

Supporting students' feedback literacy

student feedback literacy as the understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies. Students' feedback literacy involves an understanding of what feedback is and how it can be managed effectively; capacities and dispositions to make productive use of feedback; and appreciation of the roles of teachers and themselves in these processes.

Carless and Boud, 2018, p. 1316

There is a range of ways in which we can support our students to develop their feedback literacy, that is, students' capacity to seek, understand, enact and produce information that leads to learning and improvement. These might include:

- ◎ Carefully **planning and setting assessment tasks that incrementally build students' skills** around seeking and using feedback. This might involve regularly exposing students to low-stakes feedback opportunities.
- ◎ Using teaching time to explicitly **describe the design and purpose of feedback to students**, for example, through meta-dialogues which focus on the processes and strategies of assessment and feedback rather than the specifics of a particular piece of work or on anticipated content.
- ◎ **Sharing our own 'backstage' experiences of feedback processes**, including the affective dimension and how we work through critical feedback that we receive.
- ◎ **Orchestrating dialogic analysis of exemplars** which shows rather than tells students what good work looks like. This helps to normalise the process of judgement-making.
- ◎ Devising learning activities in which **students discuss feedback together**, for example, where students co-construct meanings from feedback they've received, or are asked to make sense of a databank of commonly-used feedback comments.
- ◎ Prompting or requiring students to show how they have **used previous comments** to close the feedback loop.
- ◎ Encouraging students to **focus on comments rather than marks**.
- ◎ Explicitly encouraging students to **seek and act upon feedback comments**.
- ◎ **Supporting students to generate feedback**, mindful that it is largely the providing, rather than the receiving, of comments that is the learning element of peer review.



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