

Using Learning-Oriented Assessment to Develop Student Feedback Literacy in Academic Writing: An Action Research Study

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Given the limited empirical research on utilizing different instructional approaches to foster student feedback literacy (Winstone & Carless, 2020), this action research study focused on the assessment approach of learning-oriented assessment and investigated its perceived influence on student feedback literacy in the context of academic writing. Data were mainly collected from student focus group interviews, supplemented by the reflective journal data of the teacher researcher. Student perceptions suggested the development of student feedback literacy in terms of appreciating feedback, developing judgements, managing affect, and taking actions. In particular, the participants gained confidence about using assessment criteria for writing evaluations, and this paper argues that confidence about writing evaluation should also be an important element of student feedback literacy within the dimension of managing affect. The study also identified unbalanced development across sub-components of a particular element of student feedback literacy. Pedagogical implications regarding the importance of teacher scaffolding and the synergy among various assessment activities within the learning-oriented assessment framework are discussed in relation to student writers' feedback literacy development.