback and feedback literacy

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feedback for learning.org

Three things to take from this presentation



There has been a shift in what we think of as effective feedback



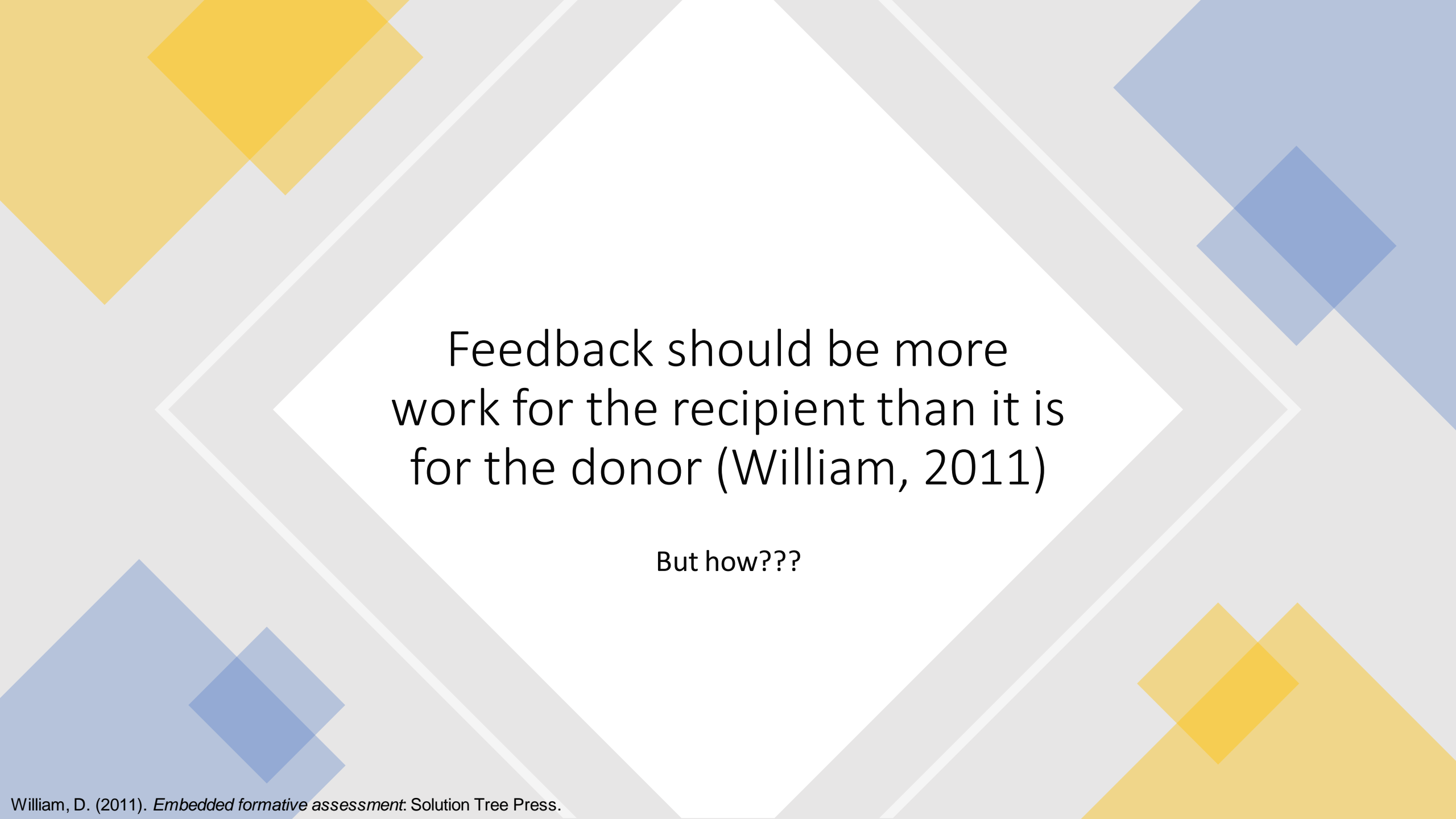
What feedback literate students do



What feedback literate educators do

What are the problems with
feedback?





Feedback should be more
work for the recipient than it is
for the donor (William, 2011)

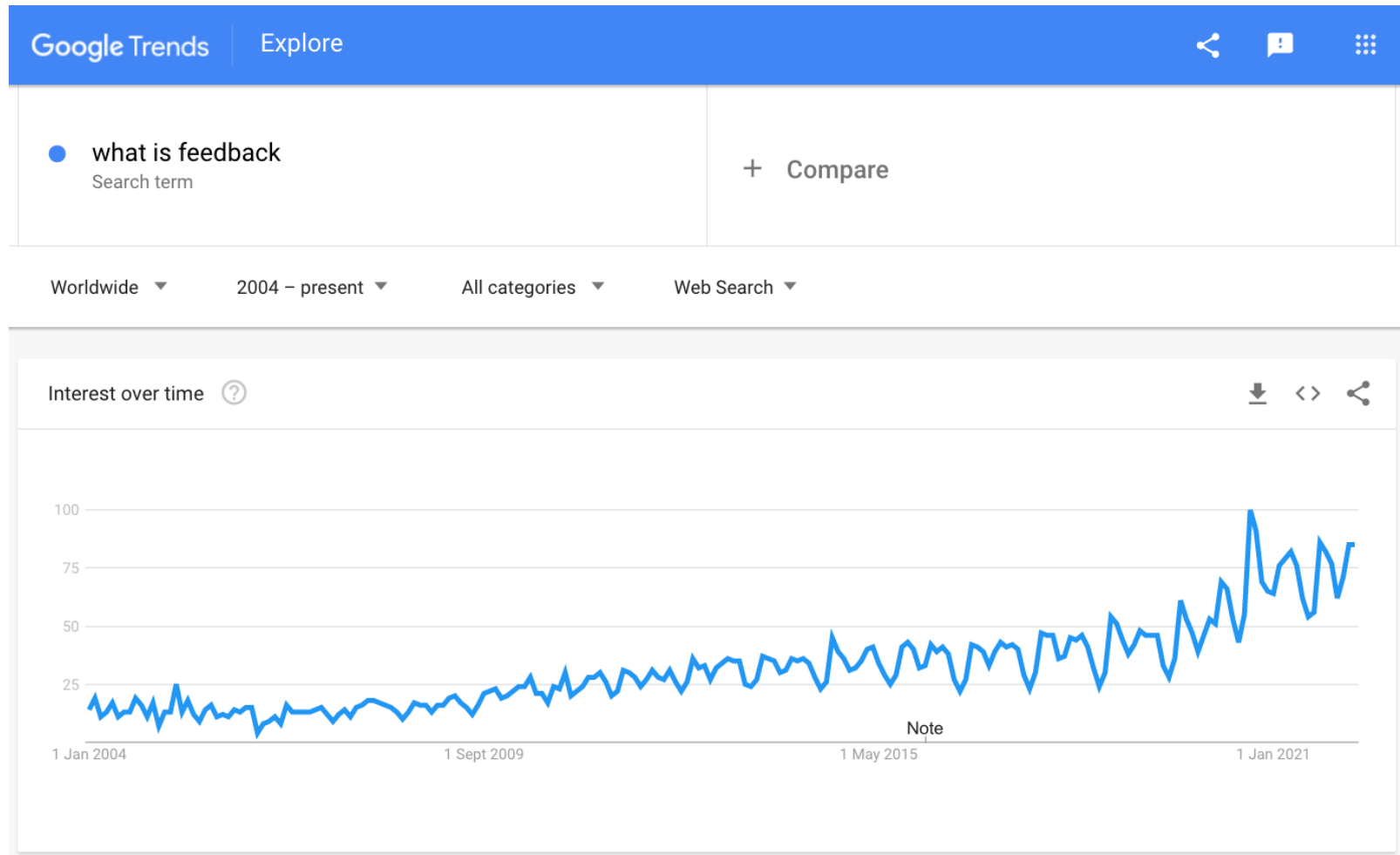
But how???

There has been a shift in what we think of as effective feedback



Feedback is: “a process in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies.”

Henderson, M., Phillips, M., Ryan, T., Boud, D., Dawson, P., Molloy, E., & Mahoney, P. (2019). Conditions that enable effective feedback. *Higher Education Research & Development, 38*(7), 1401-1416.



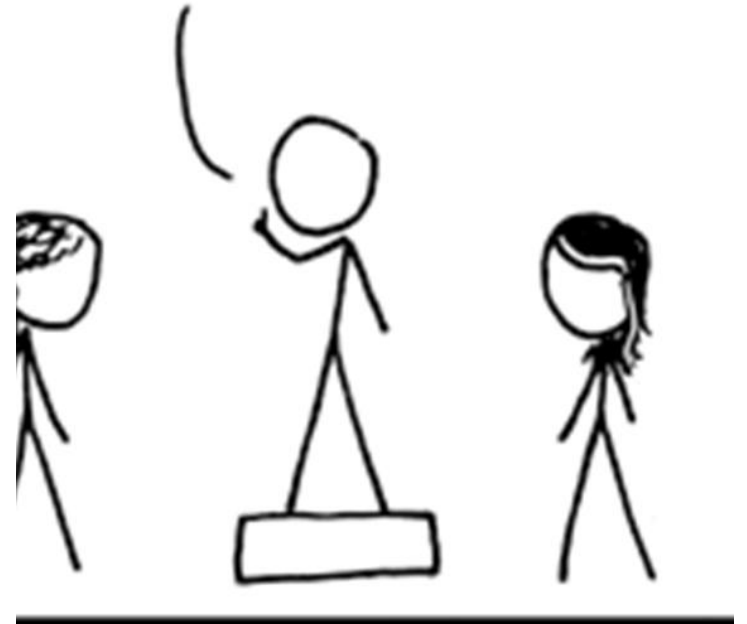
—
This is not
feedback

“I left feedback on their
final essays, which they
never collected”



Effective feedback
requires effects

LISTEN UP! THE FIRST
RULE OF TAUTOLOGY CLUB
IS THE FIRST RULE OF
TAUTOLOGY CLUB.



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What feedback literate students do



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What should students do
when they receive feedback
information?



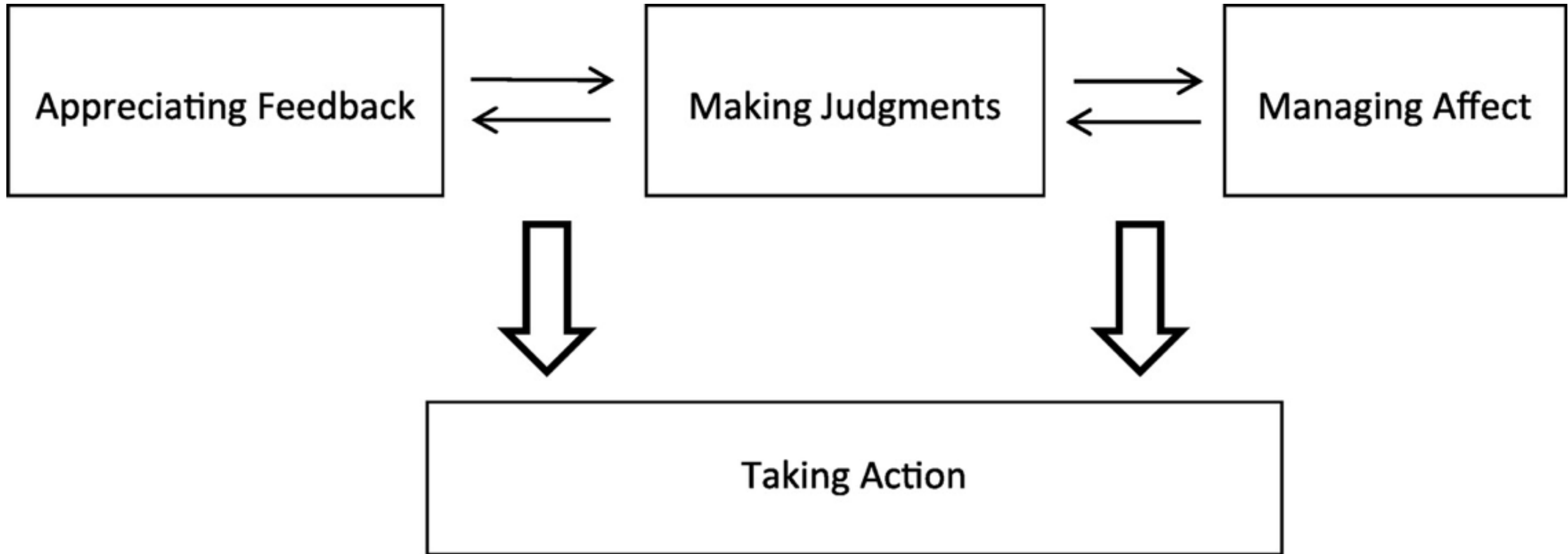
What do you do when you
receive feedback
information?



How did you learn to
act in this way?

Feedback literacy: “the understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies.”

Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315-1325. <https://doi.org/10.1080/02602938.2018.1463354>



Carless, D., & Boud, D. (2018, 2018/11/17). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315-1325. <https://doi.org/10.1080/02602938.2018.1463354>

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What feedback literate educators do

Improving feedback comments won't necessarily improve student feedback literacy



What feedback literate teachers do

Table 1. Summary of the teacher feedback literacy competency framework.

Level	No	Category	Examples	References
Macro	1	Plans feedback strategically	<ul style="list-style-type: none"> Identifies feedback as a strategic intervention Minimizes negative effects of simultaneous tasks in different subjects Develops strategies which involve students Uses inclusive feedback practices for all students 	Henderson et al. 2019b; Jessop and Tomas 2017; Jonsson 2013
	2	Uses available resources well	<ul style="list-style-type: none"> Apportions feedback resources to most effect Ensures students can readily access feedback data Mobilises students for multiple feedback roles 	Henderson et al. 2019b; Malecka, Boud, and Carless 2020
	3	Creates authentic feedback-rich environments	<ul style="list-style-type: none"> Models feedback processes on authentic disciplinary processes Makes feedback processes familiar and commonplace Assists students to utilize information from the environment in which they operate 	Esterhazy 2018; Dawson, Carless, and Lee 2021; Winstone, Ballou, and Carless (2020)
	4	Develops student feedback literacy	<ul style="list-style-type: none"> Explains feedback to students and their role in it Promotes feedback as something useful in the world Sets expectations around the nature of feedback 	Malecka, Boud, and Carless 2020; Molloy, Boud, and Henderson 2020; Carless and Winstone 2020
	5	Develops/coordinates colleagues	<ul style="list-style-type: none"> Briefs colleagues to focus on priorities in feedback processes Trains tutors/sessional staff to undertake high quality feedback activities Mutually shares successful feedback practices with colleagues 	Broadbent, Panadero, and Boud 2018
	6	Manages feedback pressures (for self and others)	<ul style="list-style-type: none"> Manages workload to ensure that greatest feedback priorities are met Organises feedback information generating sessions to minimise teachers repetitive work Designs for student self-correction, leaving teacher time for other feedback 	Henderson et al. 2019b; Hounsell 2007
	7	Improves feedback processes	<ul style="list-style-type: none"> Collects evidence about the effectiveness of feedback on learning Establishes processes that reveal if students have utilized feedback information Utilises information from students to improve their own practices 	Ajjawi et al. 2019

ASSESSMENT & EVALUATION IN HIGHER EDUCATION
<https://doi.org/10.1080/02602938.2021.1910928>



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What feedback literate teachers do: an empirically-derived competency framework

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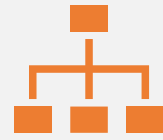
ABSTRACT

If feedback is to be conducted effectively, then there needs to be clarity about what is involved and what is necessary for teachers to be able to undertake it well. While much attention has recently been devoted to student feedback literacy, less has been given to what is required of teaching staff in their various roles in feedback processes. This paper seeks to elucidate teacher feedback literacy through an analysis of the accounts of those who do feedback well. An inductive analysis was undertaken of conversations about feedback with 62 university teachers from five Australian universities using a dataset of transcripts of interviews and focus groups from two earlier research studies. Through an iterative process a teacher feedback literacy competency framework was developed which represents the competencies required of university teachers able to design and enact effective feedback processes. The

KEYWORDS

Feedback literacy; pedagogical processes; inductive analysis; course design; academic development

Nineteen competencies across three levels



macro: programme design and development



meso: course module/unit design and implementation



micro: feedback practices relating to individual student assignments

Focus on these meso design competencies today

Meso	8	Maximises effects of limited opportunities for feedback	<ul style="list-style-type: none"> • Uses feedback selectively where it can have most impact • Allocates time to feedback events commensurate with their importance • Coordinates feedback with other pedagogical practices 	Boud and Molloy 2013
	9	Organises timing, location, sequencing of feedback events	<ul style="list-style-type: none"> • Sequences feedback events to maximise their influence on student learning • Ensures that feedback information is available in time for subsequent tasks • Times feedback activities early in the semester 	Tomas and Jessop 2019; Winstone and Boud 2020
	10	Designs for feedback dialogues and cycles	<ul style="list-style-type: none"> • Stages tasks to maximise effects of feedback information • Prompts students to identify particular kinds of feedback information they need • Uses nested assessments in which input is given in stages in building a more substantial outcome 	Bloxham and Campbell 2010; Nicol 2010; Crimmins et al. 2016
	11	Constructs and implements tasks and accompanying feedback processes	<ul style="list-style-type: none"> • Designs feedback activities to enable students to self-assess before input from teachers • Sources and deploys a wide range of exemplars to demonstrate features of good work • Undertakes in-class discussions about feedback 	Daniel, Gaze, and Braasch 2015; Esterhazy and Damşa 2019; Hawe and Dixon 2017
	12	Frames feedback information in relation to standards and criteria	<ul style="list-style-type: none"> • Explicitly connects feedback information to standards to be achieved • Has students judge their own work against explicit criteria • Reviews rubrics from the point of view of their value for feedback purposes 	Dawson 2017; Sadler 1989
	13	Manages tensions between feedback and grading	<ul style="list-style-type: none"> • Distinguishes between feedback information and grade justification and deploys each appropriately • Designs feedback processes to enable students not to be distracted by marks or grades • Avoids discourse of grades in discussing quality work 	Winstone and Boud 2020
	14	Utilises technological aids to feedback as appropriate	<ul style="list-style-type: none"> • Deploys audio/video/screencast feedback as needed • Uses Learning Management Systems (LMS) for recording and accessing feedback information • Uses technology to enable more efficient/scalable feedback processes 	Mahoney, Macfarlane, and Ajjawi 2019; Grigoryan 2017
	15	Designs to intentionally prompt student action	<ul style="list-style-type: none"> • Provides persuasive rationales for the importance of student actions in feedback processes • Designs activities so students can incorporate feedback responses into subsequent assignments • Invites students to show how they have utilized feedback information in their work 	Bird and Yucel 2015; Henderson et al. 2019a
	16	Designs feedback processes that involve peers and others	<ul style="list-style-type: none"> • Designs exemplar exercises that involve students providing feedback • Facilitates and equips students to engage in peer feedback processes • Connects students with other feedback providers 	Harland, Wald, and Randhawa 2017; Nicol, Thomson, and Breslin 2014

What to think about when designing feedback



Focus less on what the teacher says



Focus on 'what the student does'



View feedback as a teaching and learning activity



Build assessment sequences that incorporate feedback loops

(if we have time) a feedback design example

Course information

- Introductory education course on effective teaching in higher education
- Flipped classroom mode; students could choose f2f or online for synchronous component
- Three assessment tasks: literature synthesis; feedback from students and peers about teaching; portfolio

Feedback design

- Feedback seeking incorporated into task
- Formative peer feedback
- Comparing teacher assessment and student self-assessment

Feedback design: feedback seeking incorporated into task



Students are required to seek feedback from their peers and their students



Scaffolds are provided: peer observation forms, feedback survey questions



Main focus of task is analysing feedback comments and making a plan for how to address them

Feedback design: comparing teacher assessment and student self assessment



Students are required to self-assess on rubric and submit as mandatory part of task



Students are also required to make specific feedback requests



Teacher assesses on separate copy of rubric



Teacher feedback comments address both the specific feedback requests and how judgements on the rubric differ

Feedback design: formative peer feedback



Two weeks of classes are devoted to peer feedback on draft work



Class is student-led; students are provided with an agenda but they facilitate the class

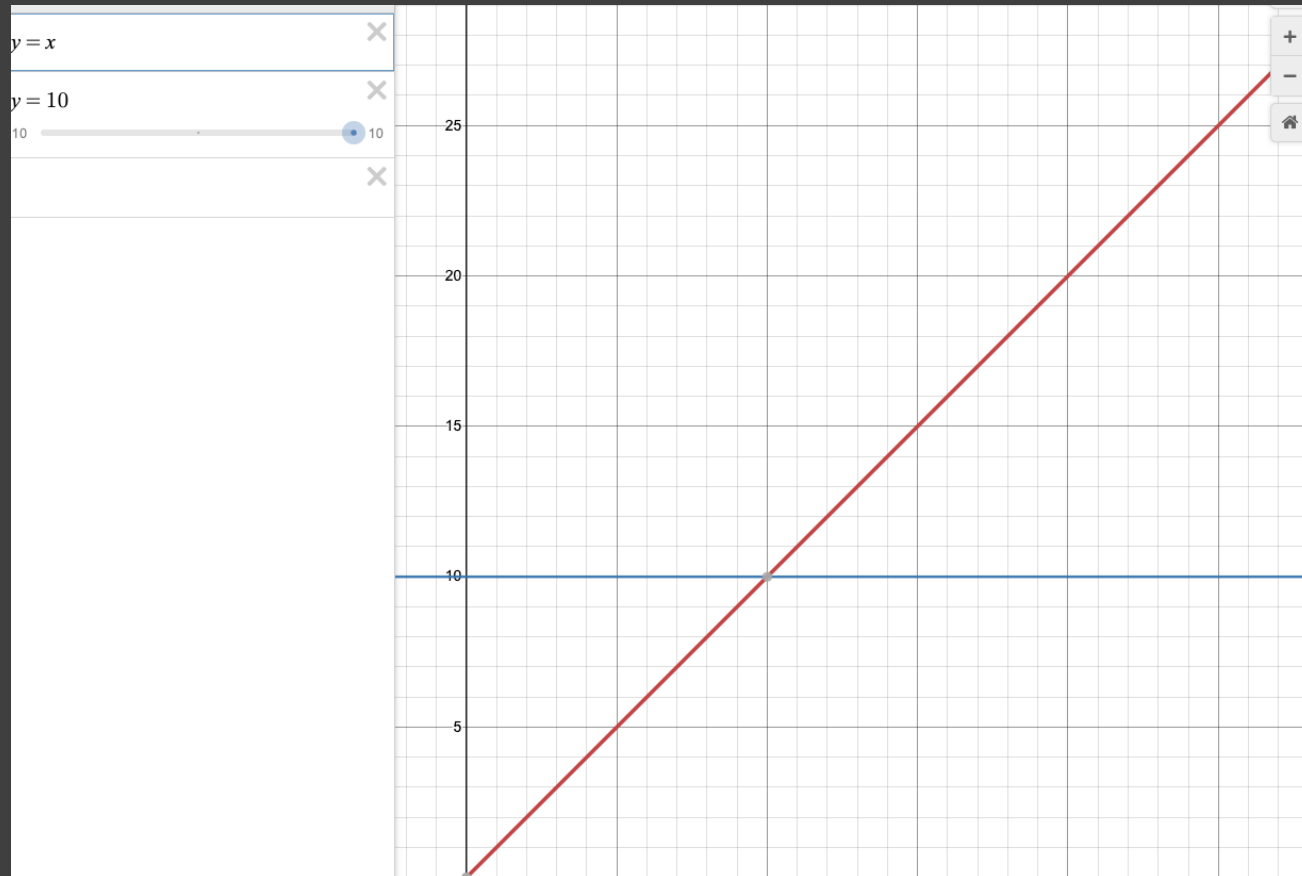


Focus is on peer feedback not peer assessment



Rubric used as a scaffold

Improving feedback design is more scalable than improving feedback comments



- Spending more time on feedback comments scales at $O(n)$
- Spending more time on feedback design scales at $O(1)$ – assuming you are focusing on what students do



Suggestions

- Focus more on effective feedback and less on good feedback
- Spend more effort on feedback design and less on feedback comments
- Focus on what students do in feedback – require them to make requests and generate feedback
- Share what we do in our feedback practices
- Keep an ear out for news of our ARC Discovery Project on feedback literacy

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