

Title: **Developing feedback know-how. Engaging students with feedback literacy**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

Appreciate some of the issues and challenges surrounding the development of feedback literacy in the context of university education

Compare and contrast our project's approaches with the strategies used to support feedback literacy in their own institutional contexts

Session Outline

Feedback has become the focus of considerable attention in universities. The NSS has shown students to be notably less positive about feedback than other areas of their course experience. In response, institutions have sought many ways of enhancing the provision of information to students on their assessed work. However, it is also clear that many students are ill-equipped to respond effectively to feedback in the forms they encounter it in universities and need explicit encouragement to see themselves as active *participants* in the feedback process, rather than simply passive recipients of it (Sambell, 2010). Research shows that some of our students' experiences of feedback pre-HE have not prepared them for the demands of higher education and many could benefit from better induction into what feedback is for, how to recognize the diverse ways it is offered and how to use it to actively develop their learning (Price et al, 2012, Nicol 2013).

In response, our HEA funded project- 'Developing Feedback Know How'- involves students themselves in heightening awareness of the central role that feedback plays in the learning process and the importance of student agency in seeking, using and activating feedback. Researchers, lecturers, developers and library staff are working alongside a student production team to co-create a novel learning resource to highlight the importance of, and concepts about, feedback literacy. This will be made available via Skills Plus, the University Library's collection of re-usable learning resources, which acts as a repository of materials intended to support students as they develop their academic skills throughout their university career. Currently however it contains no material relating to feedback and its importance in developing the capacity for self-regulation and improving performance.

This paper will present outputs of the project for delegates to discuss. These will be analysed and related to the literature on feedback literacy (Sambell et al, 2013; Merry et al, 2013, Boud and Molloy, 2012) in order to

- draw out emerging themes and issues,
- consider the ways in which the work might be transferable to other disciplines,
- enable participants to focus on lessons learned.

Session Activities and Approximate Timings

15 minutes : Presentation outlining the project's approach, rationale, conceptual models and activities. Rather than simply describing our innovations, this will position our work theoretically, enabling delegates to

- make conceptual links between this approach, and other ways of supporting feedback literacy development
- perceive its relevance beyond the immediate context.

10 minutes: delegates' view and discuss samples of student-produced publications/materials about feedback know how

20 minute facilitated delegate discussion about the following types of questions

- what are the implications of lessons learned from this pilot project?
- what are the relevant themes, challenges and issues for anyone wanting to consider using similar approaches?
- how does this approach to the development of feedback literacy differ from delegates' own approaches? Does it have anything else to offer (and, if so, what?).

References

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Merry, S., Price, M., Carless, D., & Taras, M. (Eds.) (2013). *Reconceptualising feedback in higher education: Developing dialogue with students*. London: Routledge.

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