Optimising student workplace learning: The role of assessment and feedback literacy

Christy Noble PhD

Acknowledgement of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which we meet.

We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.

We recognise their valuable contributions to Australian and global society.
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STATE OF THE SCIENCE

Challenging feedback myths: Values, learner involvement and promoting effects beyond the immediate task

Elizabeth Molloy¹ | Rola Ajjawi² | Margaret Bearman² | Christy Noble³,⁴,⁵ | Joy Rudland⁶ | Anna Ryan¹
Key messages

Learners are at the centre of feedback and assessment
We can prepare our learners better for their role
Small steps are the key to success

Learners are at the centre of feedback and assessment
Feedback Mark 2: Boud and Molloy (2013)

"Feedback is a process whereby learners obtain information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself, in order to generate improved work" (p.6). Boud and Molloy (2013)

Feedback Mark 2:

Orientation to standards of work
Activity 1
Learner judges work
Learner asks for specific feedback
Others judge work
Compare judgements
Plan for improved work
Activity 2

Shifting feedback to a learning-centred perspective

FROM INPUTS TO PROCESSES CLOSING THE LOOP LOOKING FOR EFFECTS ON LEARNING ENSURING LEARNERS ARE ENGAGED

Slide from Professor Liz Molloy
Workplace-based assessments

Maximising learning from Mini-CEX/DOPS

Lörwald et al., 2018
We can prepare our learners better for their role
Words used to describe assessment and feedback tasks

Go to www.menti.com and use the code 3738 3493

Let’s talk about literacy
What is assessment literacy?

- Understands the purpose of assessment
- Aware of assessment processes
- Able to judge what constitutes an effective performance

Smith et al, 2013

Why assessment literacy?
Feedback literacy

Know-how about how to maximise the benefits of feedback processes
(Winstone, 2019)

Making judgements
Appreciating feedback
Managing affect

Taking action

(Carless and Boud, 2018)

What might a feedback literate learner look like?

Winstone and Carless, 2020
Small steps are the key to success
Pre-OSCE literacy evaluation

“I feel it isn’t clear at all what the structure of an OSCE station is like, potential scenarios, and we have no practice sessions at all when we should be practicing months ahead.”
Pre evaluation

You feel confident that you know how to prepare for the OSCE.

100 responses

1: 28 (28%)
2: 47 (47%)
3: 21 (21%)
4: 4 (4%)
5: 0 (0%)

Developing assessment literacy: MD OSCE

- Faculty sessions
- Near peer tutorials
- Online resources
Faculty panel sessions

Panel discussion with OSCE writers & examiners

- AiProf Warren Inder
- Dr Cat Lunter
- Dr Christy Noble
- AiProf Leo Nummik
- Dr Therese Ryan

Practical preparation strategies: before, during and after the OSCE

- Dr David Antognini
- Dr Samuel Chan
- William Harley
- Dr Cat Lunter
- Dr Christy Noble

Near peer tutorials
Online resources

Post OSCE literacy evaluation

“The OSCE Literacy program has helped reduce the stress I had around OSCEs, and it’s also given me my first step into OSCE preparation.”
“It’s yours to take”: generating learner feedback literacy in the workplace

Christy Noble¹,²,³ · Stephen Billett² · Lyn Armit⁵ · Leigh Collier⁶ · Joanne Hilder⁶ · Christine Sly¹ · Elizabeth Molloy⁴
Feedback Literacy Program Design: Healthcare professions students

<table>
<thead>
<tr>
<th>Pedagogical approach</th>
<th>Intended outcomes</th>
<th>Time commitment</th>
<th>Timing</th>
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<tbody>
<tr>
<td>e-learning module</td>
<td>Introduce key concepts of feedback</td>
<td>30-45 minutes</td>
<td>Before placement</td>
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<tr>
<td>Interactive Workshop</td>
<td>Further develop knowledge of student role in feedback</td>
<td>Up to 3 hrs</td>
<td>Before placement</td>
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<tr>
<td>Reflective activities</td>
<td>Reinforce key features of FBM2 whilst on placement</td>
<td>20-30 minutes</td>
<td>During &amp; after placement</td>
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Study Aim and Research Questions

AIM: to problematise and address student feedback literacy in healthcare workplaces, from the learner’s perspective

RQ1 - How do feedback literate students engage in workplace feedback?

RQ2 - What influences students' understanding of and engagement in feedback in the workplace?
Methods

Ethics approval received from Gold Coast Health (HREC/16/QGC/158)

<table>
<thead>
<tr>
<th>Timing</th>
<th>Data collection</th>
<th>Data analysis</th>
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<tr>
<td>Post placement (4 - 6 weeks)</td>
<td>Student interviews</td>
<td>Framework method (Spencer &amp; Ritchie, 1994)</td>
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Results

Feedback literacy program delivered 3 times (n= 105 students)

Interviews N=27
- Nursing = 11
- Social work = 5
- Medical = 11
What did we learn about feedback literate students?

Learners reconceptualised feedback

Ways learners engaged with feedback during placements

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Learners reconceptualised feedback

Yes, it [literacy program] gives you an idea to not be meek and also not just accept. [for example], I’ve just been given feedback and I’m not quite sure I understand it or where I’m supposed to use it. Ask about it and be more direct, not bossy, but being direct about it, actually have an idea that I really want to work on, on this particular area, how do I go about finding someone that can help me. It might not be your supervisor. You might need another day. Just that directness, I found that useful.

(Social Work_2)
Ways learners engaged with feedback during placements

Yeah, ...I was proactive. I was hunting for it. I was looking for it because I thought right, been to the workshop [literacy program], I know how to ask for feedback, get on and do it. Yeah, I didn’t ask everybody, but I certainly asked a few. I asked I think about three nurses I worked with and the facilitator as well because otherwise you think it’s behind closed doors and you’re not almost allowed to have it, but you are because it’s yours, it’s about you, you can own it. (Nurse_2)
Managing affect

...it was a positive – you know, even as I say with slight negatives in there it’s positive because you’ve dealt with it, done and dusted, on the spot, you’re not internalising, you’re not sleeping on it, you’re not thinking, oh, I don’t want to work with that nurse again. You’ve been a grown up and gone right, how was it, right, didn’t do that right, did do that right, fine, let’s think about it and move on. It’s almost – it’s out in the open. It’s not hidden. So that’s great. So yeah, it really helps. (Nurse_3)

Making judgements

You have absolutely no way of knowing whether or not you’re doing the right thing [on placement], you’re doing something that is correct, like doing an exam correctly or whether you understand a concept properly. (Medical_2)
In the way that the term was structured, you get feedback from a lot of different people. So rather than having one person every week who sees you and kind of them giving you feedback every time, you get feedback from a range of different consultants and registrars ... [who tend to] focus on very different aspects of a case or a presentation [and] to get feedback on and they concentrate on very different areas... I mean it is hard. It does make it hard to get a gauge of where you are at and where you are with improving. (Medical_2)
Key messages

Learners are at the centre of feedback and assessment
We can prepare our learners better for their role
Small steps are the key to success
Questions

References


Developing assessment literacy

- Traditional ‘laissez-fair’
- ‘Cultivated’ community of practice
- Explicit
- Formal
- Informal
- Students passive
- Students active

Price et al, 2012

Contact

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