

Title: **Everybody hurts: collaborative reflection on the experience of receiving feedback as a tool to develop staff and student feedback literacy**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

1. Recognise the central role of emotion in developing feedback literacy
2. Evaluate the relevance of 'intellectual streaking' to educational practice
3. Experiment with tools and techniques for collaborative staff-student reflective activities
4. Evaluate the applicability of these tools to their own practice

Session Outline

In a recently-published model of feedback literacy (Carless & Boud, 2018), the ability to manage affective reactions to feedback is recognised as a central component. In the case of students, the literature reveals that emotive reactions are a common barrier to students' engagement with and enactment of feedback information (e.g. Jönsson, 2013; Winstone, Nash, Rowntree, & Parker, 2017). However, these reactions are not specific to students; many educational practitioners report similar reactions when receiving feedback through peer review, or through student evaluations, for example. Furthermore, even negative emotions can be 'activating', in promoting further action, whilst some positive emotions (such as relief) can be 'deactivating' (e.g. Pekrun, 2006). Thus, rather than protecting students and ourselves from emotional reactions, it is important to develop the feedback literacy needed to harness emotion in response to feedback in such a way as to facilitate learning and progress.

In this session, we will explore techniques that can be used to develop the ability to manage affect in feedback processes. These techniques are based on the concept of 'intellectual streaking' (Bearman & Molloy, 2017), which recognises the importance of teachers openly and authentically sharing their own experiences with their students. A core strategy for developing students' feedback literacy, in particular the dimension of managing affect, is for teachers to share their own experiences of being on the receiving end of feedback, and how they managed this process. Through collaborative reflective activities, staff and students can work in partnership to discuss feedback and develop shared feedback literacy. This approach aligns with the SEDA values of continual reflection on practice and the development of learning communities.

Session Activities and Approximate Timings

	Activity	Facilitation/Discussion
Introduction (5 minutes)	I will introduce the core concepts of feedback literacy and intellectual streaking.	N/A
Activity 1 (15 minutes)	This activity involves reflection on the impact of feedback on emotion. A collaborative card-sorting activity enables staff and students to discuss shared and unique experiences in response to feedback. Delegates will have the opportunity to try out the activity and consider how it could be used in their own practice with students.	Delegates will be engaging in discussion as they explore the activity, and I will facilitate a short discussion to bring together ideas for using the activity with students.
Activity 2 (15 minutes)	This activity involves reflection on 'feedback journeys' that have been experienced. Delegates will have the opportunity to try out the activity and consider how it could be used in their own practice with students.	Delegates will be engaging in discussion as they explore the activity, and I will facilitate a short discussion to bring together ideas for using the activity with students.
Plenary (10 minutes)	Whole-group discussion structured around the following questions: <ol style="list-style-type: none"> 1. What have you learned about your own feedback literacy during this session? 2. How could you use this approach in your practice with students and/or colleagues? 	Delegates will be invited to submit their responses via PollEverywhere so that they can remain anonymous if they wish. I will facilitate discussion around the points arising. This will serve as evaluation of the learning during the session.

References

Bearman, M. and Molloy, E., 2017. Intellectual streaking: The value of teachers exposing minds (and hearts). *Medical teacher*, 39(12), pp.1284-1285.

Carless, D. and Boud, D., 2018. The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, pp.1315-1325.–25.

Jönsson, A. 2013. Facilitating productive use of feedback in higher education. *Active learning in higher education*, 14(1), pp.63-76.

Pekrun, R., 2006. The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. *Educational psychology review*, 18(4), pp.315-341.

Winstone, N.E., Nash, R.A., Rowntree, J. and 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), pp.2026-2041.