

Increasing feedback literacy of learners and educators: engaging with the 'feedback for learning framework'

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Introduction/background:

Feedback is critical for promoting student learning in health professions education. However, despite this potential, feedback is often misunderstood and under-utilised by both students and educators. We surveyed approximately 4,500 students and 400 staff from two universities to identify units of study that demonstrated effective feedback. From these we chose seven cases both staff and students thought were effective. This research-based framework, funded by the Office of Learning and Teaching, is designed to improve student learning through improving institutional, educator, and student capacity to generate and use feedback.

Purpose and outcomes:

- Identify current problems and tensions in feedback practice within your context
- Describe a more productive model of feedback
- Identify conditions in your own institution that may influence feedback practices
- Identify institutional/departmental factors that might improve learner and teacher literacy in feedback
- Identify and plan next steps in terms of improvements in your own feedback contexts

Issues for exploration or questions for discussion:

Why is it important that we consider a broader view of feedback beyond 'provision of comments'?
How might your range of feedback practices be extended beyond the current repertoire?
What considerations are there when it comes to designing new feedback processes and influencing others?

Outline of workshop activities

This interactive workshop will draw on participants' experiences and will share video-based case studies and key findings from a multi-institutional study examining feedback practices. Participants will have opportunities to identify how the 'feedback for learning framework' relates to current practices, and we will discuss implementation considerations across different practice contexts.