SURREY INSTITUTE OF EDUCATION
UNIVERSITY OF SURREY

DEFINING AND DEVELOPING A LEARNING-FOCUSED FEEDBACK CULTURE

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FEEDBACK AS INFORMATION

ESSAY MARKING FORM

STUDENT'S NAME: Naomi Woresford

TITLE OF ESSAY:

1. GENERAL QUALITY OF ESSAY:
   Poor _____:_____:_____:_____:_____ Good   8/10

2. STRUCTURE AND ORGANISATION:
   Poor _____:_____

3. RELEVANCE TO TO
   Little relevance ____

4. COVERAGE OF TOP
   Poor _____:____

5. UNDERSTANDING C
   Poor _____:____

6. ORIGINALITY:
   Unoriginal _____:____

7. USE OF AVAILABLE
   Uses too few sourc

8. USE OF EXAMPLES,
   Poor _____:____

9. USE OF EXAMPLES/SUPPORTING EVIDENCE FROM OTHER SOURCES   8/10
   Poor _____:_____:_____:_____:_____ Good

10. REFERENCING   8/10
    Poor _____:_____:_____:_____:_____ Good

11. LENGTH OF ESSAY (WORD LIMIT: WORDS)   1/10
    Too short _____:_____:_____:_____:_____ Too long
    (exceeds word limit considerably)

12. CLARITY OF EXPRESSION   8/10
    Generally unclear _____:_____:_____:_____:_____ Very clear

13. LEGIBILITY   7/10
    Generally poor _____:_____:_____:_____:_____ Legible

MARKER'S FURTHER COMMENTS: Good introduction. Separate out
paragraphs to improve presentation. Well
argued and expressed. Excellent effort.

Essay Feedback Form

Student ID 1234567

Grade: 55

Section 1

What has been done well (in relation to the assessment criteria)

You cover an adequate breadth of principles within the theories of Piaget and Vygotsky.

...ve
...eory and
...r point of
...he theory;
...e

...clearly

...n that
...refer to
...n could be
...ssay, but
...how you are
...Vygotsky's
...you will
cover.

You could also be clearer in outlining the overall argument that will be presented to address the question. I think this information is there implicitly, but you could be more focused in telling the reader what you will conclude about the extent to which the ideas of Piaget and Vygotsky are relevant to contemporary educational practice. As it stands, your introduction tells the reader that you will answer the question, but not how.
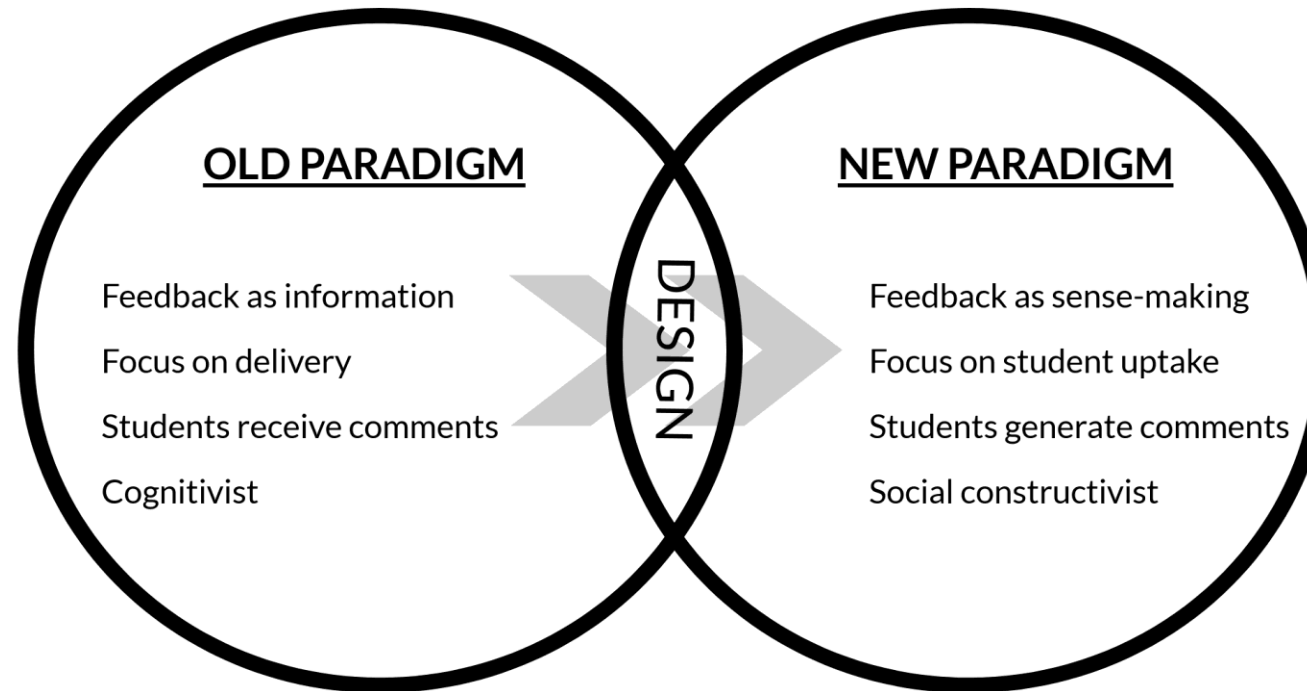
I feel that your essay could have been better structured in a way that enabled you to integrate material, and expand upon the points that you make. There are essentially three sections to your essay: 1) a description of the theories; 2) a discussion of how the principles might apply in practice; 3) a critical evaluation of their theories. It might have made more sense to present a principle, and then evaluate its application. I think this would have made your points feel more fully developed.

The main way in which this essay could be improved is to make stronger use of research evidence. You make quite heavy use of a few sources (e.g. Blake & Pope), yet do not really discuss any empirical research studies. The essay brief asked you to Describe relevant research evidence and explain its relevance for your argument. I would have liked to see presentation of relevant studies, for example in your discussion of collaborative learning. Similarly, your critical evaluation would have much stronger impact if it was based on discussion of specific pieces of evidence.

It *looks* like feedback, but does it *function* as feedback?

FEEDBACK AS A PROCESS

Winstone & Carless (2019)

OLD PARADIGM

Feedback as information

Focus on delivery

Students receive comments

Cognitivist

DESIGN

NEW PARADIGM

Feedback as sense-making

Focus on student uptake

Students generate comments

Social constructivist

Winstone, N., & Carless, D. (2019). *Designing effective feedback processes in higher education.* London: Routledge.

'processes where the learner makes sense of performance-relevant information to promote their learning'

Henderson et al. (2019, p. 17)

Henderson, M., Ajjawi, R., Boud, D., & Molloy, E. (2019). Identifying feedback that has impact. In M. Henderson, R. Ajjawi, D. Boud, & E. Molloy (Eds.), *The impact of feedback in higher education: Improving assessment outcomes for learners* (pp. 15–34). Springer.

FEEDBACK PROCESSES IN MASS HIGHER EDUCATION

- Effectiveness of feedback more likely to be judged on student satisfaction than student learning (Winstone & Boud, 2019)

- Educators predominantly view their responsibility to give, and the responsibility of their students to receive, comments (Winstone, Pitt, & Nash, 2021)

- International student satisfaction surveys position students passively within feedback processes (Winstone, Ajjawi, Dirkx, & Boud, 2021)

- Transmission-focused representations of feedback continue to dominate the feedback literature (Winstone, Boud, Dawson, & Heron, 2021)

Winstone, N. E., & Boud, D. (2019). Exploring cultures of feedback practice: The adoption of learning-focused feedback practices in the UK and Australia. *Higher Education Research and Development, 38*(2), 411-425.
Winstone, N. E., Pitt, E., & Nash, R. A. (2021). Educators' perceptions of responsibility-sharing in feedback processes. *Assessment and Evaluation in Higher Education, 46*(1), 118-131.
Winstone, N. E., Boud, D., Dawson, P., & Heron, M. (2021**)**. From feedback-as-information to feedback-as-process: A linguistic analysis of the feedback literature. *Assessment and Evaluation in Higher Education, 47*(2), 213-230.
Winstone, N. E. (2022). Characterising feedback cultures in higher education: An analysis of strategy documents from 134 UK Universities. *Higher Education, 84,* 1107-1125.

MOVING FEEDBACK FORWARDS

FEEDBACK
CULTURES

FEEDBACK
HISTORIES

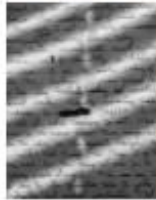FEEDBACK
LITERACIES

FEEDBACK
CULTURES

Turnaround time

How to increase student engagement with feedback

How many comments should be given

Using technology in feedback

Ensuring alignment between feedback and the grade awarded

How comments should be framed

Opportunities for formative feedback

Format of feedback (e.g. proforma or rubric)

Opportunities for students to apply and use feedback

Opportunities for peer feedback

DEFINING FEEDBACK CULTURES

'the values and beliefs of the individuals involved and how these shape the norms and expectations for feedback interactions'

(Watling et al., 2020, p. 294)

influenced by: *'a complex and dynamic interaction of the implicit and explicit messages about feedback to which [individuals] are exposed, their own beliefs, values and professional development, and institutional policies and procedures'*

(Winstone & Boud, 2019b, p. 413)

Watling, C. J., Ajjawi, R., & Bearman, M. (2020). Approaching culture in medical education: Three perspectives. *Medical Education, 54*(4), 289–295.

Winstone, N. E. (2022). Characterising feedback cultures in higher education: an analysis of strategy documents from 134 UK universities. *Higher Education*.

AN EXAMPLE

In my department, we are all expected to give 100 words of feedback on what was done well, 100 words on what was not done well, and 100 words on how to improve. We have a shared template which we have to use, and there is a strict deadline for the return of marked work with feedback: 15 working days.

AN EXAMPLE

We talk about feedback with our students from the first day of the course. We want them to develop the skills to use feedback effectively, and to be able to manage their own emotional reactions. We make time in class to talk through feedback and when work has been marked we meet with students to discuss how they can apply our feedback.

CHARACTERISING FEEDBACK CULTURES

In learning-focused feedback cultures...

FEEDBACK DESIGN

Feedback is designed to support students' learning, and to enable students to use feedback to build their skills.

Feedback processes focus on student learning, not the transmission of information

DEVELOPMENT & EVALUATION OF FEEDBACK PROCESSES

Developments to feedback processes are informed by evidence and research

The development of feedback processes has an enhancement rather than assurance focus
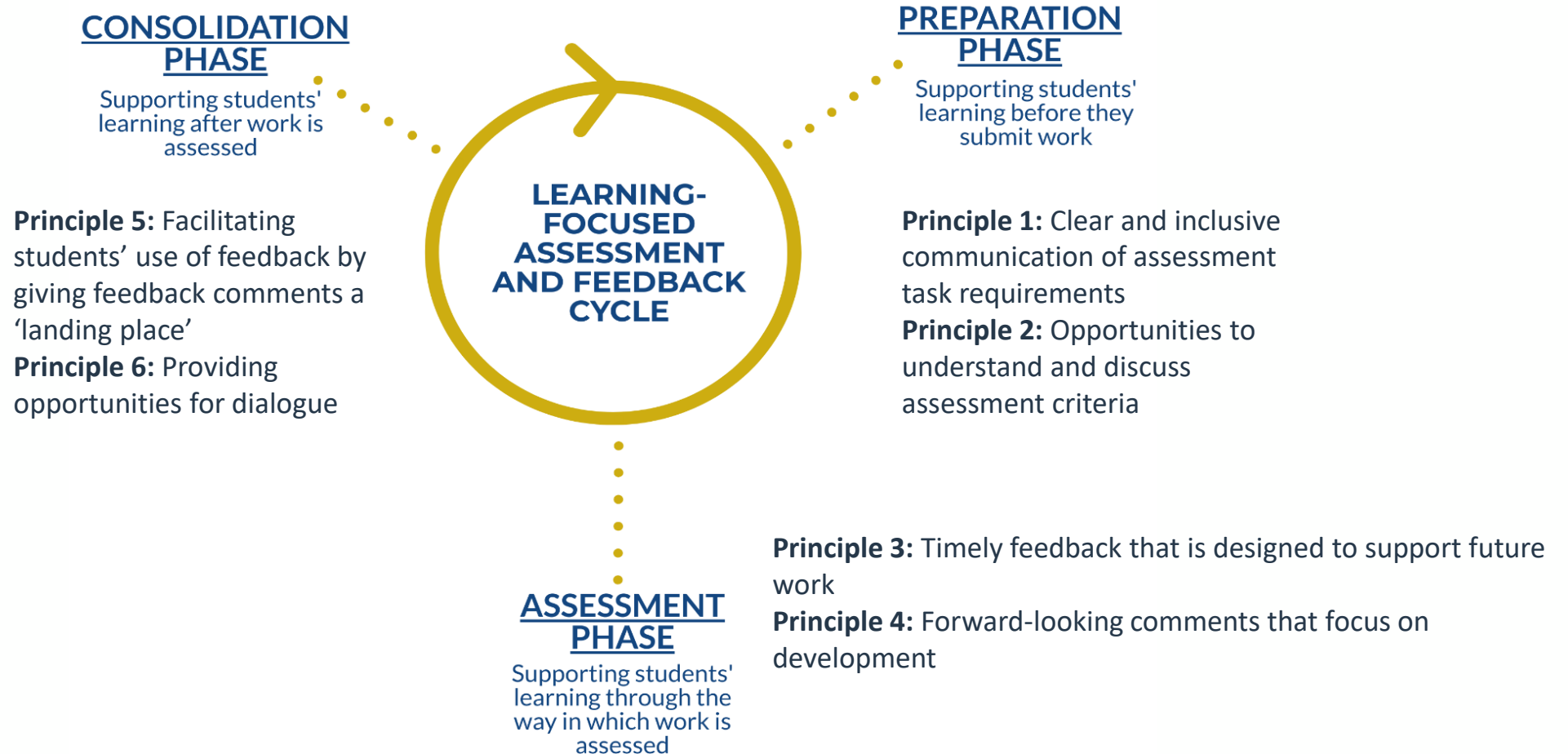
FEEDBACK PRACTICE & PURPOSE

Students have the opportunity to develop skills for using feedback effectively

Opportunities for dialogue are built into feedback processes

Winstone, N. E. (2022). Characterising feedback cultures in Higher Education: An analysis of strategy documents from 134 UK universities. *Higher Education.*

A LEARNING-FOCUSED APPROACH

CONSOLIDATION PHASE
Supporting students' learning after work is assessed

Principle 5: Facilitating students' use of feedback by giving feedback comments a 'landing place'
Principle 6: Providing opportunities for dialogue

LEARNING-FOCUSED ASSESSMENT AND FEEDBACK CYCLE

PREPARATION PHASE
Supporting students' learning before they submit work

Principle 1: Clear and inclusive communication of assessment task requirements
Principle 2: Opportunities to understand and discuss assessment criteria

ASSESSMENT PHASE
Supporting students' learning through the way in which work is assessed

Principle 3: Timely feedback that is designed to support future work
Principle 4: Forward-looking comments that focus on development

FEEDBACK
HISTORIES

UNDERSTANDING DIVERSITY

They will never give you the chance even to discuss with them anything. I remember the [lecturer] said: 'never think that you can come and ask me for help or ask to clarify things

This thing with a written assignment with a feedback on it, I have never seen anything like this in Italy...I am not sure how to approach it, it makes me nervous
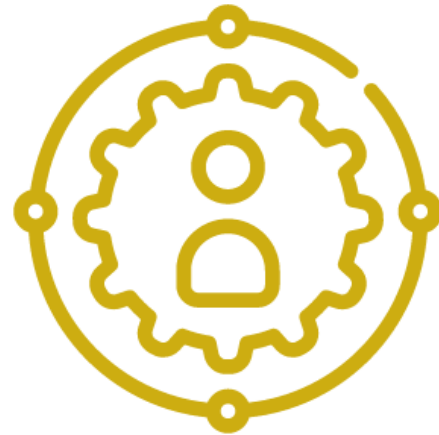
I haven't talked to [the lecturer]. Maybe I can talk to him but...I don't know what the system is here, but I don't think it is like that

Rovagnati, V., Pitt, E., & Winstone, N. (2022). Feedback cultures, histories and literacies: international postgraduate students' experiences. *Assessment & Evaluation in Higher Education*, *47*(3), 347-359.

UNDERSTANDING DIVERSITY

What we, as educators, see reflected through learners' engagement with feedback is not only the effect of our current practice but also the influence of learners' prior idiosyncratic feedback experiences. Therefore, when designing feedback opportunities in our course, we should acknowledge the non-homogeneity of learners' feedback histories and not expect equal participation and engagement

Malecka, Boud, Tai, & Ajjawi (2022, p. 1341)

Malecka, B., Boud, D., Tai, J., & Ajjawi, R. (2022). Navigating feedback practices across learning contexts: implications for feedback literacy. *Assessment & Evaluation in Higher Education*, 47(8), 1330-1344.

FEEDBACK
LITERACIES

DEFINING FEEDBACK LITERACY

Knowing how to optimise the benefits of feedback opportunities

(Nieminen and Carless, 2022, p.1)

Nieminen, J. H., & Carless, D. (2022). Feedback literacy: A critical review of an emerging concept. *Higher Education.*

FEEDBACK RECIPIENCE SKILLS

WINSTONE ET AL. (2017)

SELF-APPRAISAL

ASSESSMENT LITERACY

GOAL-SETTING & SELF-REGULATION

ENGAGEMENT & MOTIVATION

Winstone, N., Nash., R., Parker, M., & Rowntree, J. (2017). Supporting learners' engagement with feedback: A systematic review and a taxonomy of recipience processes. *Educational Psychologist, 52,* 17-37.

ASSESSMENT LITERACY

- Peer Assessment
- Dialogue & Discussion
- Engaging with Grading Criteria
- Self-assessment

COLLECTIVE PROVISION OF TRAINING

- Exemplar Assignments
- Feedback Resources
- Feedback Workshop

FEEDBACK RECIPIENCE INTERVENTIONS

WINSTONE ET AL. (2017)

MANNER OF FEEDBACK DELIVERY

- Presentation of Feedback
- Tailored Feedback
- Technology
- Feedback Without a Grade
- Formative Assessment/ Resubmission

SUSTAINABLE MONITORING

- Action Planning
- Portfolio

(1) Feedback guide
(2) Feedback workshop
(3) Feedback portfolio

The Developing Engagement with Feedback Toolkit (DEFT)

Dr Naomi E. Winstone – University of Surrey

Dr Robert A. Nash – Aston University

frontiers
in Education

ORIGINAL RESEARCH
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Building Feedback Literacy: Students' Perceptions of the Developing Engagement With Feedback Toolkit

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http://tinyurl.com/DEFTtoolkit

Winstone & Nash (2016). *The Developing Engagement with Feedback Toolkit (DEFT).* York, UK: Higher Education Academy.

SYSTEMIC FEEDBACK LITERACIES

Pitt & Winstone (2022)

the extent to which the environment, or system, supports and enables effective feedback processes to develop and flourish.
(Pitt & Winstone, 2023, p. 153)

The positioning of feedback processes within **policy and practice** as central to student learning, personal development and confidence

The creation of opportunities for teachers and students to **construct shared understandings** of the value and purpose of feedback in the context of their own disciplines

Creating an environment where the effectiveness of feedback processes is positioned as **a shared responsibility** between students and teachers, rather than being the sole responsibility of teachers

Recognition of the **time and emotional work** that goes into feedback processes, resisting the commodification of feedback through assigning fixed amounts of time to the activity

Recognition of the **value of a wide range of evidence** sources that signify the effectiveness of feedback processes, alongside resistance to focusing on simplistic measures such as student evaluation instruments

Giving teachers **time and space** to engage with scholarship and participate in dialogue to open up new ideas about how feedback processes can and should be developed

Pitt, E., & Winstone, N. E. (2023). Enabling and valuing feedback literacies. *Assessment and Evaluation in Higher Education, 48*(2), 149-157.

WHAT DO WE WANT FEEDBACK TO BE?

A burden on our time OR the part of our job where we make learning happen?

A judgment on a piece of work OR guidance for the future?

A one-off comment OR an ongoing conversation?

A process that only teachers can do OR a process that students are equally qualified to do?

A process with the potential to be powerful OR a process with visible impact?

ACKNOWLEDGEMENTS

Images from Pixabay

SURREY ASSESSMENT & LEARNING LAB
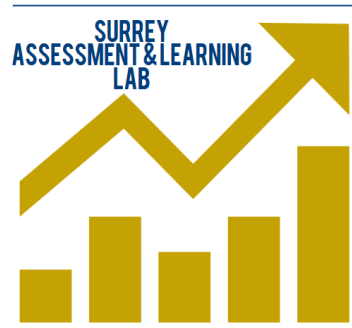
https://www.surrey.ac.uk/department-higher-education/learning-lab

SRHE Society for Research into Higher Education
Advancing knowledge Informing policy Enhancing practice

Designing Effective Feedback Processes in Higher Education

A LEARNING-FOCUSED APPROACH

Naomi Winstone and David Carless

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