

# Facilitating students' use of feedback for their academic, personal, and professional development

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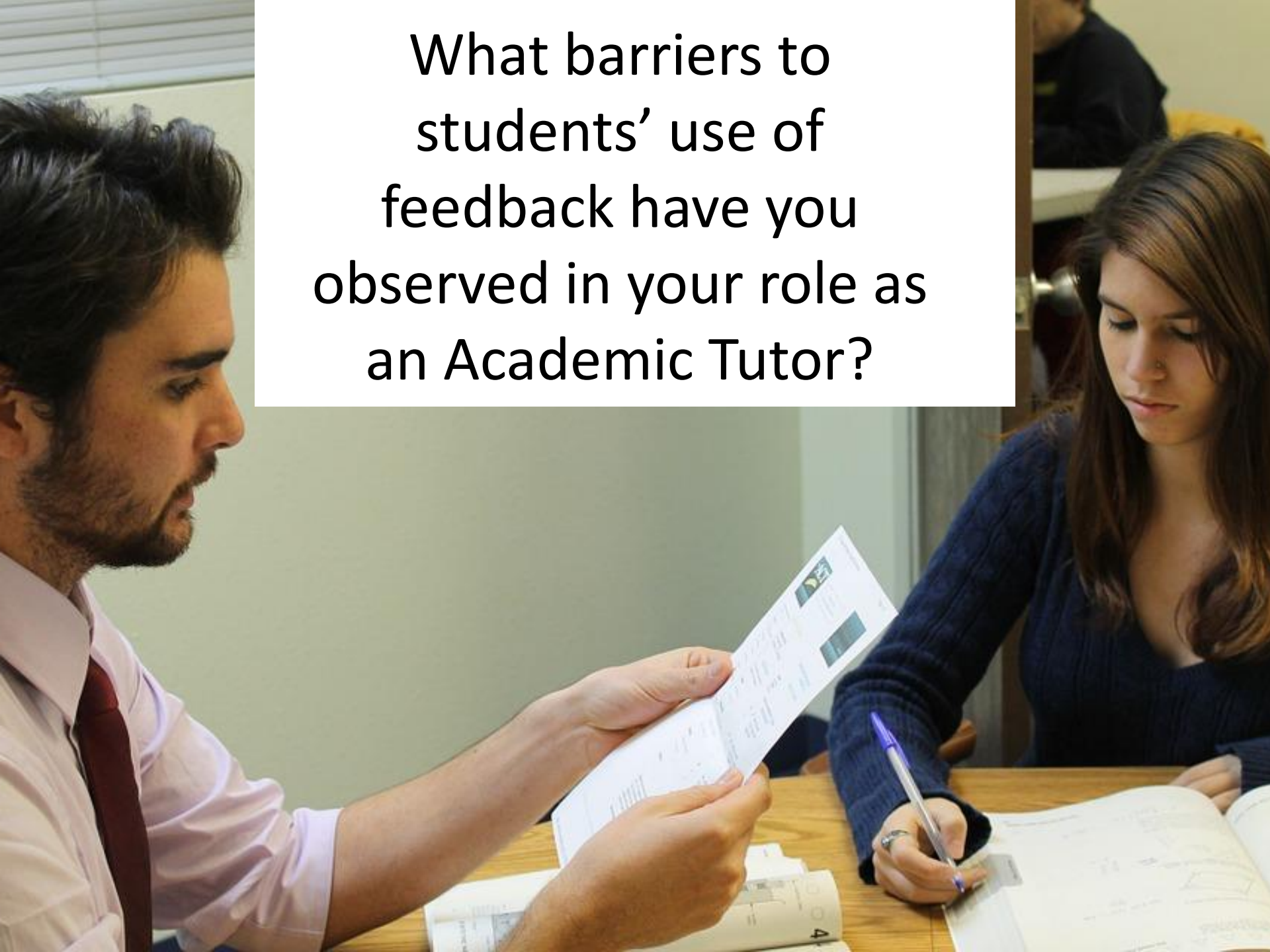
FEEDBACK  
ENGAGEMENT  
& TRACKING

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What barriers to students' use of feedback have you observed in your role as an Academic Tutor?



*Studies in Higher Education*, 2017

Vol. 42, No. 11, 2026–2041, <https://doi.org/10.1080/03075079.2015.1130032>

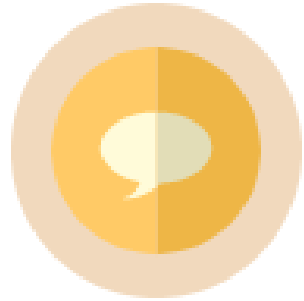
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## **‘It’d be useful, but I wouldn’t use it’: barriers to university students’ feedback seeking and recipience**

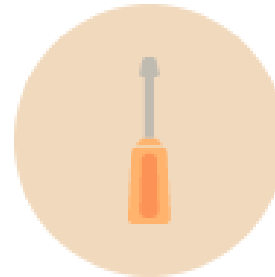
Naomi E. Winstone<sup>a\*</sup>, Robert A. Nash<sup>b</sup>, James Rowntree<sup>a</sup> and Michael Parker<sup>a</sup>

<sup>a</sup>*School of Psychology, University of Surrey, Guildford, UK;* <sup>b</sup>*School of Life and Health Sciences, Aston University, Birmingham, UK*

# Barriers to engagement



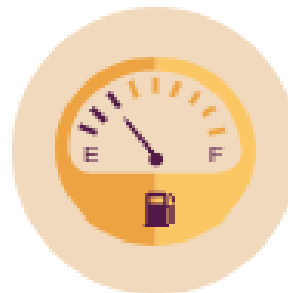
**AWARENESS**  
*of what the feedback  
means, and its  
purpose*



**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.

# Building Feedback Literacy: The DEFT

- (1) Feedback guide
- (2) Feedback workshop
- (3) Feedback portfolio



## The Developing Engagement with Feedback Toolkit (DEFT)

Dr Naomi E. Winstone – University of Surrey

Dr Robert A. Nash – Aston University

## Building Feedback Literacy: Students' Perceptions of the Developing Engagement With Feedback Toolkit

Naomi E. Winstone<sup>1\*</sup>, Georgina Mathlin<sup>2</sup> and Robert A. Nash<sup>3</sup>

<sup>1</sup> Department of Higher Education, University of Surrey, Guildford, United Kingdom, <sup>2</sup> School of Psychology, University of Surrey, Guildford, United Kingdom, <sup>3</sup> School of Life and Health Sciences, Aston University, Birmingham, United Kingdom

Winstone & Nash (2016). *The Developing Engagement with Feedback Toolkit (DEFT)*. York, UK: Higher Education Academy.

<http://tinyurl.com/DEFTtoolkit>

# The Academic Tutor System

A guide for tutors 2019/20



## Assessment and feedback

- support students to review and reflect holistically on feedback they have received on assessed work, developing their ability to build on knowledge and progress successfully
- work with students to identify consistent patterns in feedback (e.g. poor referencing/structure, insecure research base, etc.)
- discuss the steps they can take to improve their performance in future assessments

## How can Academic Tutors support students to:

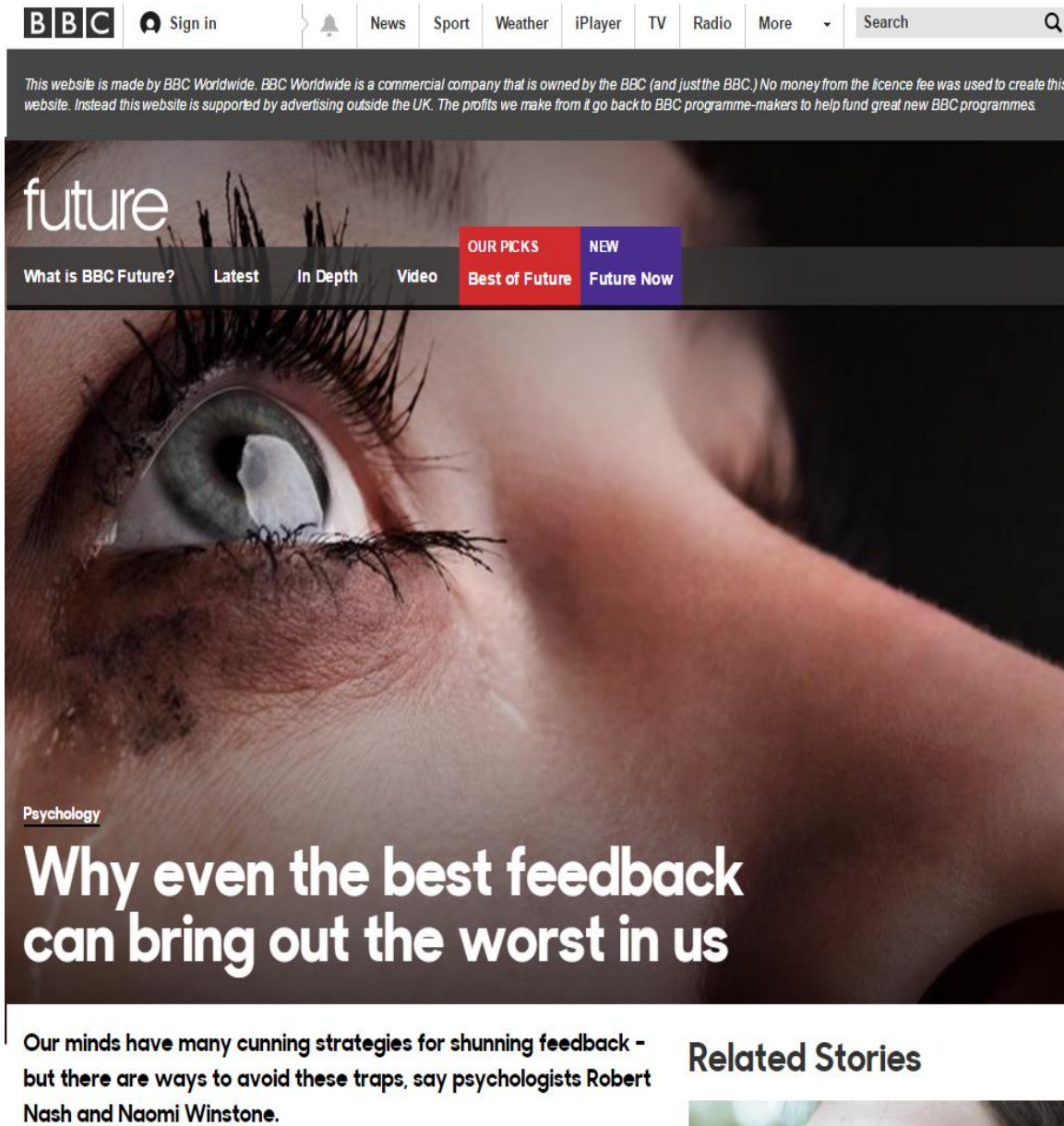
1. Reflect upon feedback and manage emotional responses?
2. Synthesise feedback?
3. Take action in response to feedback?





**REFLECTING UPON FEEDBACK AND  
MANAGING EMOTIONAL RESPONSES**

# Feedback and emotion



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**Psychology**

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

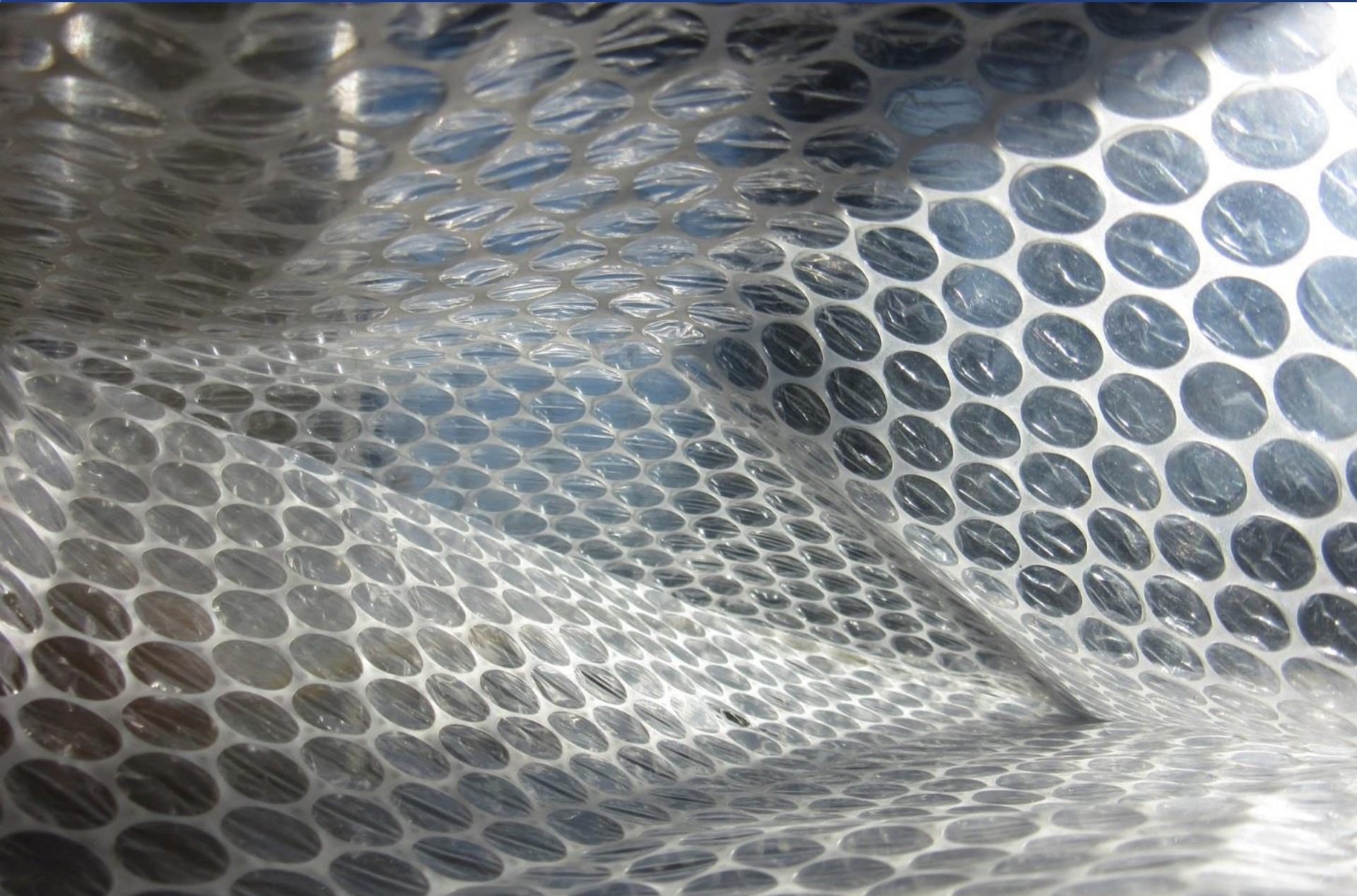
Our minds have many cunning strategies for shunning feedback - but there are ways to avoid these traps, say psychologists Robert Nash and Naomi Winstone.

#### 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!*

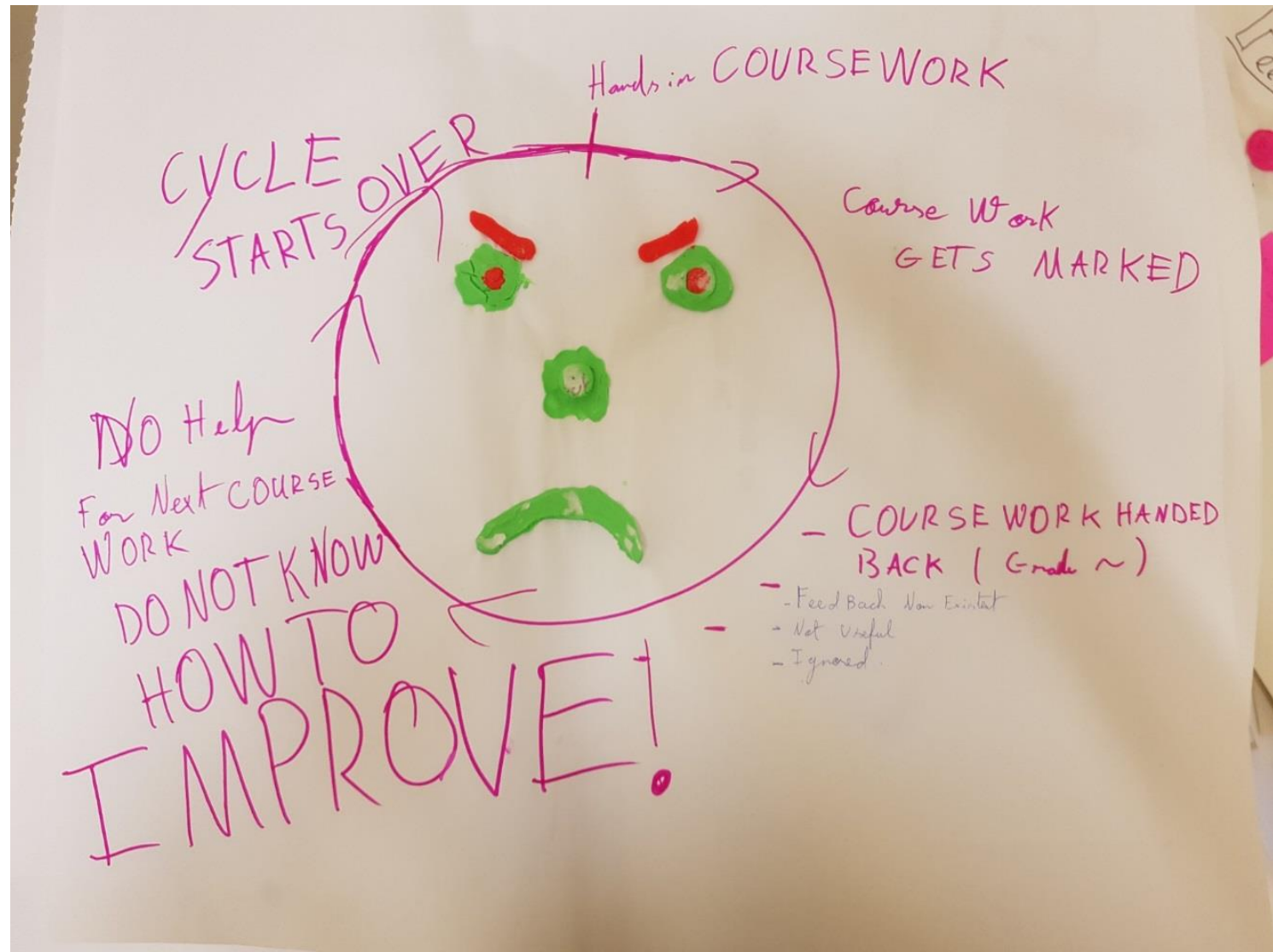
# How feedback feels

Control-Value Theory (Artino & Pekrun, 2014)

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



# How feedback feels



## 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>

 Routledge  
Taylor & Francis Group



## 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.*



Suppo



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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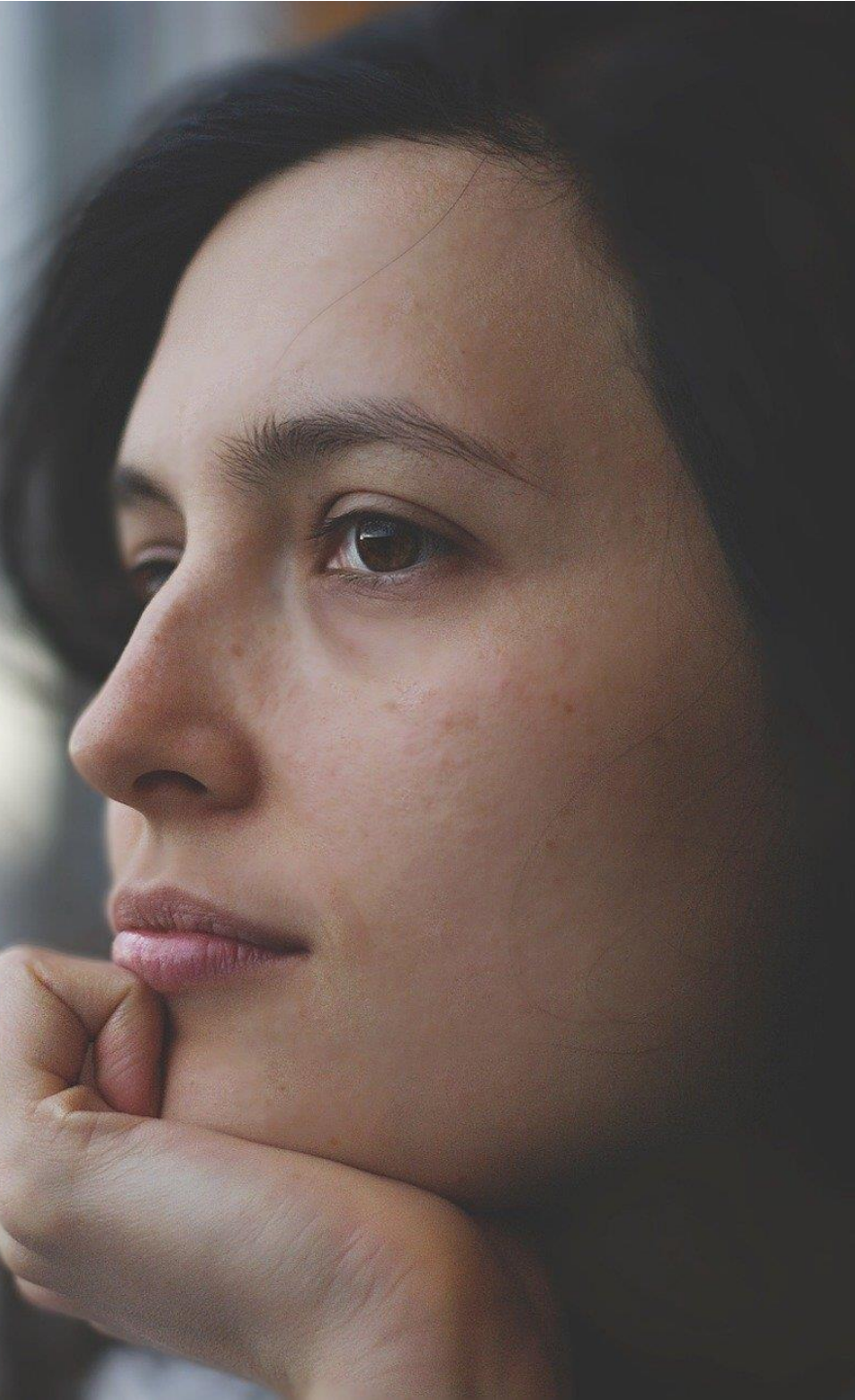
# Supporting your students (2)

## “Defanging Feedback”

<http://philldawson.com/defanging-feedback-by-rewriting-into-action-items/>



*“However, I’ve found that when I make my first step rewriting the feedback comments into actionable todos for myself that this stops me from needing to affectively engage again. In rewriting I’m making them tasks I assign myself rather than critique – I’m ‘defanging’ the feedback. The emotional charge is mostly gone and I’m left with a set of todos”.*



## Using the DEFT to support students' reflection on and emotional response to feedback

**Workshop:** Activity B3 (Using emotion positively)

### **Portfolio:**

Reflecting on generic feedback

Reflecting on feedback over a term/semester

Reflecting on progress and the use of feedback





**SYNTHESISING FEEDBACK**





# Why sense-making?

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

Robert A. Nash  
Aston University

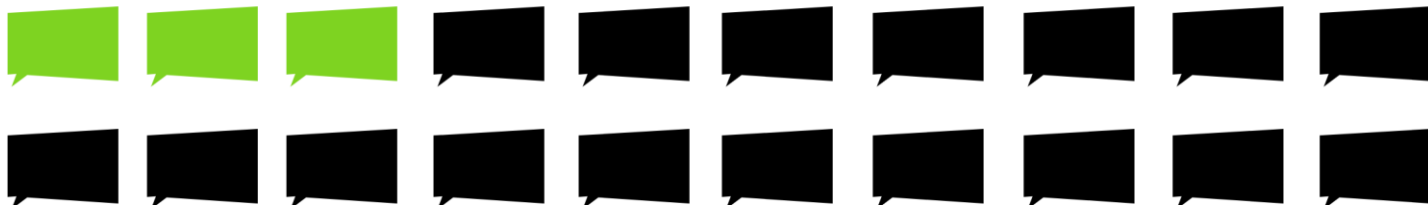
Naomi E. Winstone  
University of Surrey

Samantha E. A. Gregory  
Aston University

Emily Papps  
University of Surrey

10 Experiments (N = 852)

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





# Why synthesis?

## Pattern Detection

*“Um, I think ideally, I should go through all my feedback and kind of find the points of commonalities. Erm, and make a list of those and just be aware of those consciously but, again, when you’ve got five hundred things to do...  
[Laughs]  
it’s not really on the top of your priority list”*

Cramp (2011)

## Sense-making

*I found it useful when my personal tutor went through the feedback and we pointed things out as when someone had originally written a comment which was difficult to understand.*

*I understood what the feedback meant when my personal tutor read it out loud but if I am reading my own feedback I don't always understand.*

## Synthesis

*You can do individual modules and they could have no relevance to each other but in the meeting you can just see them altogether like how they link in with each other.*

*I'm clearer now having looked through all my feedback with my tutor. I talked about how I was studying and preparing for the assignments and we discovered that I had not done as much wider reading as I should have.*

# Supporting synthesis



<https://tinyurl.com/FEATSportfolio>



**Section A: Feedback  
Review and Synthesis Tool**



**Section B: Skill Development  
tool**



**Section C: Action Planning  
Tool**



# Supporting synthesis



## FEEDBACK ENGAGEMENT & TRACKING

UNIVERSITY OF SURREY

Act upon and track the  
impact of your feedback  
[feats@surrey.ac.uk](mailto:feats@surrey.ac.uk)

### DASHBOARD

#### PART A - Review Your Feedback

[Add a Feedback Review](#)

[My Feedback Reviews](#)

[My Grade Tracker](#)

[My Skill Scores](#)

#### PART B - Browse Resources

[Browse Resources](#)

[My Basket \(0\)](#)

#### PART C - Build Action Plan

[My Action Plan](#)

[My Completed Actions](#)

[Tutorials & Guidance](#)

### Welcome

Welcome to FEATS - Feedback  
Engagement and Tracking at Surrey.

FEATS is an easy-to-use tool to help you  
better understand and engage with  
feedback from your assignments.



Introduction



2

feedback reviews completed

### My Skill Scores



Top Skills

■ Construction of argument  
■ Collaborative working skills  
■ Personal skills



Skills for improvement

■ Critical thinking and evaluation  
■ Effective use of literature  
■ Literature searching



2

actions in your action plan

2

actions marked as complete

“In the past I've struggled to put my feedback into action, whereas FEATS provides real guidance on how to identify your strengths and weaknesses and then points you to resources to develop your skills. The process feels very organic and personalised.”

“FEATS has taught me that it is essential for us to take responsibility for our own learning.”

“By using FEATS, I have been able to understand and overcome weaknesses in my writing”



# Using the DEFT to support students' synthesis of feedback

Portfolio: Synthesising  
feedback





# TAKING ACTION ON FEEDBACK



EDUCATIONAL PSYCHOLOGY

<https://doi.org/10.1080/01443410.2019.1693510>

 Routledge  
Taylor & Francis Group

## Individual differences in self-reported use of assessment feedback: the mediating role of feedback beliefs

Naomi E. Winstone<sup>a</sup> , Erica G. Hepper<sup>b</sup>  and Robert A. Nash<sup>c</sup> 

<sup>a</sup>Department of Higher Education, University of Surrey, Guildford, UK; <sup>b</sup>School of Psychology, University of Surrey, Guildford, UK; <sup>c</sup>School of Health and Life Sciences, Aston University, Birmingham, UK

*“Supporting students to feel competent in using feedback should be a key priority for interventions.”*

## FEEDBACK RECIPIENCE SKILLS

EDUCATIONAL PSYCHOLOGIST, 52(1), 17–37, 2017

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DOI: 10.1080/00461520.2016.1207538



### Supporting Learners' Agentic Engagement With Feedback: A Systematic Review and a Taxonomy of Recipience Processes

Naomi E. Winstone,<sup>1</sup> Robert A. Nash,<sup>2</sup> Michael Parker,<sup>1</sup> and James Rowntree<sup>1</sup>

<sup>1</sup>*School of Psychology, University of Surrey, Guildford, United Kingdom*

<sup>2</sup>*School of Life and Health Sciences, Aston University, Birmingham, United Kingdom*

Winstone, N., Nash, R., Parker, M., & Rowntree, J. (2017). Supporting learners' engagement with feedback: A systematic review and a taxonomy of recipience processes. *Educational Psychologist*, 52, 17-37.

# Developing recipience skills







## Using the DEFT to support students' action on feedback

### **Workshop:**

A1 The process of action

A2 Identifying action

A3 Action planning

### **Portfolio:**

Action planning log

- What are the key differences in supporting students of different ability levels to use feedback effectively?
- How can Academic Tutors support students to see beyond the grade to the useful developmental information contained within feedback?
- How can Academic Tutors support students to proactively seek feedback?
- How might the role of the Academic Tutor in relation to feedback change over the course of the student's programme of study?
- How can Academic Tutors support students to use their engagement with feedback to support their preparation for the workplace?