Queen Mary
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The feedback hub

Enhancing student feedback literacy through learning and practice

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Feedback literacy

Feedback literacy can be defined as the ability to understand, utilize and benefit from feedback processes[1]. Identifying feedback given outside formal written assessment can be difficult for students. It is then necessary then to increase students' feedback literacy, so students become active players rather than receptors of information.

Aims of project

- To enhance students' feedback literacy through training and practice
- To create a resource – hub – for students to learn to identify feedback, reflection strategies, organization and recording of feedback for its use in the future

Development of hub

With students – for students: A student-staff partnership was used (Fig 1) and 2 students worked in the project. Other students were consulted in all stages of development through questionnaires and interviews.

Platform: Articulate was used as a flexible and easy to use software that is accessible in a variety of devices.

Content development: used a training course format, short sections of information complemented with activities that students can use for practicing knowledge and skills.
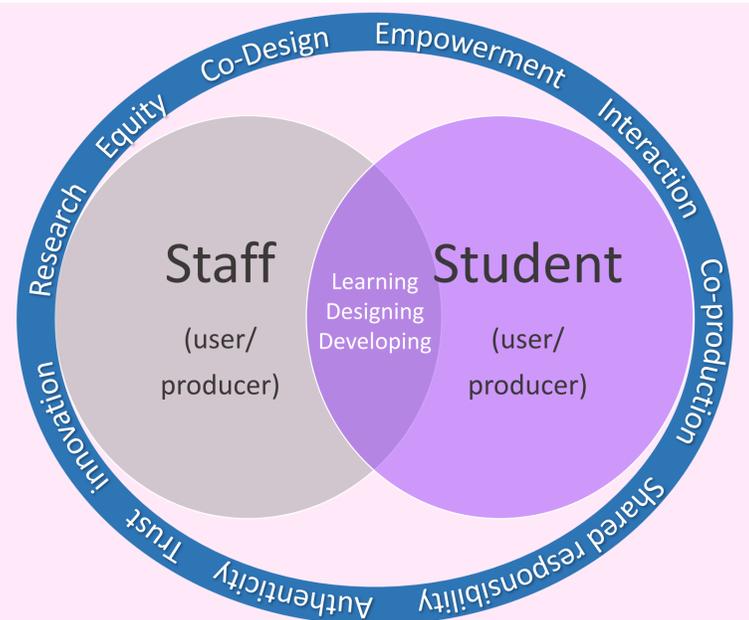

Figure 1. The co-creation partnership model

Training resource

The training package guides the learner through definitions of feedback and strategies for maximizing its use in an interactive and active manner.
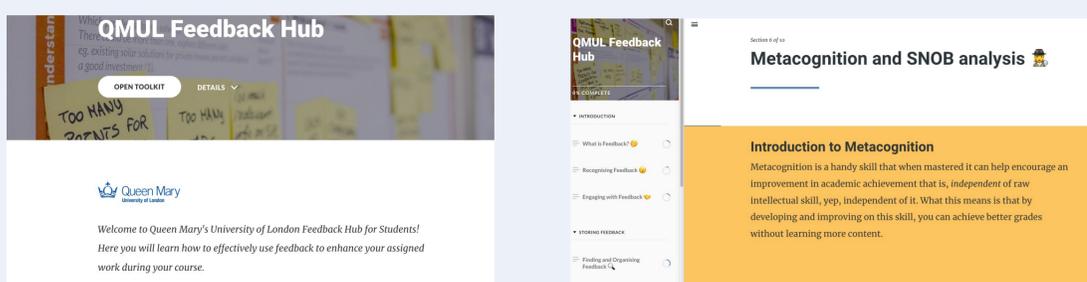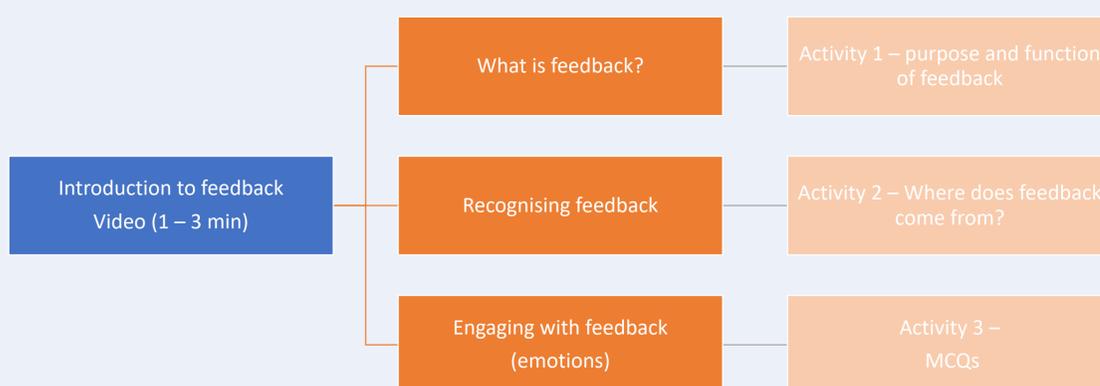

Figure 2. Examples of content in the online hub

Lessons learned

- Participation of students in the design and development is essential for ensuring an effective uptake
- Build from literature on exemplars for active learning
- Reflect on own past experiences to provide authentic content
- Networking and linking with other colleagues facilitates progress

Implementation

The training package will be fully deployed as part of the skills week during the academic year.

References

1. David Carless & David Boud (2018) The development of student feedback literacy: enabling uptake of feedback, Assessment & Evaluation in Higher Education, 43:8, 1315-1325, DOI: 10.1080/02602938.2018.1463354

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