

## 60-Second SoTL

### Episode 47 – Measuring What Learners Do With Feedback

(Piano Music)

0:03

#### **Jessie L. Moore:**

How do we measure feedback literacy in higher education? That's the focus of this week's 60-second SoTL from Elon University's Center for Engaged Learning. I'm Jessie Moore.

0:12

(Piano Music)

0:15

In "Measuring What Learners Do in Feedback: The Feedback Literacy Behaviour Scale," published as an open access article in *Assessment & Evaluation in Higher Education*, Phillip Dawson, Zi Yan, Anastasiya Lipnevich, Joanna Tai, David Boud, & Paige Mahoney describe their development and validation of the Feedback Literacy Behaviour Scale.

0:37

The authors note – and document with a literature review – that contemporary feedback models have moved to student-centered, requiring students to take active roles. Yet existing instruments for measuring feedback literacy have focused on students' perceptions of their capabilities, not on what they actually *do* in feedback processes. Therefore, the research team developed a new conceptual framework and corresponding instrument.

1:00

The authors draw from both Carless and Boud's 2018 conceptual paper and Molloy, Boud, and Henderson's 2020 framework to develop a new conceptual framework with five components:

- Seek feedback information,
- Make sense of information,
- Use feedback information,
- Provide feedback information, and
- Manage affect.

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They include a figure illustrating how they rework components of the prior frameworks, and they describe the critical friends process they used to seek, make sense of, and use feedback from other feedback scholars. (Yes, we're getting a bit meta here!)

1:34

The project team next developed 45 items representing behaviours that feedback literate students would *do* relative to the five framework components. They then invited 21 international feedback scholars to rate each question. Based on the feedback they received, they revised the item set, resulting in 39 questions that the authors again shared with experts for a second round of review. Ultimately, they used this feedback to develop a 34-item instrument for validation.

2:02

Next the project team administered the 34-item instrument to 350 university students in Australia, Ireland, New Zealand, and the UK to test substantive validity, structural validity, generalizability, and external validity. I encourage you to read the article for detailed information about their data analysis and results, but their validity test led them to further refine the instrument to 24 items. The authors share the final instrument as an appendix to their open-access article and at [feedbackliteracy.org](http://feedbackliteracy.org) with a Creative Commons Attribution license.

2:38

As the authors note, the Feedback Literacy Behaviour Scale is an important step in advancing more robust quantitative research on feedback literacy, with attention to what students *do* in feedback processes. I also anticipate that administering the scale at the beginning of a term could enable teachers to engage students in discussion about their feedback literacy in rich ways.

2:59

In addition to offering a key advancement in feedback literacy studies, this article models both a rich process for instrument validation and a fantastic strategy for seeking, making sense of, and using feedback from critical friends.

To learn more about feedback literacy, visit our show notes for a link to the open access article and related resources.

3:18

(Piano Music)

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Join us next week for another snapshot of recent scholarship of teaching and learning on **60-second SoTL from Elon University's Center for Engaged Learning**. Learn more about the Center at [www.CenterForEngagedLearning.org](http://www.CenterForEngagedLearning.org).

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