**SEDA Research and Evaluation project – Final Report**

**Name and institution (including the names of any partners in the project)**

1. PI Dr Edd Pitt, Centre for the Study of Higher Education, University of Kent, UK
2. COI Prof Naomi Winstone, Department of Higher Education, University of Surrey, UK
3. COI Prof Margaret Bearman, Centre for Research in Assessment & Digital Learning, Deakin University, Melbourne, Australia
4. COI Prof Liz Molloy, University of Melbourne, Australia

**Project title**

Everybody hurts: Sharing feedback experiences through ‘intellectual candour’ to develop staff and student feedback literacy.

**Why did you choose the project?**

The present research sought to extend the concept of ‘intellectual candour’ (Molloy and Bearman, 2019) towards ‘collaborative candour’, which involves educators and their students sharing experiences of feedback exchanges, breaking down barriers, building trust, and developing feedback literacy in partnership. The research was predicated upon the importance of educators revealing their own self-doubt, quandaries, emotions, and even failures when managing the difficult process of receiving and acting upon critical feedback on their work.

**What you did and how it was carried out**

The research had three aims:

1. to understand the similarities and differences in educators’ and students’ experiences of receiving and using feedback on their work.

Thirteen 1-2-1 interviews with educators from a range of experience levels were carried out. Thematic analysis generated 434 individual statements across four themes (Affective interpersonal coping, responses to feedback, perceptions of feedback and publication review process). Unfortunately, due to COVID-19 and its implications for HE meant we were unable to carry out our focus groups with students. However, the data from the interviews with educators allowed us to understand how academics process their emotions during giving and receiving feedback. This data helped us to create the development workshop for us with educators.

1. to develop and evaluate a staff training model to facilitate the use of ‘feedback preparation activities’ with their own students, focused on sharing experiences and challenges pertaining to the use of feedback.

The training model and resources that facilitate dialogue between staff and their students around shared feedback experiences, were used initially with a wide range of educators undertaking the Kent PGCertHE. Subsequently there are plans to create a standalone online module for use on CPD courses.

(3) To apply an evidence-informed approach to the development of resources that can be used by staff and students in partnership to break down power relations in the assessment and feedback process.

The outcomes from the research have now been included in an online resource designed for educators and students to greater understand how power relations can be broken down in assessment and feedback situations

**What have you learnt from doing this work?**

We have learnt that the processes and practices educators engage in when they receive feedback have many transferable elements that students can benefit from in their own approaches to assessment and feedback. The workshops and toolkit have given us further insight into the power of collaborative candour surrounding feedback. Sessions with educators that apply the research findings have had a transformative effect upon the participants. Initial participant scepticism surrounding its usefulness often changed because of the workshop. Discussing and engaging in the various workshop’s activities helped educators to understand not only how they process and engage with feedback they receive on their own work but also how they might be able to positively affect students feedback literacy development.

**How have you told others about your work?**

The outcomes of our research have been disseminated at the University of Kent though the Learning and Teaching Network and the University of Surrey Department of Higher Education research series. The ‘feedback preparation activities’ were used at the University of Kent on the PGCHE for newer academics. The research has also been packaged into a masterclass that was given at the Assessment in HE annual conference by the PI of the project.

**What effect has it had and where is this activity now heading?**

The project has been very successful in distilling and understanding how the concept of collaborative candour can be brought to the fore within the classroom. To date the materials generated from this project have been used three times within the Kent PGCHE. This has meant that as a project team we have been able to more formally understand the processes and practices involved in educators processing and enacting feedback.

**What outputs have resulted from this activity?**

The Resource Toolkit is in its final stages of development. This will be in three parts. A workshop facilitation guide, to enable educational developers to replicate the workshop developed in this project. A series of animated videos featuring anonymised narratives from the interview data that will bring to life the educators experiences of receiving feedback. These video resources can be used within the workshops, or as standalone resources. Finally, Infographics that can facilitate dialogue between educators and students around the experience of receiving feedback. These resources will all be available under creative commons.