



Student Feedback Literacy - measurement conceptual framework

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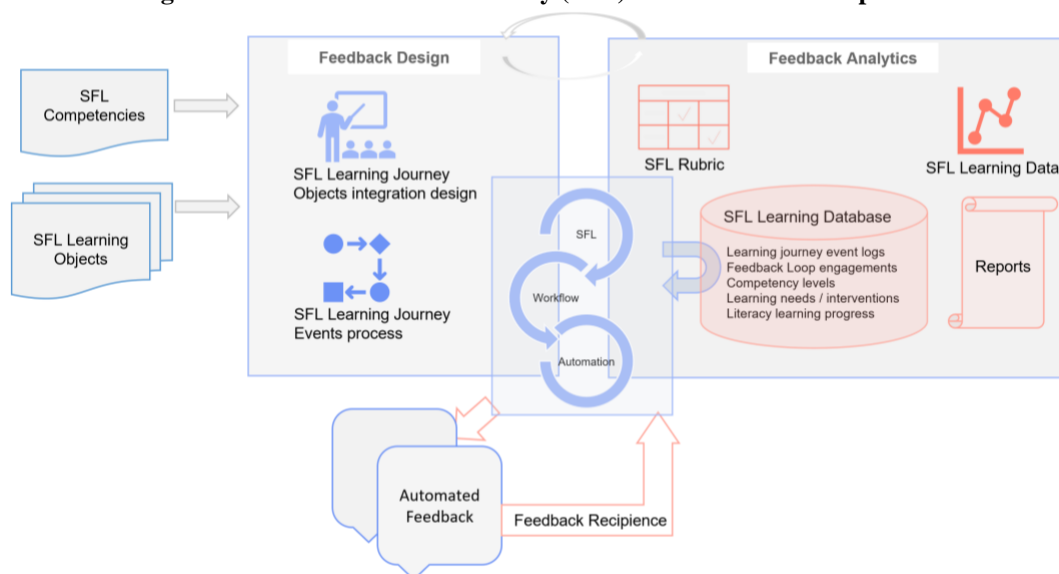
One of the key enablers for learning is feedback. The student's experience in receiving feedback can have long lasting impacts on their beliefs, motivation and behaviour which influences levels of academic achievement as well as their lifetime learning potential (Carless & Boud, 2018).

For students to become pro-active in the feedback loop process, they require competencies (understandings, capacities and dispositions) for the feedback process, which is known as Feedback Literacy (Carless & Winstone, 2020).

Student Feedback Literacy (SFL) describes the necessary competencies for students to effectively and proactively engage and act on feedback to improve their learning ability (Sutton, 2012). Whilst the student feedback literacy competencies have been well defined (Molloy et al., 2020), these competencies are difficult to quantify and therefore feedback literacy remains mostly hidden. For students, it is earned as a by-product of student learning and is only acquired subconsciously through student learning experiences.

This presentation describes a conceptual framework to quantify feedback literacy levels in order to inform and trigger additional feedback loops. The presentation will show how Feedback Literacy can be integrated into Feedback Design, while capturing trace data within Feedback Analytics to quantify SFL competency levels. (see Figure 1). The result is that students are made aware of their feedback literacy strengths and weaknesses, and given timely, relevant support to enhance learning motivations to strengthen their feedback literacy through learning goal strategies.

Figure 1. Student Feedback Literacy (SFL) measurement conceptual framework



Student Feedback Literacy is made up of the following dimensions (Molloy et al., 2020).

- Eliciting
- Processing

- Enacting
- Appreciation
- Readiness to engage
- Commitment to change

Several core SFL learning objects, referred to as feedback intervention types have been defined

- Feedback help (Winstone & Carless, 2019)
- Rubric & exemplars (Nicol & McCallum, 2021)
- Self-assessment (feedback literacy) (Winstone & Carless, 2019)
- Peer review and rebuttal (Nicol et al., 2014)
- Two or multi-stage assessments (Winstone & Carless, 2019)
- Dialogical opportunities (Xu & Carless, 2017)
- E-portfolios (Clarke & Boud, 2018)

These SFL Learning Objects and the SFL competencies are used as the primary inputs for building the Feedback Design, so that feedback literacy is integrated into student learning journeys. SFL Learning Journey events are then identified which define data trace elements indicating feedback literacy.

Feedback Analytics is the measurement, collection, analysis and reporting of data about teacher-learner feedback and their contexts, for capturing students' feedback literacy in order to optimise feedback processes. The SFL Learning Database examples include student attendance, LMS logs to indicate pre-reading, assessment grades, and specific student recipience feedback engagements such as self-reflection surveys. The SFL Learning Data can then be used to trigger and personalise the automated feedback messaging, and provides a solution for teachers to successfully personalise feedback to large cohorts through rule-based logic (Lim et al., 2021).

To quantify and report SFL competency levels, the SFL Learning Data is mapped against the SFL Rubric. The resulting SFL competency scores are then used to trigger dialogical engagements within automated feedback calls to action. Student recipience is directed to specific learning paths identifying future learning goals, leading to improvements in feedback literacy levels.

Keywords: Feedback Literacy, Automated Feedback, Learning Analytics, Feedback Design

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