

Scholarship Applied: Feedback

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FEEDBACK
ENGAGEMENT
& TRACKING

UNIVERSITY OF SURREY

Monday, 17 February 2020

Feedback Cultures




“the beliefs, values, and practices that typically characterise and influence feedback processes within a given educational setting.”

Winstone & Carless (2019)

HIGHER EDUCATION RESEARCH & DEVELOPMENT
2019, VOL. 38, NO. 2, 411–425
<https://doi.org/10.1080/07294360.2018.1532985>

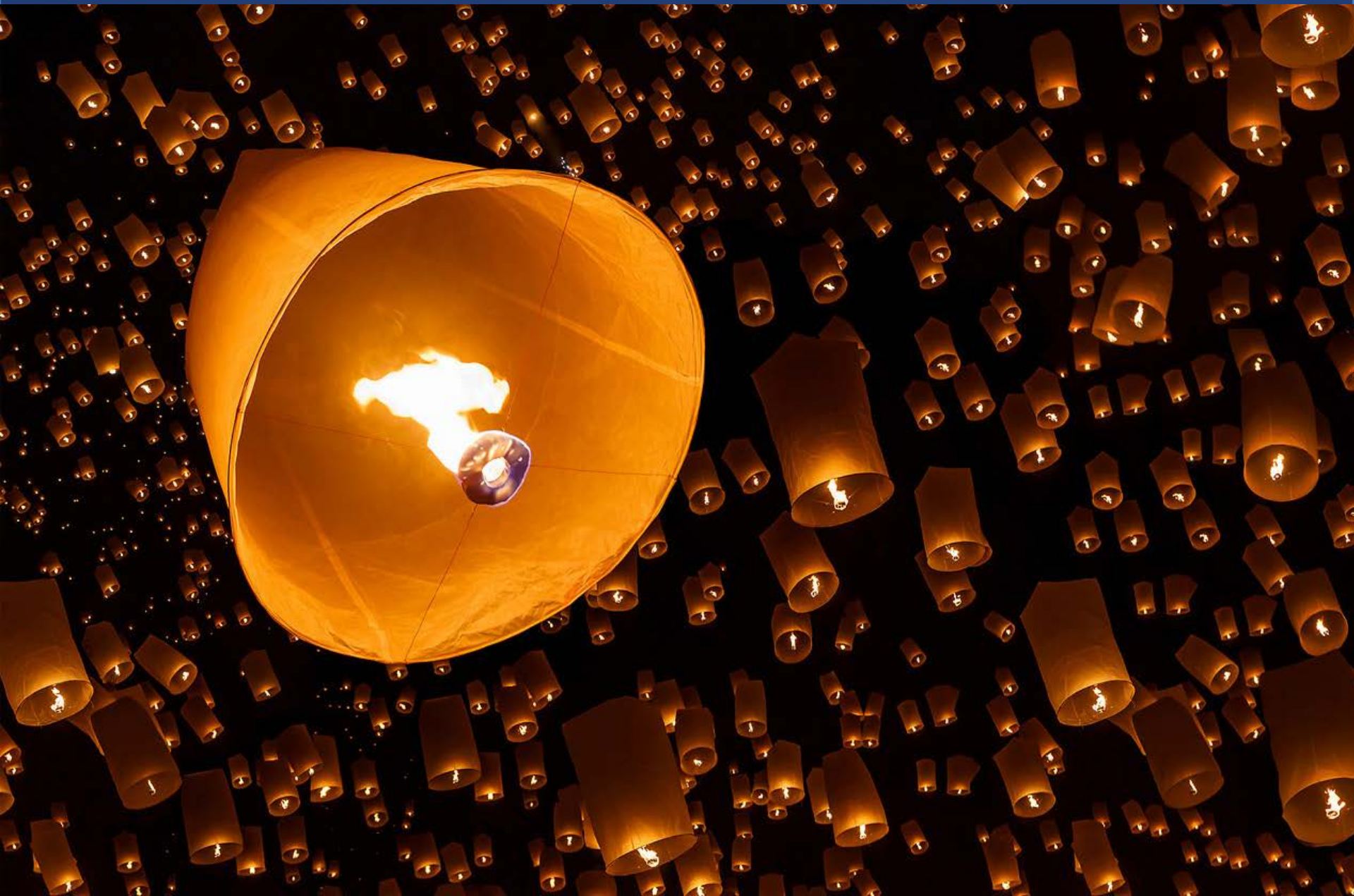
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Exploring cultures of feedback practice: the adoption of learning-focused feedback practices in the UK and Australia

Naomi Winstone ^a and David Boud ^{b,c,d}

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Feedback processes in mass higher education



Feedback Myths (Boud & Molloy, 2013)



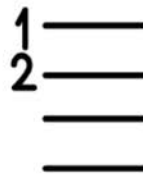
#1 All feedback is good feedback

Some forms of feedback are not only neutral in their effects - they can have negative effects

Critical feedback without strategies for improvement undermines performance and motivation

**LEARNED
HELPLESSNESS**

Kluger & Van Dijk (2010)
Ilgen & Davis (2000)



#2 The more the merrier

Too much feedback can be a bad thing

A large volume of feedback increases cognitive load, and makes prioritisation and implementation challenging

**FEEDBACK
PARALYSIS**

Molloy (2009)



#3 Feedback is telling

What the recipient does is more important than what the sender does

Viewing the delivery of feedback as the end point of the process limits opportunities for the development of self-regulation

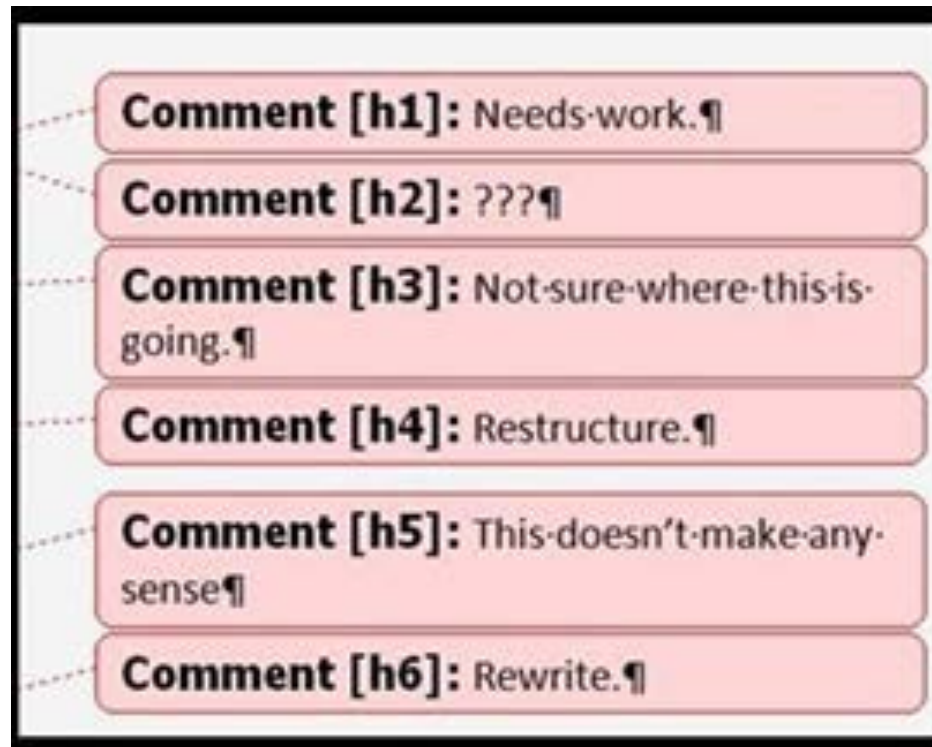
**PASSIVE
RECEPTION**

Winstone et al. (2017)
Hounsell (2007)

All Feedback is Good Feedback



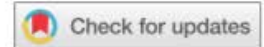
All Feedback is Good Feedback



STUDIES IN HIGHER EDUCATION

<https://doi.org/10.1080/03075079.2019.1630812>

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What makes good feedback good?

Berry M. O'Donovan ^a, Birgit den Outer ^a, Margaret Price ^a and Andy Lloyd^b

^aBusiness School, Oxford Brookes University, Oxford, UK; ^bCentre for Education Support and Innovation, Cardiff University, Cardiff, UK

Teaching in Higher Education, 2015

Vol. 20, No. 6, 614–624, <http://dx.doi.org/10.1080/13562517.2015.1052786>



‘My work is bleeding’: exploring students’ emotional responses to first-year assignment feedback

Sam Shields*

Do you have TAA Deficiency?



(Howell & Shepperd, 2013)

“Information does not act automatically, it has to be processed by learners and they have to decide whether to act upon it to lead to a changed output.”

David Boud and Elizabeth Molloy, 2013, *Rethinking models of feedback for learning: The challenge of design.*

“No matter how well the feedback is designed, if students do not use the feedback to move their own learning forward, it's a waste of time.”

Dylan Wiliam, 2014, *Is the feedback you're giving students helping or hindering?*



THE RESEARCH BEHIND THE PRACTICE

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 85-112.

3 questions...

each of which
can operate at...

4 levels

Task Level

How well is the task understood/performed?

"You left out an important element of X theory"

Process Level

The main processes needed to carry out the task

"Drawing from a wider range of literature will strengthen your arguments"

Self-regulation Level

Self-monitoring, directing, and regulation of actions

"Look at higher levels of the rubric – how can you develop your evaluation to meet the criteria?"

Self Level

Personal evaluations (usually positive) about the learner

"You've done a great job"

Where am I
going?

How am I
going?

Where to
next?

"That students are taught to receive, interpret and use the feedback provided is probably more important than focusing on how much feedback is provided by the teacher, as feedback given but not heard is of little use"

Hattie & Clarke (2018, p. 5)

Why might students not
engage (well) with
feedback?



Barriers to engagement



AWARENESS
*of what the feedback
means, and its
purpose*



COGNISANCE
*of strategies by which
the feedback could be
implemented*

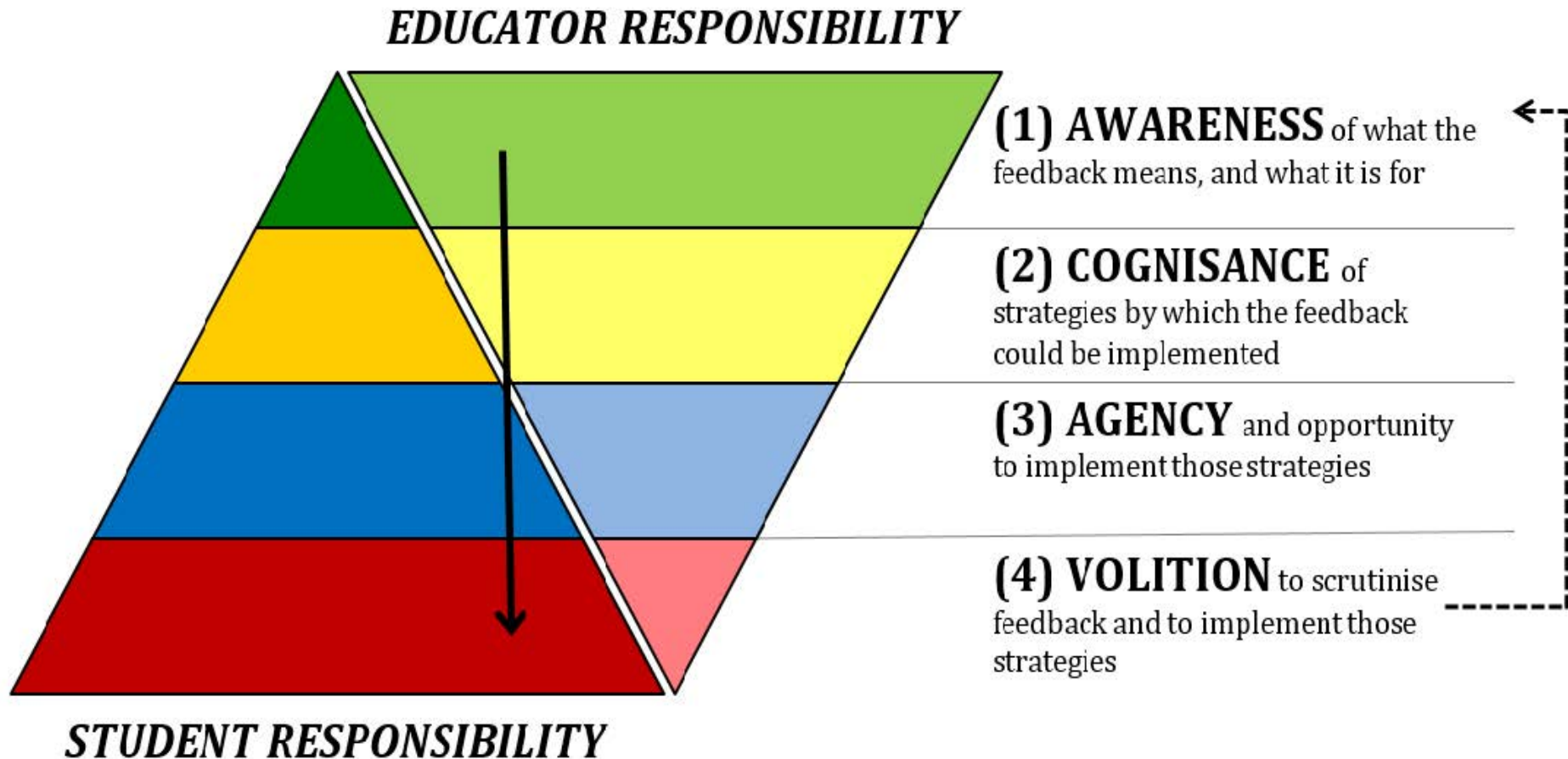


AGENCY
*to implement
strategies*



VOLITION
*to scrutinise feedback
and implement
strategies*

Winstone, N.E., Nash, R.A., Rowntree, J., & Parker, M. (2017). "It'd be useful, but I wouldn't use it". Barriers to University students' feedback seeking and recipience. *Studies in Higher Education*, 42(11), 2026-2041.





THE RESEARCH BEHIND THE PRACTICE

Why engagement matters



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

Journal of Experimental Psychology:
Learning, Memory, and Cognition

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0278-7393/18/\$12.00

<http://dx.doi.org/10.1037/xlm0000549>

A Memory Advantage for Past-Oriented Over Future-Oriented Performance Feedback

Robert A. Nash
Aston University

Naomi E. Winstone
University of Surrey

Samantha E. A. Gregory
Aston University

Emily Papps
University of Surrey

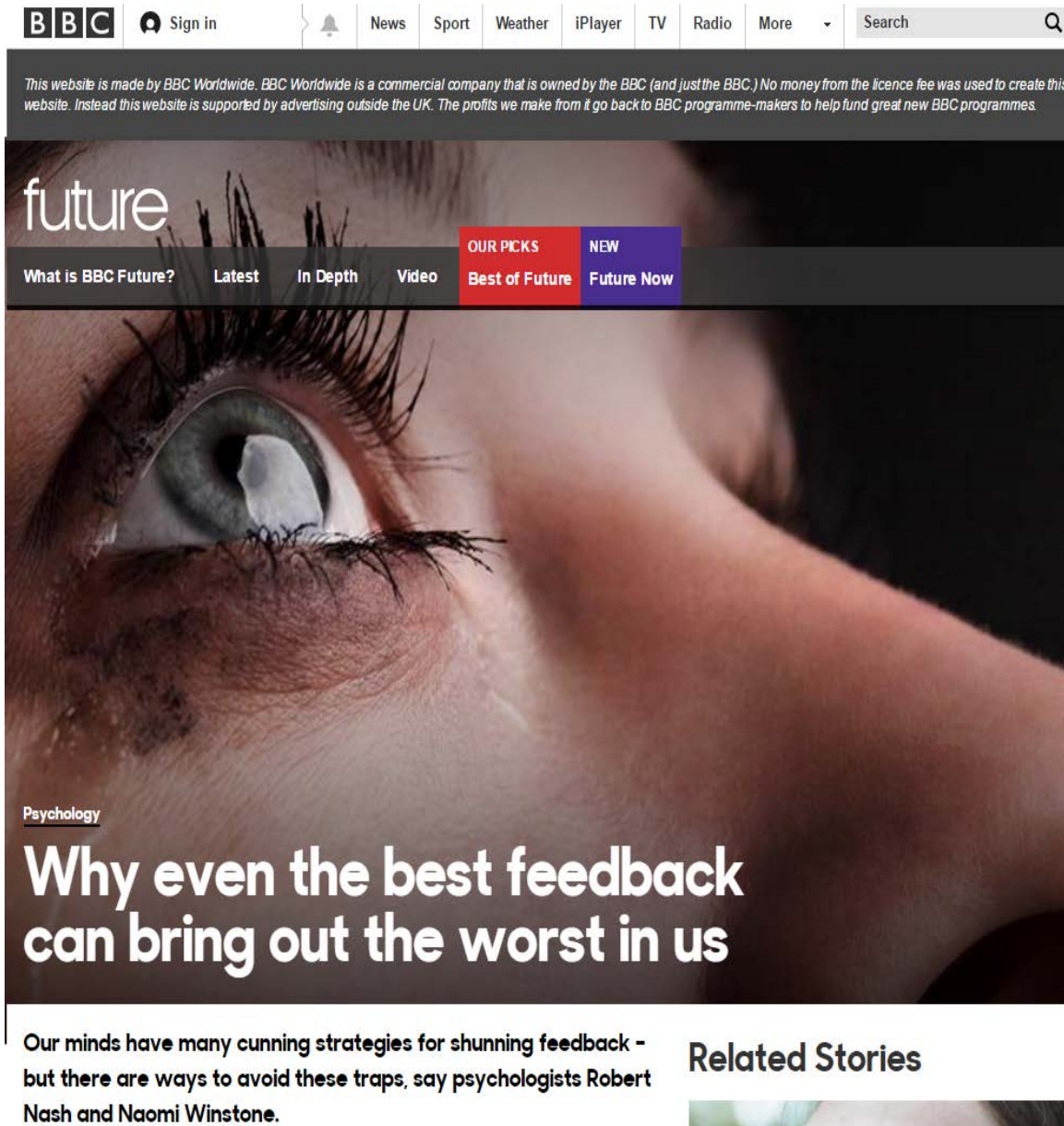
On average, only 3/20 comments recalled after a short delay



Developing self-regulation



Feedback and emotion



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Psychology

Why even the best feedback can bring out the worst in us

Our minds have many cunning strategies for shunning feedback - but there are ways to avoid these traps, say psychologists Robert Nash and Naomi Winstone.

Related Stories

“We all want to meet our own expectations of ourselves, and so being critiqued – or even just the prospect of being critiqued – can present an enormous threat to our self-esteem and positive sense of identity”.

'Managing' emotion?





'Managing' emotion?

But I think most students, you get...you get your coursework back, you look at the mark. If it's really good, you probably won't read the feedback. If it's not so great, you probably will look at it, and that's about it.

I think you're more likely to ignore [negative comments]. [Laughs] To save yourself, kinda thing!

How feedback feels

Control-Value Theory (Artino & Pekrun, 2014)

		Emotional Valence	
		Positive	Negative
Activating Potential	Activating 	JOY PRIDE	ANXIETY ANGER
	Deactivating 	RELIEF CONTENTMENT	HOPELESSNESS DISAPPOINTMENT

How do you feel when receiving feedback?



How do you feel when receiving feedback?











ASSESSMENT & EVALUATION IN HIGHER EDUCATION
<https://doi.org/10.1080/02602938.2019.1686749>

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The development of academics' feedback literacy: experiences of learning from critical feedback via scholarly peer review

Karen Gravett , Ian M. Kinchin , Naomi E. Winstone , Kieran Balloo ,
Marion Heron , Anesa Hosein , Simon Lygo-Baker  and Emma Medland 

Department of Higher Education, University of Surrey, Surrey, UK

I can think of very few instances where the peer review process has not resulted in a vastly improved article. Yet even when armed with this knowledge, my initial responses to receiving critical feedback and rejection during peer review are remarkably consistent. I feel like the comments are a personal judgment of me and I often feel like an imposter inhabiting an academic role.

Using e



Rob Nash @DrRobNash · 22 Dec 2018

All I wanted for Xmas was five further rejections of our recently-rejected paper. Thanks, JARMAC, for this added certainty, and for making my Xmas dream come true 🥹🎄

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