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Student and Teacher Feedback Literacy in the Context of Programmatic Assessment.

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Student and Teacher Feedback Literacy in the Context of Programmatic Assessment

Feedback Geletterdheid van Studenten en Docenten bij Programmatisch Toetsen

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Samenvatting

Programmatisch toetsen is gericht op het ontwerpen van een toetsprogramma dat tegelijkertijd de leerfunctie en de beslisfunctie versterkt. Bij programmatisch toetsen heeft feedback een tweeledig doel: feedback is essentieel voor het leren, maar wordt ook gebruikt als input voor latere (summatieve) besluitvorming. Dit tweeledige doel maakt feedback belangrijk bij programmatisch toetsen, maar kan daardoor ook leiden tot uitdagingen in het feedbackproces. Het door Carless en Winstone (2020) ontwikkelde model voor feedback geletterdheid komt overeen met de visie van programmatisch toetsen waarbij studenten worden beschouwd als actieve lerenden die sturing geven aan hun leerproces door middel van feedback. Dit model is gebruikt om te evalueren hoe feedback geletterdheid eruit ziet in een context waar programmatisch toetsen recent geïmplementeerd is. In een casestudie zijn studenten en docenten geïnterviewd met een semi-gestructureerd interviewprotocol in focus interviewgroepen en individuele interviews. Na gebruik van template analyse wordt een model van feedback geletterdheid gepresenteerd voor een context met programmatisch toetsen. De resultaten lieten zien dat studenten en docenten in deze context over meer specifieke feedback vaardigheden moeten beschikken zoals coachingsvaardigheden (docenten) en vaardigheden voor zelfgestuurd leren (studenten). Daarnaast zijn door het tweeledige doel van feedback ook andere aanvullende vaardigheden nodig op het originele model om er voor te zorgen dat feedback gebruikt kan worden voor de summatieve beslissing. Doordat er nog niet eerder onderzoek gedaan is naar feedback geletterdheid in een context met programmatisch toetsen is meer onderzoek nodig naar dit onderwerp.

Keywords: programmatisch toetsen, feedback, docenten feedback geletterdheid, studenten feedback geletterdheid

Abstract

Programmatic assessment is an approach to the design of an assessment program with the aim to simultaneously optimize its learning function and its decision-making function. In programmatic assessment, feedback has a dual purpose: feedback is essential for learning but is also used as input for later (summative) decision-making. This dual purpose makes feedback practice important in programmatic assessment, but can also lead to challenges in the feedback process. The feedback literacy framework developed by Carless and Winstone (2020) is consistent with the view of programmatic assessment, in which students are seen as active self-directed learners who are stimulated to drive their own learning through the use of feedback. This framework is used to evaluate how feedback literacy features are characterized in an educational program where programmatic assessment was implemented recently. In a single case study students and teachers were interviewed separately with a semi-structured interview-protocol in focus interview groups and individual interviews. Using template analysis an additional model is presented of the feedback literacy framework. Results showed that in a context of programmatic assessment students and teachers need more specific feedback literacy features like coaching skills (teachers) and self-directed learning skills (students). Due to the dual purpose of feedback, some other additions to the original features are required to make sure feedback can be used for the summative decision. Since there is no earlier research on feedback literacy in a context of programmatic assessment, more research can be done on this topic.

Keywords: programmatic assessment, feedback practice, teacher feedback literacy, student feedback literacy

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1. Introduction

In the last decades, much research has been done to reveal the impact of assessment on learning in higher education. Although it has been acknowledged that assessment has an effect on learning and is an important part of educational design, the mechanisms through which assessment drives learning are still unpredictable (Heeneman et al., 2015). Research showed that students' perceptions of assessment significantly influence their approaches to learning. It also revealed the often detrimental effect of assessment practices, which can lead to surface learning (Struyven et al., 2005). In educational practice, there was a shift towards more constructivist views of learning, in which students are seen as active learners, who construct their own knowledge and drive their own learning (Heeneman et al., 2015). The learning function of assessment became more important and the focus of assessment shifted from assessment of learning (i.e., assessing what has been learned) towards assessment for learning (i.e., assessing during the learning process to stimulate learning). At the same time, higher education developed to more competency-based education with an emphasis on the integrated use of knowledge, skills and attitudes in practice. Institutes for higher education were looking for ways of assessing competencies and better align learning, instruction and assessment. Assessment became an educational design problem and new methods of assessing competence were inevitable (Bok et al., 2013; Van der Vleuten et al. 2015). To optimize the learning function (formative), the decision-making function (summative) and the curriculum quality-assurance function of assessment, the concept of programmatic assessment has been developed (Van der Vleuten et al., 2015). In programmatic assessment, multiple low-stake assessments are used as data-points (i.e., pieces of information about student learning) to give continuous formative feedback about students' competence development. High-stake decisions are made by expert judgement of students' progress based on a high number and

variety of data-points, measuring a competency domain by various sources and therefore ensuring robust decisions (Schut et al., 2020).

Recently, Schut et al. (2020) reviewed 27 studies in medical higher education on the topic of programmatic assessment which resulted in an overview of successes and challenges. One of the challenges identified by Schut et al. is the process of giving feedback. In programmatic assessment, feedback is essential for learning but is simultaneously used as input for later summative decisions (Bok et al. 2013). This dual purpose of feedback leads to challenges such as reluctance in giving critical feedback and the need to document (written) feedback for later decision-making purposes (Acai et al., 2019). In programmatic assessment, students are viewed as active participants in the feedback process. A repositioning in the literature regarding feedback (see for example Boud & Molloy, 2013) fits this view on the students' active role. Feedback, which was formerly an act of teachers, became a dialogue between students and teacher. Feedback is defined as a process through which learners make sense of information from various sources and use it to enhance their work (Carless & Boud, 2018). Students and teachers need (the development of) feedback literacy features to make optimal use of feedback to improve learning. In programmatic assessment this is important, since feedback plays a role for both learning and decision-making. This dual purpose of feedback can make the feedback process even more complicated. The new perspective on feedback is consistent with the assumptions of programmatic assessment. It underlines the central role of the student and the use of feedback from various sources. In this research, we therefore analyze the feedback literacy of students and teachers in the context of programmatic assessment, with special focus of the dual purpose of feedback. Although programmatic assessment has been increasingly implemented in non-medical higher education, few research exists in these settings, especially not with the recently developed feedback literacy framework. The goal of this research is to shed light on teacher and student feedback literacy

features in the context of programmatic assessment, in which feedback has a dual purpose. The results could be helpful for the participating higher education institute to evaluate and improve their feedback practices. It could also reveal whether the feedback literacy framework is complete and if students and teachers need more specific and perhaps more complex feedback literacy skills to deal with feedback in with the context of programmatic assessment in which feedback has a dual purpose.

1.1 Theoretical Framework

This research focuses on student and teacher feedback literacy in higher education in the context of programmatic assessment. At first we focus on the role of feedback in programmatic assessment. Then the successes and challenges of feedback practice in the context of programmatic assessment will be discussed. Finally, the theory of student and teacher feedback literacy will be explored.

Programmatic Assessment and the Role of Feedback

Van der Vleuten et al. (2010) presented lessons learned from experiences with assessment of professional competence. They concluded that assessment drives learning but “no single method can be the magic bullet for assessment” (Van der Vleuten et al., 2010 p. 708). All methods of assessment have their own limitations with regard to reliability or validity and any method may have utility in measuring learning outcomes (Van der Vleuten et al., 2010; Van der Vleuten & Schuwirth, 2005). They also argued that student performance in one case (i.e., as demonstrated in one assessment method at one moment in time) is a poor predictor of performance on all other given cases. They conclude that a program of assessment in which multiple data-points are included provides a more accurate holistic picture of students’ competence.

Additional to this holistic programmatic approach to assessment, Van der Vleuten et al. (2012) defined three fundamental purposes of assessment. First, assessment should be used to

facilitate learning (assessment for learning, formative assessment). Second, assessment has a certification function; assessment should maximize the robustness of high-stake decisions (assessment of learning, summative assessment). Third, assessment should provide information to evaluate the quality of instruction and the curriculum (Van der Vleuten et al., 2012). The concept of programmatic assessment has been developed to optimize the learning function (formative), the decision-making function (summative) and the curriculum quality-assurance function of assessment (Van der Vleuten et al., 2015). In assessment for learning, the assessment process is embedded within the educational process and assessment is maximally information-rich for student learning (Schuwirth & Van der Vleuten, 2011). Students should receive sufficient meaningful information about their performance and use it to manage their learning and gain ownership of their performance improvement (Heeneman et al., 2015). To provide students with this meaningful information, feedback is crucial. For assessment of learning, in programmatic assessment pass and fail decisions are not made on individual assessment moments (Van der Vleuten, et al., 2015). A single individual assessment and the given feedback is considered to be a data-point, which provides pieces of information about student learning. High-stake decisions are based on expert judgements of student progress, at which they interpret the information on multiple data-points (Van der Vleuten et al, 2012). All types of formal and informal assessments and feedback are low-stake data-points and focus on providing information to enhance learning. Assessment is proposed to be a continuum with a proportional relationship between what is at stake and the number of data-points needed for decision-making (Schut et al., 2018). The higher the stakes of the decision, the more data-points are needed (Van der Vleuten et al., 2012). All competency domains are assessed and various forms of assessment are used as information source. To make a summative decision experts should interpret the information on the variety of data-points in a holistic way. Therefore the information given in feedback on assessments should

be rich: “Information richness is the cornerstone of programmatic assessment” (Van der Vleuten et al., 2015, p. 2).

To conclude, in programmatic assessment feedback plays an important role in both the learning function and the decision-making function of assessment. The important role and dual purpose of feedback is characteristic for programmatic assessment, but can also make feedback practices challenging. In research on programmatic assessment several successes and challenges have been found regarding feedback, which will be discussed in the next paragraph.

Challenges and Successes of Feedback in Programmatic Assessment

This part focusses on successes and challenges that are found in research on feedback practices in programmatic assessment and also sheds light on conditions which positively influence feedback practice.

In 2020, Schut et al. conducted an integrative review to synthesize results from studies investigating programmatic assessment in health care professions education. In this review Schut et al. report several successes and challenges with regard to feedback in the context of programmatic assessment.

At first studies revealed some positive outcomes of a programmatic approach regarding feedback. Programmatic assessment enhanced the dialogue on performance progress (Schut et al., 2020). Chan et al. (2015) measured the quality of feedback before and after the implementation of a competency based assessment program. The quality and amount of the feedback improved. Other research found that the programs’ culture changed to normalizing daily feedback (Li et al., 2017; Acai et al., 2019). Griffiths (2019) found that after implementation of programmatic assessment learners were more engaged in the assessment process through self-reflection and feedback-seeking. Teachers found themselves better teachers, because of more engagement in formative feedback.

Schut et al. (2020) also described some challenges of feedback practices in programmatic assessment. Several studies found that the assessment system took more time and effort (Heeneman et al., 2015; Griffiths et al., 2019). Although asking feedback and collecting information about learning is essential (because of the dual function of feedback), students sometimes hesitated to ask for feedback due to the awareness of their mentors' workload. Regarding the content of feedback, some research revealed that although making a high-stake decision depended on the quality of feedback, this quality was often poor or problematic (Bok et al., 2013; Heeneman et al., 2015). It also revealed the reluctance of assessors to provide and document honest or critical feedback, because they feared the consequences for students on high-stake decisions and feared the effect of feedback on students' workload (Acai et al., 2019; Schut et al., 2020). Because verbal feedback was converted to written feedback after a few days (Bok et al., 2016) students experienced generic feedback which provided limited input for the analysis of their strengths and weaknesses (Schut et al., 2020). This can negatively influence summative decision making.

Schut et al. also revealed some factors in programmatic assessment which positively influence feedback practice. A good relationship between teachers and students seems important, since the nature and duration of the relationship influenced both teachers' feedback giving behaviour and students' feedback seeking behaviour (Bok et al., 2016). A relationship that was characterized by learners' autonomy in which learners feel safe, ensured the use of assessment to support learning (Schut et al., 2018). To implement programmatic assessment, special attention should be paid to the quality of feedback at the data-points, because the dual purpose of feedback supports both the learning function and the decision-making function. A training for students in feedback seeking skills as well as faculty training to provide appropriate qualitative feedback is necessary for successful implementation (Bok et al. 2013). The uptake of feedback in programmatic assessment seems to depend on some factors.

Students' appreciation of feedback depends on the credibility of the teacher's expert opinion and the content of the feedback (Heeneman et al., 2015).

Concluding, Schut et al. found several successes and challenges of feedback and conditions which positively influence the feedback process. Although feedback is crucial for both learning and decision-making, the feedback process is complex. Some challenges seem to be a direct result of the dual purpose of feedback. The importance of the feedback process in programmatic assessment implies that both students and teachers need specific feedback literacy features to make the feedback process successful. The next paragraph focuses on the theory of this feedback literacy.

Feedback Literacy

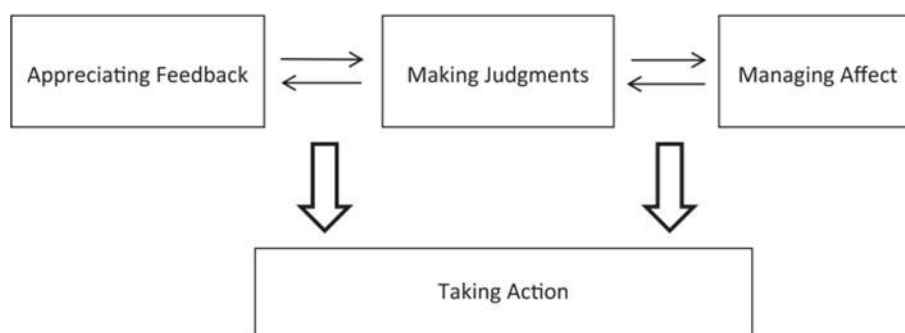
In the context of programmatic assessment, feedback is used as data-points for both learning and decision making, which makes feedback literacy important, but also adds a potentially new dimension to feedback literacy, which usually focuses on the formative function only.

Feedback literacy is a topic of significant current research attention (Carless & Winstone, 2020). Student feedback literacy refers to the understandings, capacities and dispositions students need, to be able to make sense of feedback information and use it to enhance their work (Carless & Boud, 2018). In the past years the definition of feedback has evolved in a direction which is consistent with the views of feedback in programmatic assessment, as it highlights the centrality of the student role in sense-making and using comments to improve subsequent work (Carless & Boud, 2018). This new paradigm of feedback which emphasizes students' active engagement is contrary to earlier definitions of feedback (Carless & Boud, 2018; Nieminen et al., 2021), in which feedback was mostly seen as the delivery of information of teachers (e.g. Hattie & Timperley, 2007) informing students about strengths, weaknesses and how to improve.

After Boud and Molloy (2013) shifted the feedback process to a more learner centered view, Carless and Boud (2018) developed a framework of student feedback literacy. In feedback practice, these features are important to enable uptake of feedback, which makes it particularly relevant for programmatic assessment contexts. Carless and Boud defined four student feedback literacy features: ‘appreciating feedback’, ‘making judgments’, ‘managing affect’, which results in ‘taking action’ (Figure 1).

Figure 1

Features of Student Feedback Literacy



Note. The inter-related features of student feedback literacy. From “The development of student feedback literacy: enabling uptake of feedback,” by D. Carless, & D. Boud, 2018, *Assessment & Evaluation in Higher Education*, 43(8), p.1319.

The features are assumed to be inter-related and the presence of these features in students maximizes the potential to take action after receiving feedback (Carless & Boud, 2018). Appreciating feedback involves understanding and appreciating the role of feedback in improving work and students’ active role in learning. The student recognizes that feedback comes in different forms and from different sources and uses technology to register and revisit feedback (Carless & Boud, 2018).

The feature making judgements is characterized by the development of capacities to make evaluative judgements about own work and work of others. Students are actively and productively involved in peer feedback processes and refine their self-evaluation skills over time (Carless & Boud, 2018).

Managing affect refers to students' abilities to control their emotions in the feedback process. For instance avoid defensiveness when receiving critical feedback, continuing dialogue with teachers and peers and develop habits of striving for continuous improvement (Carless & Boud, 2018).

After the uptake of feedback students should be able to take action. This part of the framework refers to students' awareness of the importance of taking action on feedback and the development of strategies of acting on it (Carless & Boud, 2018). After the development of the framework by Carless and Boud, Molloy et al. (2020) used interviews about students' perceptions of feedback to analyze and identify realized feedback literacy components. They identified 31 categories which were divided in 7 groups.

Group 1: Commits to feedback as improvement.

Group 2: Appreciates feedback as an active process.

Group 3: Elicits information to improve learning.

Group 4: Processes feedback information.

Group 5: Acknowledges and works with emotions.

Group 6. Acknowledges feedback as a reciprocal process.

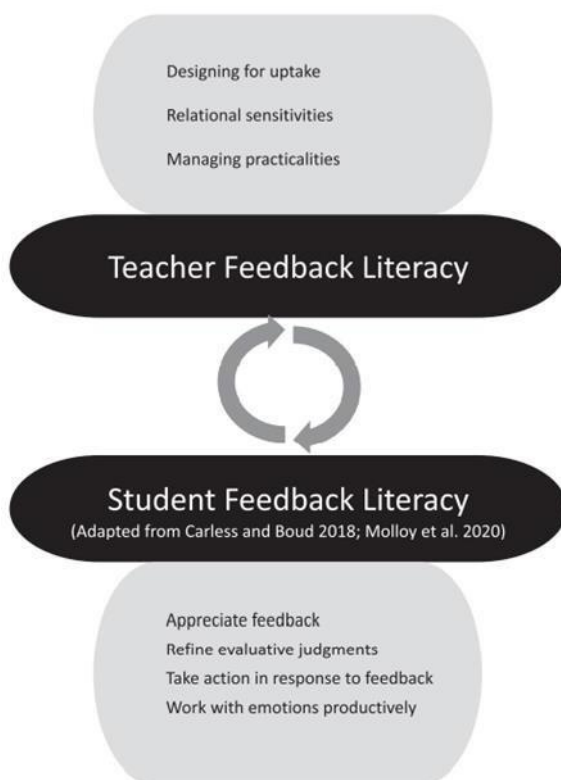
Group 7: Enacts outcomes of processing of feedback information.

Carless and Winstone (2020) used the studies of Carless and Boud and Molloy et al. to divide student feedback literacy in four features: appreciate feedback, refine evaluative judgements,

take action in response to feedback and work with emotions productively. These features are almost similar to the features Carless and Boud defined, completed with the 7 groups defined by Molloy et al. However, Carless and Winstone do not explain which choices they made to come to these four features. Carless and Winstone (2020) then expanded the framework with teacher feedback literacy which they defined as “the knowledge, expertise and dispositions teachers need to have to design feedback processes which enable student feedback uptake and stimulate the development of student feedback literacy” (Carless & Winstone, 2020, p. 4). For the teacher feedback literacy framework they used three dimensions: the design dimension, relational dimension and pragmatic dimension. The developed framework visualizes the relation between teacher and student feedback literacy (Figure 2, Carless & Winstone, 2020).

Figure 2

The Interplay Between Teacher and Student Feedback Literacy



Note. The features of teacher feedback literacy and the interplay with the features of student feedback literacy. From “Teacher feedback literacy and its interplay with student feedback literacy,” by D. Carless & N. Winstone, 2020. *Teaching in Higher Education*, p. 8.

Teacher feedback literacy is divided in three features. First, designing for uptake refers to the design dimension of the feedback process. Teachers should be able to design the curriculum and assessments in a way that actively involves students in the feedback process, enables students to understand the purpose of feedback, make judgements about the quality and implement feedback in future tasks (Carless & Winstone, 2020). Second, relational sensitivities refers to the relational dimension of feedback. Teachers should show supportiveness, approachability and sensitivity in how feedback is shared. The feedback process should be a partnership between student and teachers.

Third, managing practicalities refers to the organizational, pragmatic dimension of the feedback process. Teachers should control tensions between different functions of feedback. For example, if the role of students as consumers is preferred, teachers feel pressure to just give feedback instead of having a dialogue about it. Managing practicalities also refers to managing disciplinary factors, deploy technology and balance teacher workload devoted for feedback with what is useful for students (Carless & Winstone, 2020).

Several papers mention the use of the feedback literacy framework to evaluate feedback processes: “The student feedback literacy framework could be used to plan feedback development strategies for courses, and prompt further research to identify whether these capabilities have been developed as a result of particular curriculum events” (Molloy et al., 2020, p. 536). The research of student and teacher feedback literacy at the same time is valuable, as the teacher-student partnership in feedback processes is important (Carless & Winstone, 2020). Since the feedback literacy framework has been developed recently, the use

of the framework to characterize and evaluate feedback practices in programmatic assessment has not been done before. As the feedback literacy framework acknowledges the central role of students as self-regulating learners, it can be used to evaluate feedback in programmatic assessment. This could reveal how students' and teachers' feedback literacy is characterized in the context of programmatic assessment. Is the feedback literacy framework complete or do students and teachers need more specific or different feedback skills to deal with (the dual purpose) of feedback? Therefore this research focuses on student and teacher feedback literacy in the context of programmatic assessment with a special attention to the influence that the dual role of feedback in programmatic assessment has on this process.

1.2 Current study

Little research has been done on the topic of feedback literacy in a context of programmatic assessment. Therefore a qualitative and exploratory research approach is preferred (Creswell, 2014). The current study is a single case study (Creswell, 2014) in which data are collected through focus group interviews and individual interviews in the last year of six educational programs at Paramedical School of Fontys University of Applied Sciences where programmatic assessment has been implemented. This research sheds light on the feedback literacy features of students and teachers in the context of programmatic assessment.

The main question of this study is:

- How can the students' and teachers' feedback literacy be characterized in the context of programmatic assessment?
- How does the dual purpose of feedback in programmatic assessment influence students' and teachers' feedback literacy?

This leads to several sub questions:

- How do students perceive the feedback literacy features of teachers?
- How do teachers perceive the feedback literacy features of students?

- How do students and teachers perceive their own feedback literacy?
- Which elements of students and teacher feedback literacy are influenced by the dual purpose of feedback in programmatic assessment?

2. Method

2.1 Participants

Since feedback literacy theory focuses on the interplay between student and teacher feedback literacy features, both students and teachers were interviewed. Participants were students and teachers of the fourth study-year of Paramedical School of Fontys University of Applied Sciences. In total 630 Dutch students of six educational programs and 57 teachers are involved in this study-year.

The participating students were seven males and eleven females in the age of 20 to 42. The students who participated were from five educational programs; six students of physiotherapy, six students of medical imaging and radiation therapy, three students of orthopedic technologist, two students of speech therapy and one student of podiatry. The teachers were two males and nine females in the age of 25 to 57. All participating teachers see the students weekly since they are coaches of student study groups.

2.2 Materials

To answer the research questions a focus group semi-structured interview protocol was developed. Focus group interviews are a rich source of information (McLafferty, 2004) and provide several perspectives on a given topic (Dilshad & Latif, 2013), which is important since the topic of this study is new. Compared to individual interviews, focus group interviews give participants the opportunity to clarify and modify their ideas in discussion with other participants (Kelly, 2003). For practical reasons some interviews were individual interviews. To make sure that students could speak without reticence and anonymously give their meaning about teacher factors of feedback literacy, students and teachers were

interviewed separately. For the interviews the researcher used an interview protocol based on the theoretical framework. To develop the interview questions about student feedback literacy the description of Carless & Boud (2018) of each literacy feature was used. To develop the interview questions about teacher feedback literacy the description of Carless & Winstone (2020) of teacher feedback literacy dimensions was used. The description of a feature was transformed into interview questions for students and teachers. Every feedback literacy feature was followed by a question how this feature is influenced by the dual purpose of feedback. For example, about ‘appreciate feedback’ Carless and Boud describe that feedback literate students “understand and appreciate the role of feedback in improving work and the active learner role in this processes” (Carless & Boud, 2018, p. 1319).

This description has led to the questions for students;

- How important do you perceive feedback for your learning process?
- How would you describe your own role in the feedback process?

You know that the feedback you receive is also used to make a summative decision;

- In what way has this influenced how you perceive the importance of feedback?
- Has this changed your role in the feedback process?

The description has led to the questions for teachers;

- In what way do you experience that students understand and appreciate the role of feedback in improving work?
- In what way do you experience that students are aware of their active role in feedback?

Feedback is used to make a summative decision.

- In what way has this influenced how students perceive the importance of feedback ?
- Has this changed their role in the feedback process?
- Has this changed how they ask for feedback?

One aspect of the feedback literacy features was assumed to be less important in this environment and was left out; manage disciplinary factors in feedback processes. Disciplinary factors do not play a role because the teachers do not have an affiliation with a specific discipline. The interview protocol was pilot tested within a group of students and teachers. After the pilot testing the question about navigate tensions between different function of feedback was left out. Navigate tensions refers to the tendency of teachers to give feedback instead of using a more dialogic approach to positively influence student satisfaction in a market-driven sector (Carless and Winstone, 2020). This question was confusing and it the topic seemed less relevant. The complete interview protocol is added as appendix A.

2.3 Procedure

The ethical commission of the Open University (Commissie Ethische Toetsing Onderzoek, CETO) has approved the research design.

To invite students and teachers to participate, they received a letter through e-mail with explanation of the goals and the procedure of the study. In this letter they were also informed that all the results would be anonymized and handled confidentially. To facilitate participation for students, they were asked to participate after an online school meeting, or at their own school after one of their lessons. Since it was very hard to plan focus interviews with several participants at once, two teachers and five students were interviewed individually.

In total seven focus group interviews and seven individual interviews were held within a period of ten weeks. Eleven of the fourteen interviews were online interviews using Microsoft Teams.

Before starting the interview, informed consent forms were signed by all participants. Every interview started with an introduction about the goals and procedure of the interview. All participants were invited to share their thoughts and discuss with the other participants about the questions. After every answer the other participants were invited to complement the

answers with their own experiences. Every focus group took about one hour on average. The interviews with fewer than three participants took about 45 minutes on average.

2.4 Data-Analysis

All interviews were transcribed verbatim. The program ATLAS.ti was used to analyze the data. Template analysis was used (Brooks et al., 2015), which uses a priori themes allowing the researcher to define themes in advance of the analysis process. This method is suitable for this research since the theory of feedback literacy was used as a framework for the data collection. A list with a priori themes with feedback literacy features – derived from the theoretical framework - was used to start the data analysis. These codes also contained characters to refer to the different participants: students or teachers. To code the data with regard to the influence of the dual purpose of feedback additional codes were added to the list. The development of successive versions of the template can be seen as an iterative process in template analysis (Brooks et al., 2015). At first a subset of four interviews was coded. To characterize the feedback literacy feature subcodes were defined additional to the a priori themes. Subcodes were given to quotes with similar content. Quotes which seemed essential, but did not fit the a priori themes were given an additional code. A code was added to quotes where the dual purpose of feedback had influence. This resulted in an initial coding template. Using this template five additional interviews were coded which resulted in extra subcodes for each of the a priori themes and some additional codes which could not primary be related to the a priori themes. To develop a second version of the template some codes were deleted, merged or given a more general description. This process was repeated with five additional interviews. After coding of the last three interviews the template was finalized. Most of the codes that seemed additional themes were allocated to the a priori themes accept for two themes. The final template included a description of the codes, together with a summary of

every feedback literacy feature based on all quotations fitting that code. The final template and a summary of the data can be found in in appendix B.

3. Results

The main research questions were “How can students’ and teachers’ feedback literacy features be characterized in the context of programmatic assessment?” and “How does the dual purpose of feedback in programmatic assessment influence students’ and teachers’ feedback literacy features?”. First, the three dimensions of teacher feedback literacy will be described: design, relational and practical. After every dimension the influence of the dual purpose of feedback on this dimension will be described. Second, the student feedback literacy elements will be described in the same structure. The interviews showed little differences between data from students and teachers. Teachers often described the same themes regarding student feedback literacy as students described themselves and vice versa. Therefore the outcomes from the teacher and student interviews will not be described separately, but relevant differences will be mentioned.

3.1. Teacher Feedback Literacy

Design Dimension

Fontys Paramedical School has chosen to implement programmatic assessment in the last study year, which makes the curriculum new for both teachers and students.

The first theme in the interviews about the design dimension is the open structure of the design: data-points to collect feedback are not pre-determined, besides some assignments on the electronic learning environment Canvas. In order to demonstrate they meet the learning outcomes, students choose themselves which data-points they collect and whom they ask for feedback. During expert lessons, students can collect feedback about subject-specific learning outcomes. Next to these expert lessons all students work together every week in groups,

coached by a teacher. Students can collect general (peer) feedback in these meetings and the teacher coaches them on how feedback can be used.

As a consequence of the open structure of the curriculum, self-directed learning strategies for students and coaching strategies for teachers are important. Students perceive the opportunity to choose their own data-points as positive, but also struggle to choose the right data-points to comply with the assessment criteria (e.g. variety and relevance). Teachers recognize this discrepancy in the curriculum:

We say, you are free to choose what you want to do. How you want to prove your learning outcomes. But secretly there are many criteria to pass the exam, because they have to write a plea in which they explain what they did, with relevant documents as evidence. This has to be in line with many criteria. So, students don't feel the freedom of choice anymore, this is gone. (Teacher 9)

A second theme that became apparent in the student interviews relates to the lack of transparency of the design of the curriculum structure and assessment criteria. Students describe that in the beginning the assessment criteria were not clear and they did not know what was expected of them. Teachers could not clarify the expectations and criteria, because the whole curriculum was new for them as well. In almost every student interview this was a topic of conversation:

"I should be more clear in the beginning what is required and when you have enough feedback. Then you are better able to start from the beginning. Now I feel that it was very chaotic in the first ten weeks." (Student 10)

Third, teachers mentioned that students miss essential pre-conditional knowledge and experience with regard to feedback. Teachers feel the need to coach students with regard to this feedback process, as specific lessons or instructions about feedback are not designed in the curriculum.

The Role of the Dual Purpose of Feedback in the Design Dimension

An intermediate-stake moment is a dialogue in which students and teachers discuss data-points gathered so far, which gives an impression of the development of the student on the learning outcomes. In intermediate-stakes conversations, coaches do not only give feedback to be used for further learning, but also decide if students can prove that their performance on the learning outcomes is below/on/above the final level. If not, students need to gather new data-points to demonstrate improvement. The feedback from intermediate-stake moments is used in the high-stake decision. High-stake decisions are made by the Examination Committee in which teachers take place who are trained as assessors to judge the quality of the students' portfolio. The first outcome with regard to the dual purpose of feedback, is that intermediate conversations were described as important by both teachers and students. Intermediate stake moments give students an overview of their development. "Especially my first intermediate during my internship that was a sort of wake-up call. I thought, oh I still have to do a lot to pass the high-stake, I know now what I have to do as I received goal oriented feedback." (Student 9)

However, several teachers struggle with their dual roles of feedback giver and decision maker.

I have noticed that the dialogue is very appreciative and based on equality. But thereafter there is the summative function in which I assess them with colors in columns [which represent the assessment level]. (...) The first part is very useful, but the second part, when they have not finished yet, that is hard and confronting for them. (Teacher 4)

In the beginning the coaches of intermediate moments did not assess the same way as the assessors of the high-stake decision. Some coaches only assessed students' progress on the learning outcomes, instead of using the assessment criteria to assess whether the students could demonstrate this progress by means of the data-points. Therefore intermediate- and

high-stake decisions were not calibrated, which resulted in some unexpected outcomes at the high-stake moment. This student expresses the frustration that more students experience;

I failed the high-stake because it was not clear to me how I should do it [the portfolio].

I consulted my coach and I adjusted it. After that my coach said it was good enough.

Then I failed the high-stake again. Then I think, somewhere something is going wrong. (Student 8)

Finally when teachers knew the assessment criteria, the intermediate moments were mostly about how the students demonstrate their progress in their portfolio, because teachers feel the importance to prepare students for the high-stake decision. Therefore students miss essential feedback information for further learning.

Relational Dimension

Self-directed learning strategies for students and coaching strategies for teachers are important. This influences the relation between students and teachers. Teachers need to support students in their learning process and challenge them to take the lead. Students describe the relationship with their coaches as positive. Teachers create an atmosphere in which they feel safe and can be themselves. Students appreciate the given feedback and consider the feedback process as a partnership with the teacher.

“I have the feeling that my coach stands close to me. (...) I can call or send him a message at any time when I need him. We have a good relationship, that helps me a lot in the process. He tries to keep me motivated.” (Student 7)

Teachers confirm this positive relationship and try to improve it. They give personal attention to students and encourage them to be open about their learning process. Teachers give a good example by showing they also want to receive feedback and share personal information with students. Several teachers mentioned the importance of modelling feedback behaviour, not only how they give feedback, but also how they receive it.

“An equal relationship is also giving and receiving feedback. I sometimes ask them how they experienced it, I should do that more often.” (Teacher 10)

The Role of the Dual Purpose of Feedback in the Relational Dimension

Contrary to the coaching approach, some teachers mention they deliberately take the lead because of the dual purpose of feedback. Teachers are more aware of the quality of their feedback and try to give more specific feedback (e.g. to link feedback to the learning outcomes). Teachers sometimes feel that they are in between the students and the Examination Committee because they have a complete picture of the student, but see that students are not able to describe their learning outcomes according the criteria. There are different experiences about the effect that the teachers’ dual role has on the relationship. Most students feel that their coach helps them to succeed and their dual role does not influence the relationship.

You are super cranky when you do not succeed, because it was a lot of work. But she helps you to see what you should do to succeed the next time. Because in the end, yes she gives the first input, but she is not responsible for the final assessment. (Student 12)

Some students were disappointed in their coach when they failed the high-stake decision, as they trusted their coaches’ opinion.

Practical Dimension

The experiences with the digital tools used in the curriculum are diverse. Different digital tools are used to register and validate feedback. Feedpulse is an online tool in which students describe the feedback and teachers can validate it. To prepare for the intermediate and high-stake decisions, students need to document a reflection on their learning outcomes in their student journey. In this digital tool students describe their growth on the learning outcomes and refer to validated feedback to substantiate their reflection.

The second issue was whether teachers have enough time to give feedback. Most of the teachers experience that they do not. They have too little time to give substantive feedback or to get a good impression of the assignments the students work on.

I try to do as much as I can during the lessons. (...) But as a result of that I feel that I do not see everything of students, that is difficult. I think that I do not have a good idea of what the student is doing. (Teacher 7)

Students confirm these experiences, especially with regard to teachers who give the expert lessons. They cannot give students substantive feedback because they cannot read students' work during these lessons. Although students see that their coaches' workload is high, most students feel that their coach is available.

“Although she is busy, I do not think that she gives us minimum amount of feedback. When you see how well she prepares for the intermediate, you receive efficient feedback.” (Student 14)

Although many students feel that their mentors during workplace learning are willing to give them feedback, students feel reluctant to ask for it due to the heavy workload for workplace mentors.

The Role of the Dual Purpose of Feedback in the Practical Dimension

Validation of feedback is needed for the summative function of feedback for the high-stake decision. Feedpulse is described as useful to validate the feedback given by teachers, but not for external people (e.g., workplace-mentors during internship), because they cannot enter the tool. Since the feedback in Feedpulse cannot be imported in the student journey or digital portfolio, students need to find other ways to connect the feedback to the learning outcomes. Although some students experience the student journey as complicated and comprehensive, in general students perceive it as useful as it helps them to gain an overview of their performance. For students the student journey therefore has a formative function.

With the student journey I recently experienced that for the first assignment in the beginning I received negative feedback and that I received positive feedback in the end. I then recognized in the student journey that I have improved on different aspects of that learning outcome. (Student 1)

The workload of teachers (especially expert-lessons teachers) seem to be influenced by the summative function of feedback. Students repeatedly ask feedback on the same points as confirmation for later high-stakes decision-making. Since students feel that teachers do not have enough time to give substantive feedback on assignments, this can influence the formative function. On the other hand it can also raise the question whether this influences the reliability of the high-stake decision.

Student Feedback Literacy

Appreciate Feedback as an Active Process

All students describe feedback as important for their professional development.

I think it is very important. I want to know if I can improve something or what I am doing well. After feedback and feed forward, I plan to improve. Sometime I do not know this and I cannot come up with how I can make the next step. Then others can help me with that. So I think feedback is very important for my learning process.

(Student 1)

Some aspects of feedback are not appreciated by students. Especially when it focuses not on their development on their learning outcomes, but on the way they demonstrate their development in the student journey. Students are also critical about the feedback they receive when the feedback is not specific enough to connect it to the learning outcomes.

When I collected all my feedback for the high-stake some of the feedback with which I needed to prove my competences just said 'You did well'. That does not tell anything

about my competences. And then I thought ‘I know I can succeed, but I cannot prove it’. (Student 6)

This emphasizes the importance of the ability of teachers to give specific feedback, connected to the learning outcomes.

Teachers also see that students appreciate the feedback they receive but see differences between students. Students who are more insecure, seem to have more problems with receiving feedback.

The Role of the Dual Purpose of Feedback in Appreciate Feedback as an Active Process

As a result of the dual purpose of feedback, students seem to be much more active in asking for feedback. They need feedback as data-points to demonstrate their development, so asking feedback is inevitable. Students repeat the feedback loop when they have improved their work. They repeatedly ask for feedback on a specific learning outcome until they have received positive feedback on it and ask feedback from more different persons. When students elicit feedback they are more goal-orientated and ask feedback on specific parts of the learning outcomes. Learning outcomes are more often than in the former curriculum topic of conversation.

“Mostly from workplace-mentors during my internship I hear that they talk more with students about ‘When is it good enough? What is good enough to be that starting physiotherapist?’ So the conversations they have with students are different now. “ (Teacher 3)

For students it is challenging to elicit feedback in an effective manner to make sure that they have enough data-points to prove their competences. Therefore some students are too focused on collecting feedback. This is described by several students and recognized by some teachers.

“I feel the pressure to comply with the criteria of feedback that I almost forget to just do my internship and just treat patients.” (Student 12)

“They desperately are seeking for feedback. That is because we told them they need feedback to prove their competence. This is what they started to do like crazy, whereafter they moved away from the essence and goal of it.” (Teacher 11)

Teachers see that students repeatedly ask for feedback until they have the feedback they need for their portfolio. The image arises that students ask for feedback because they need to prove their competence rather than they need it to improve it.

In expert-lessons, a part of the students come to ask feedback to develop themselves.

But there are also students, I think a big part of the students, who come just to tick off something of their list. They think ‘I must have feedback from a minimum amount of people, so now I want you to tell me that my research-question is correct’. (Teacher 7)

Several students also describe that, because they have to collect feedback frequently, it starts to lose its value.

“What it is, is that you collect feedback, just because you have to, not because you learn something of it.” (Student 7)

The way that we have to fill in forms for every little thing, that is too explicit for me.

Therefore I lose my motivation to do it for myself. I do it for school, because for them I have to fill in those forms. (...) I understand that we have to make everything [feedback] clear, but it decreases my motivation and development. (Student 2)

It seems that the importance of the feedback for the high-stakes decision is an external motivation for students.

Refine evaluative judgements

On this aspect of students’ feedback literacy the outcomes of the interviews are different for teachers and students. In general, students describe that the given feedback is congruent with

the image they have of their own performance. Sometimes they experience that after receiving expected feedback on one outcome, they receive feedback on a different learning outcome that they did not expect. Teachers are more critical about students' evaluative judgements. The results on this topic are uncertain, since the interviewed teachers have different opinions about the level of self-evaluation of students but teachers also see differences between students. What stands out is that teachers see growth in self-evaluation and peer feedback during the schoolyear.

In this part of the interview the role of self-confidence was also the subject of conversation. A lack of self-confidence can negatively influence self-evaluation. When students are more confident about themselves they can give better peer feedback.

They grow in it [peerfeedback]. It gets better when they are convinced about their own competence. When they feel 'I can do this and I know how to do this'. I have the idea that as long as they do not have that feeling, they are not willing to give feedback.

(Teacher 3)

The Role of the Dual Purpose of Feedback in 'Refine Evaluative Judgements'

Students and teachers feel that the lessons with the coach, the intermediate conversations and the student journey are helpful to develop self-evaluation skills.

In the past weeks I saw that students slowly become more aware of when it is good enough to pass. The intermediates are very helpful with that because you look closely at their level of competence. With feed forward you take a look at 'If you try this and that, and after that you ask for feedback again'. Then they become more aware of the expectations. (Teacher 2)

After a high-stakes decision students receive feedback on if they described the feedback according the criteria. This does not help them develop their evaluative judgement.

Because of the difficulties to calibrate the intermediate-stakes and high-stakes decisions, students experience that they cannot completely trust their own estimated level of competence.

Take Action in Response to Feedback

Students have developed several strategies to deal with feedback. At first students weigh the feedback to decide whether they want to use it. Sometimes they are critical about it because some teachers are unable to give useful feedback; in the eyes of students the feedback is not specific enough. When they decide to use the feedback, students write it down and ask the teacher for validation. Students use feedback to change their behaviour (e.g., during workplace learning), to change the assignment they work on, or to make a plan to improve. Teachers see that some students immediately write down the feedback they receive while others first ask additional people for feedback and weigh if they can use it. Teachers also point out that some students are too focused on short-term actions and lack to see the bigger picture.

The Role of the Dual Purpose of Feedback in ‘Take Action in Response to Feedback’

As a result of the dual purpose of feedback students are more aware of the validation of feedback. They complete the feedback loop by asking teachers to confirm their improvement. However, students also deliberately refuse to validate negative feedback, because it implies they again have to demonstrate that they have improved.

At some point you have to make it a bit more beautiful than it is. (...) Why should you come up with the negative things? You can get problems with that because they can say [at the high-stake] ‘That is inadequate, why did you not adjust it?’ (Student 5)

What stands out is that students are more focused on the actions to complete their portfolio than on actions to improve their practice.

Work With Emotions Productively

Students and teachers observe more negative emotions than positive emotions. Teachers see a diversity of negative emotions; feelings of frustration, anger, students who feel insecure or crying students. For some students, who are less self-confident, it is harder to control their emotions when they receive feedback.

Students also mention several negative feelings, especially frustration and demotivation. Those feelings seem to be caused by the lack of transparency about the criteria. Students are forced to direct their learning and because this is new they feel less self-confident and demotivated as they do not know if they are doing the right things. This student describes the feelings of several other students;

I think it is hard to have the freedom of choice. Maybe it sounds strange, but I liked it in former years to hear 'You must do this and this to pass'. Now we have more freedom of choice and because of that I think. 'Am I doing it the right way?'. (Student 11)

Students also describe negative emotions after feedback, when they do not agree with the feedback they receive.

When students have a successful experience, for example during workplace learning, teachers see happy and proud students. Students also describe these positive emotions like pride and feeling motivated.

The Role of the Dual Purpose of Feedback in 'Work With Emotions Productively'

Although students like the absence of knowledge tests in the curriculum, the high-stake decision can also cause negative feelings. Students' emotions are influenced by the importance of the feedback.

“The higher the stake, the stronger the emotions. When students do not pass, I have seen crying students. At a low-stake I do not see that, but with intermediate and high-stake the emotions become stronger. “ (Teacher 10)

When students have an intermediate decision close to the high-stake decision, negative feedback can cause stress. If they still have time to develop on the learning outcomes, they are more able to control their emotions and see opportunities to repair it. The planning of the intermediate decision can thus be important to prevent feelings of stress.

4. Discussion

The main research question of this study was “How can the feedback literacy features of students and teachers be characterized in the context of programmatic assessment? and “How does the dual purpose of feedback in programmatic assessment influence these feedback literacy features of students and teachers?”.

The results of this study will be summarized and connected to earlier studies with the aim to present a framework of feedback literacy with additional and specific features required in the context of programmatic assessment.

First, feedback literate teachers, in a context of programmatic assessment, need to have the ability to coach students in a curriculum in which students direct their own learning (design dimension). In this context teachers need to be well informed about the curriculum design, especially about the criteria for the high-stake decision, to be clear about the expectations towards students. Intermediate stakes are important in which teachers need to deal with their dual role as feedback giver and decision maker. They need to give formative feedback about observed learning outcomes and assess whether students actually demonstrate the learning outcomes by means of the data-points.

In their framework Carless and Winstone (2020) do not emphasize the use of coaching skills but only focus on activities and tools that facilitate the feedback process. Van der Vleuten et

al. (2015) concluded that in programmatic assessment a mentor should be assigned to support the feedback process. Driessen et al. (2005) were more explicit and concluded that coaching plays a crucial role in reflection. Boud and Dawson (2021) redesigned the teacher literacy framework, as they criticize the framework of Carless and Winstone to underemphasize the role of teachers. They analysed teacher feedback literacy on three competence levels; the macro, meso and micro-level. On the micro-level they describe teachers' competences that are in line with coaching skills mentioned in this study: identify and respond to student needs, craft appropriate inputs to students and differentiate between varying student needs. Coaching capacity thus seems to be the first important addition to the feedback literacy framework. The framework of Carless and Winston did not include specific feedback training to help students develop feedback literacy. Bok et al. (2013) concluded that it is essential for students and teachers to provide assessment and feedback training. Boud and Dawson also included the capacity to 'develop students feedback literacy' in their model on the macro level. Therefore the results of this study suggest that feedback training needs to be added to the design dimension of teacher feedback literacy.

The importance of clear expectations was part of the Carless and Winstone's framework. In the context of programmatic assessment the knowledge of teachers about the assessment criteria seems extra important. Dealing with their dual role means giving formative feedback and at the same time assessing the learning outcomes, which is specific for this context. These specific features thus need to be added to the framework of feedback literacy at 1) the design dimension and 2) the relational dimension.

Feedback literate teachers invest in an open, supportive and equal relationship with students (relational dimension). These results are in line with the model of Carless and Winstone who described the feedback process as a partnership between student and teacher in a supportive atmosphere. As a result of the dual purpose of feedback teachers also have a dual role, which

sometimes is perceived as problematic. Schut et al. (2020) also reported studies in which this role conflict is found. Teachers are more aware to vary between coaching and taking the lead. Teachers need to be transparent about their dual role to make sure this does not negatively influence their relationship with students. These two aspects are an addition to the relational dimension of the framework.

As part of the open relationship teachers model feedback behaviour. Boud and Dawson found that feedback literate teachers create an authentic feedback-rich environment. They described the importance of modelling feedback to contribute to a feedback culture. Based on this study, modelling behaviour is added to the relational dimension of the framework.

In a context of programmatic assessment digital tools should support the summative and formative function of feedback (practical dimension). Carless and Winstone included digital tools in their framework. Boud and Dawson concluded that on the meso-level technology should be efficient to support the feedback process. This study shows that for a context of programmatic assessment validation and gaining an overview of learning outcomes are additional goals to make digital tools efficient. Therefore this is added to the practical dimension of the framework.

Results showed that teachers did not have sufficient time to give substantive feedback. Schut et al. also found several studies in which this quality was often found to be problematic.

Carless and Boud described the balancing act between teachers' workload and the importance of giving high quality feedback. In a context of programmatic assessment the quality of feedback is important as high-stake decisions depend on it (Schut et al. 2020). Therefore this aspect is added to the practical dimension of the framework.

This study also shows some features of student feedback literacy which seem specific for the context of programmatic assessment.

First, this study shows that feedback literate students in the context of programmatic assessment should be able to direct their own learning. Applying self-directed learning strategies therefore seems an important addition to the framework.

The dual purpose of feedback forces students to be more active and goal-orientated (feature: appreciate feedback as an active process). This is in line with Carless and Boud and Molloy et al. (2020) who also described the importance of the students' active role. This study shows that students find it challenging to elicit feedback in an effective manner, although this is crucial for collecting data-points. Therefore this is added to the feature 'appreciate feedback as an active process'. A pitfall – in the context of programmatic assessment - seems to be that students are externally motivated to take an active role and therefore feedback starts to lose its value. Heeneman et al. (2015) and Schut et al. report similar findings in the context of programmatic assessment.

Another finding of this study is that students are stimulated to grow in their evaluative judgements, especially when they are self-confident (feature: refine evaluative judgements).

In the context of programmatic assessment, intermediate stakes seem important for developing evaluative judgement skills, provided that intermediate stake and high-stake decisions are calibrated.

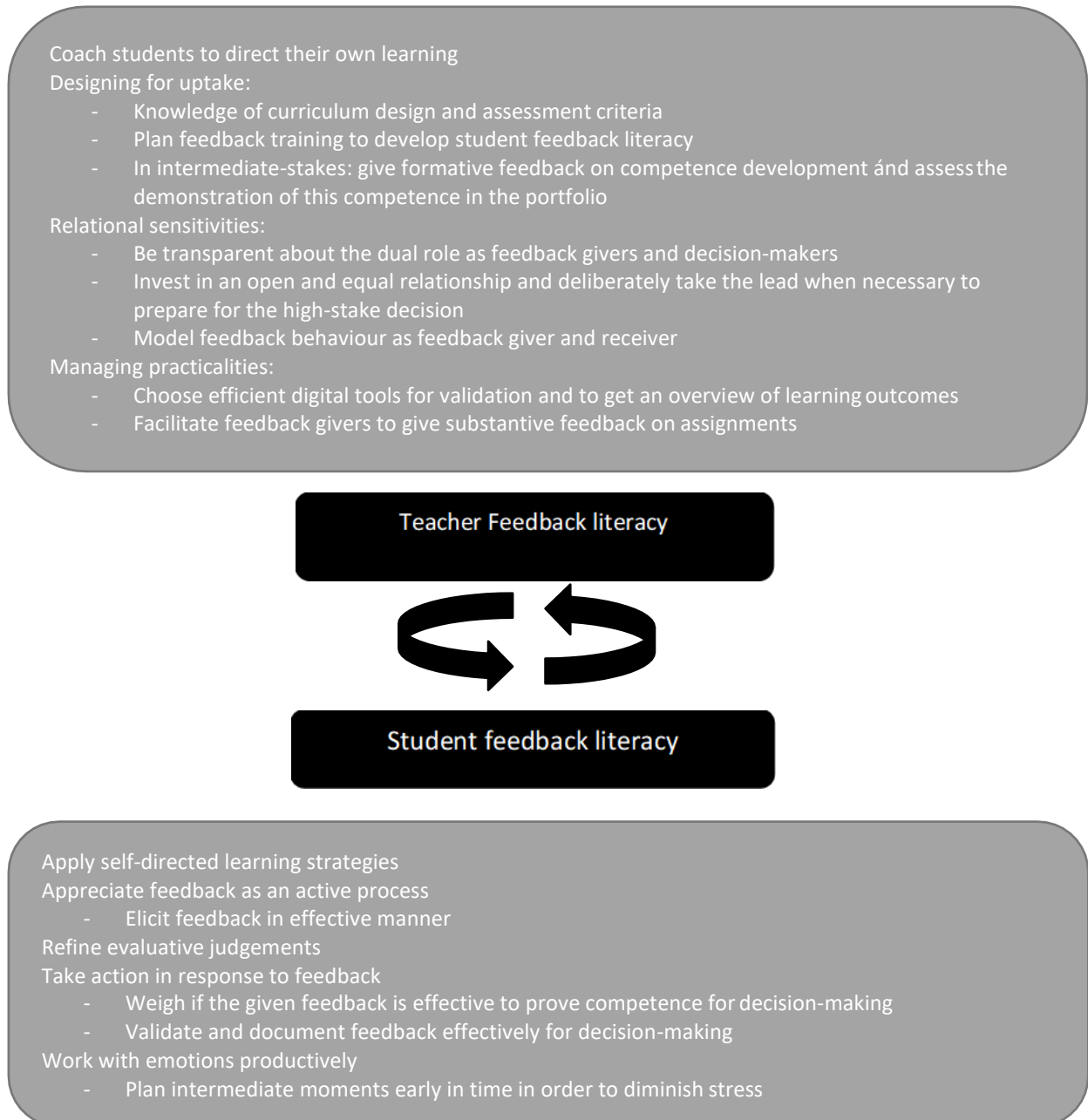
As a result of the dual purpose of feedback students have to take diverse actions after receiving feedback (feature: take action in response to feedback). They have to close the feedback loop to confirm their improvement and have to be critical if the given feedback is effective to demonstrate the learning outcomes. They have to validate and document feedback in an effective way to meet the criteria for the high-stake decision. De Kleijn (2021) describes four student activities in the feedback process which can be useful in a context of programmatic assessment; making sense of feedback information, responding to feedback information, using feedback information and seeking feedback information. In this study it seems most important

for students to weigh if the given feedback is useful as data-point and therefore compare it to the learning outcomes. De Kleijn does mention asking feedback on learning outcomes in the activity 'seeking feedback information'. The activity 'responding to feedback information' does not include that students should be critical if the feedback does fit these learning outcomes. The specific actions needed as a result of the dual purpose of feedback are added to the feature 'take action in response to feedback'.

In the context of programmatic assessment students experience and need to work with negative emotions (feature: work with emotions productively). Although Carless and Boud say that feedback literate students should be able to control their emotions, in the context of programmatic assessment this seems to be difficult. A lack of transparency about the criteria and the fact that students need to direct their own learning enhances negative feelings. If students plan their intermediate moments efficiently, this can avoid feelings of stress. Early planning of intermediate moments to diminish stress is added to the feature 'work with emotions productively'. As a result of the outcomes of this study the feedback literacy framework of Carless & Winstone (2020) can be complemented (Figure 3).

Figure 3

Additions to Feedback Literacy Features in the Context of Programmatic Assessment



The results of this study have some limitations. At first the study was conducted in a context in which programmatic assessment was recently implemented. Programmatic assessment was a new concept which can negatively influence feedback practise. Also, a major change of a curriculum can face resistance (Sklar, 2018).

Second, the study is a single case study with a relatively small sample size. It was hard to find participants for the study. Critical students seem overrepresented; it is unknown if this represents the population or is based on coincidence.

Third, we asked students and teachers to evaluate their feedback literacy by sharing their thoughts, beliefs and observations about it. This can differ from their actual feedback literacy as enacted in practice.

There is no earlier research which connects feedback literacy to a context of programmatic assessment. The role of self-directed learning skills of students and coaching of teachers in this context could be a subject of future research. The teacher feedback literacy framework of Boud and Dawson, in which they present a number of teacher competences provides good starting points to curriculum designers to develop teacher feedback competences. The instructional model for feedback processes of de Kleijn can be used by students to process feedback information and by teachers to scaffold students' feedback processes. Careful attention should be paid to implement programmatic assessment. Sufficient training and instructions on the goals of programmatic assessment and feedback literacy is required to make the start successful. Teachers should be trained in how to coach students in this process. Students should be trained in applying self-directed learning strategies, in how to elicit feedback in an effective way and in the specific actions needed in the context of programmatic assessment.

Concluding, in a context of programmatic assessment students and teachers need more specific feedback literacy features. Due to the dual purpose of feedback, some specific skills are required to make sure feedback can be used for the decision-making. An important pitfall of feedback in the context of programmatic assessment is that collecting feedback becomes an end in itself and therefore the learning function of feedback is lost in the process.

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Appendix

Appendix A: Interview Protocol

<p>Algemeen inleidend Concept programmatisch toetsen</p>		<p>Dit onderzoek gaat over programmatisch toetsen en feedback geletterdheid. In de afstudeerfase van jullie opleiding wordt sinds dit schooljaar gewerkt volgens programmatisch toetsen.</p> <p>Wat versta je er onder? Wat maakt volgens jou deze toetsing anders dan de toetsing in de eerste jaren van de opleiding?</p>
<p>Onderzoeksvraag Tweeledig doel van feedback</p>		<p>In programmatisch toetsen heeft feedback twee doelen. Enerzijds om van te leren, anderzijds wordt de feedback ook gebruikt om een beslissing te maken aan het einde van een langere periode.</p> <p>In hoeverre ben je je er bewust van dat de feedback ook gebruikt wordt om later een beslissing te maken? Beïnvloedt dit de manier waarop je omgaat met feedback? Zo ja, hoe?</p>
<p>Student feedback geletterdheid Waarderen van feedback en besef van actieve rol van de student in het proces van feedback</p>	<p>Het waarderen van feedback. Begrijpen dat feedback een belangrijke rol heeft bij het leren en het aannemen van een actieve rol hierin als student. Engelse tekst uit literatuur: - Recognizing the value of feedback - Understanding their active role FB literate students: 1) understand and appreciate the role of feedback in improving work and the active learner role in these processes; (2) recognize that feedback information comes in different forms and from different sources;</p>	<p>Hoe belangrijk vind je de (peer)feedback voor jouw leerproces? Van wie krijg je allemaal feedback? In wat voor vorm is dat? Kun je jouw rol in het feedback proces omschrijven?</p>

	(3) use technology to access, store and revisit feedback.	
+ tweeledig doel		Op het moment dat je feedback krijgt weet je dat de feedback die je krijgt ook gebruikt wordt om uiteindelijk een beslissing over je te maken. Ben je door dit gegeven anders gaan kijken naar het belang van feedback? Ben je door dit gegeven zelf een andere rol gaan innemen? Zorgt dit gegeven ervoor dat je een actievere rol aanneemt?
Student feedback geletterdheid Verbeteren vaardigheden van zelfbeoordeling	Ontwikkelen van vaardigheden van het beoordelen van eigen werk en dat van anderen. Studenten zijn steeds beter in staat hun eigen werk en dat van anderen te beoordelen. Engelse tekst: characterized by the development of capacities to make evaluative judgements about own work and work of others. Students are actively and productively involved in peer feedback processes and refine their self-evaluation skills over time. 1) develop capacities to make sound academic judgments about their own work and the work of others; (2) participate productively in peer feedback processes; (3) refine self-evaluative capacities over time in order to make more robust judgments.	Bij programmatisch toetsen krijg je voortdurend feedback op de verschillende datapunten. In hoeverre klopte jouw eigen oordeel van jouw functioneren met de feedback die je op de datapunten krijgt? Hoe competent voel je je in het inschatten van de kwaliteit van je eigen werk en het werk van anderen? Ben je je aan het ontwikkelen op deze vaardigheden? Op welke manier? In hoeverre helpt programmatisch toetsen / het verzamelen van datapunten of bewijzen om de kwaliteit van je eigen werk in te schatten?
+ tweeledig doel		Op het moment dat je feedback krijgt weet je dat de feedback die je krijgt ook gebruikt wordt om uiteindelijk een beslissing over je te maken. - Kon je op basis van de feedback/datapunten een inschatting maken van jouw kennen en kunnen, en wat de beslissing zou zijn?

		Helpt een beslismoment je om een betere inschatting te maken van jouw eigen competenties?
Student feedback geletterdheid Actie ondernemen na feedback	Actie ondernemen na het krijgen van feedback en strategieën ontwikkelen om feedback te verwerken. Engelse tekst: to students' awareness of the importance of taking action on feedback and the development of strategies of acting on feedback FB literate students: 1) are aware of the imperative to take action in response to feedback information; (2) draw inferences from a range of feedback experiences for the purpose of continuous improvement; (3) develop a repertoire of strategies for acting on feedback.	Wat doe je nadat je feedback hebt ontvangen? Hoe verwerk je feedback? Welke strategieën heb je hiervoor ontwikkeld? Zit hier ontwikkeling in? Hoe kijk je naar feedback die je krijgt bij een serie datapunten? Helpen ze je patronen te zien? Krijg je een compleet beeld van jouw competenties? Wat doe je daar dan mee?
+ tweeledig doel		Op het moment dat je feedback hebt ontvangen, weet je dat dit ook in jouw portfolio staat dat gebruikt wordt om een beslissing over je te nemen. In hoeverre beïnvloedt dit de manier waarop je actie onderneemt na de feedback?
Student feedback geletterdheid Omgaan met emoties	Op een goede manier omgaan met emoties die bij het ontvangen van feedback een rol spelen. Niet overmand worden door emoties, niet in de verdediging schieten, maar in gesprek blijven met docenten en medestudenten. affect refers to students' abilities to control their emotions in the feedback process. For instance avoid defensiveness when receiving critical	Welke gevoelens ervaar je bij het krijgen van feedback op de verschillende datapunten? Zit er een verschil in de emoties die je ervaart bij de verschillende datapunten. Hoe ga je om met deze emoties? Lukt het je om in gesprek te blijven, ook als het emoties een rol gaan spelen?

	<p>feedback, continuing dialogue with teachers and peers and develop habits of striving for continuous improvement. FB literate students: 1) maintain emotional equilibrium and avoid defensiveness when receiving critical feedback; (2) are proactive in eliciting suggestions from peers or teachers and continuing dialogue with them as needed; (3) develop habits of striving for continuous improvement on the basis of internal and external feedback.</p>	
<p>+ tweeledig doel</p>		<p>In hoeverre worden deze emoties beïnvloed door het feit dat de feedback ook gebruikt wordt om een beslissing over je te nemen?</p>
<p>Docenten feedback geletterdheid Ontwerp dimensie</p>	<p>De structuur van de opleiding is zodanig dat activiteiten worden ontwikkeld/aangeboden die studenten helpen op tijd feedback te ontvangen en zich dmv die feedback te ontwikkelen. De structuur is dusdanig dat studenten tijdig weten wat er van het wordt verwacht en ook tijdig feedback krijgen. Design curriculum and assessment sequences to encourage student generation and uptake of feedback; Support students in making judgments about their own work and that of others, through activities such as peer feedback and evaluating exemplars; . Use timely guidance and intrinsic feedback to make expectations clear and avoid the</p>	<p>Wat vind je van de structuur van de opleiding als het gaat om het kunnen benutten van feedback? Ben je tevreden over de data-punten? Geven die je voldoende mogelijkheden om een beeld te krijgen van jou functioneren? Vind je de opbouw en structuur van de data-punten logisch? Is er duidelijk wat er van je wordt verwacht?</p>

	<p>problem of post-task feedback coming too late for student uptake; . Deploy technology, as appropriate, to facilitate feedback engagement and uptake.</p>	
+ tweeledig doel		<p>Is het duidelijk wanneer in de structuur van de opleiding er een beslismoment is? Vind je de structuur in aanloop naar dit moment logisch?</p>
<p>Docenten feedback geletterdheid Praktische dimensie</p>	<p>Praktische kant van het geven van docenten van feedback: facilitering in middelen en tijd. Engelse tekst: Navigate tensions between different functions of feedback; . Manage disciplinary factors in feedback processes; . Deploy technology for timeliness, efficiency and portability; . Balance teacher workload devoted to feedback with what is useful to students.</p>	<p>Hoe efficiënt vind je het gebruik van digitale middelen voor het geven/bewaren van feedback? In hoeverre heb je de indruk dat mensen die jou van feedback moeten voorzien, daar voldoende tijd voor hebben?</p>
+ tweeledig doel		<p>De feedback die je krijgt wordt later ook gebruikt om een beslissing te nemen. Daarvoor is het belangrijk dat de feedback van goede kwaliteit is.</p> <ul style="list-style-type: none"> - Is de feedback die jij krijgt geschikt als informatiebron voor een latere beslissing? - Hebben docenten/anderen daar voldoende tijd voor?
<p>Docenten feedback geletterdheid Relatieve dimensie</p>	<p>Docenten zijn in staat op een opbouwende, prettige manier feedback te geven. Docenten zijn benaderbaar en stellen zich op als partner in het proces. Engelse tekst: Show supportiveness, approachability and sensitivity in how feedback is shared; . Envisage feedback processes as partnerships between teachers and students;</p>	<p>Hoe zou je de rol van docenten beschrijven bij het geven van feedback? In hoeverre voel je je binnen de opleiding veilig bij het ontvangen van feedback? In hoeverre ervaar je het feedbackproces als een gelijkwaardige samenwerking tussen docent en student?</p>

	. Deploy technology to strengthen the relational aspects of feedback communication.	
+ tweeledig doel		De feedback die je krijgt wordt ook gebruikt om later een beslissing te nemen over jouw voortgang. In hoeverre beïnvloedt dit jouw gevoel van veiligheid bij het ontvangen van feedback?

Interviewleidraad docenten:

Algemeen inleidend Concept programmatisch toetsen		Dit onderzoek gaat over programmatisch toetsen en feedback geletterdheid. In de afstudeerfase van de opleiding wordt sinds dit schooljaar gewerkt volgens programmatisch toetsen. Wat maakt volgens jou deze manier van toetsing anders dan de toetsing in de eerste jaren van de opleiding?
Onderzoeksvraag tweeledig doel feedback		In programmatisch toetsen heeft feedback twee doelen. Enerzijds om van te leren, anderzijds wordt de feedback ook gebruikt om een beslissing te maken aan het einde van een langere periode. In hoeverre ben je je er bewust van dat de feedback die je geeft gebruikt wordt om later een beslissing te maken? Beïnvloedt dit de manier waarop je feedback geeft? Zo ja, hoe?
Docenten feedback geletterdheid Ontwerp dimensie	De structuur van de opleiding is zodanig dat activiteiten worden ontwikkeld/aangeboden die studenten helpen op tijd feedback te ontvangen en zich dmv die feedback te ontwikkelen. De structuur is dusdanig dat studenten tijdig weten wat er van het wordt verwacht en ook tijdig feedback krijgen.	Welke activiteiten zijn gepland zodat studenten actief worden betrokken in het feedbackproces en gestimuleerd worden om feedback te gebruiken voor hun ontwikkeling? Zijn er specifieke activiteiten gericht op het ontwikkelen van (peer)feedbackvaardigheden? Hoe time je het geven van feedback? Hoe ervaar je de planning van de low/highstake momenten?
+ tweeledig doel		Feedback die je geeft wordt later gebruikt om een beslissing te nemen. Is de structuur hiervoor passend? Waarom wel/niet? Zijn er specifieke activiteiten die gepland zijn als ‘aanloop’ naar een beslismoment?
Docenten feedback geletterdheid Praktische dimensie	Praktische kant van het geven van docenten van feedback: facilitering in middelen en tijd. Engelse tekst: Navigate tensions between different functions of feedback; . Manage disciplinary factors in feedback processes;	Hoe efficiënt vind je het gebruik van digitale middelen voor het geven/bewaren van feedback? In hoeverre beïnvloedt de hoeveelheid tijd die je hebt de feedback die je geeft aan studenten?

	<ul style="list-style-type: none"> . Deploy technology for timeliness, efficiency and portability; . Balance teacher workload devoted to feedback with what is useful to students. 	
+ tweeledig doel		Zijn de digitale middelen die gebruikt worden toereikend om de feedback overzichtelijk te hebben om een beslissing te kunnen nemen?
Docenten feedback geletterdheid Relationele dimensie	Docenten zijn in staat op een opbouwende, prettige manier feedback te geven. Docenten zijn benaderbaar en stellen zich op als partner in het proces.	<p>Wat doe je als docent om ervoor te zorgen dat studenten zich veilig voelen om feedback te ontvangen?</p> <p>In hoeverre ervaar je het feedbackproces als een gelijkwaardige samenwerking tussen docent en student?</p> <p>Hoe zou je jouw relatie omschrijven met de studenten die je feedback geeft?</p>
+ tweeledig doel		De feedback die je als docent geeft wordt ook gebruikt om later een beslissing te nemen over de student. In hoeverre beïnvloedt dit gegeven jouw relatie met de student waaraan je feedback geeft?
Studenten feedback geletterdheid Waarderen van feedback en besef van de actieve rol die studenten daarbij hebben	Het waarderen van feedback. Studenten begrijpen dat feedback een belangrijke rol heeft bij het leren en het aannemen van een actieve rol hierin als student.	<p>Hoe waarderen studenten de feedback, vanuit jouw perceptie als docent?</p> <p>In hoeverre heb je de indruk dat studenten zich bewust zijn van hun actieve rol in dit proces?</p>
+ tweeledig doel		In hoeverre beïnvloedt het feit dat de feedback gebruikt wordt om een beslissing te maken bij wie en wanneer ze om feedback vragen?
Student feedback geletterdheid Verbeteren vaardigheden van zelfbeoordeling	Ontwikkelen van vaardigheden van het beoordelen van eigen werk en dat van anderen. Studenten zijn steeds beter in staat hun eigen werk en dat van anderen te beoordelen.	<p>In hoeverre zijn studenten competent in het evalueren van hun eigen werk en dat van anderen (peerfeedback)?</p> <p>In hoeverre hebben of krijgen studenten een realistisch beeld van hun functioneren? Zie je ontwikkeling hierin bij studenten?</p> <p>Zijn er bewuste acties/trainingen om studenten hierbij te helpen?</p>
+ tweeledig doel		Tijdens een voortgangsgesprek wordt besproken hoe een student ervoor staat. In hoeverre zie je dat dit de student helpt om een realistisch beeld te krijgen van zijn/haar functioneren?
Student feedback geletterdheid Actie ondernemen na feedback	Actie ondernemen na het krijgen van feedback en strategieën ontwikkelen om feedback te verwerken.	Wat zie je studenten doen nadat ze feedback hebben ontvangen? Welke strategieën zie je dat studenten toepassen hierbij? In hoeverre stimuleer je studenten om actie te ondernemen na feedback?

+ tweeledig doel		De feedback die studenten ontvangen wordt ook gebruikt door de beoordelingscommissie. In hoeverre beïnvloedt dit de manier waarop studenten actie ondernemen na de feedback?
Student feedback geletterdheid Omgaan met emoties	Studenten kunnen op een goede manier omgaan met emoties die bij het ontvangen van feedback een rol spelen. Niet overmand worden door emoties, niet in de verdediging schieten, maar in gesprek blijven met docenten en medestudenten.	Welke emoties zie je bij studenten als ze feedback krijgen? (vooral bij negatieve feedback) Hoe gaan ze hiermee om?
+ tweeledig doel		In hoeverre speelt bij die emoties het een rol dat de feedback die gegeven wordt ook voor het maken van een beslissing gebruikt wordt?

Appendix B: Codes and Summary of the Data

	S-D How do students perceive the feedback literacy features of teachers?	D-D How do teachers perceive their own feedback literacy features?
Ontwerpdimensie	Inhoud minder belangrijk (16) Kalibratie onvoldoende (10) Rol intermediate (38) Structuur/kaders/verwachtingen onvoldoende duidelijk (50) Zelfsturing (19)	Aanleren FB geletterdheid (13) Inhoud minder belangrijk (4) Kalibratie onvoldoende (10) Rol intermediate (43) Structuur/kaders/verwachtingen onvoldoende duidelijk (10) Zelfsturing (25) <i>Vastleggen belangrijker dan FB inhoud (8)</i>
	<p>Algemeen over ontwerpdimensie:</p> <ul style="list-style-type: none"> - Zelfsturing is erg belangrijk omdat het curriculum heel open is en studenten alle vrijheid hebben om zelf datapunten te verzamelen. Dit zeggen zowel docenten als studenten (code: zelfsturing). - Studenten missen de structuur en de kaders, juist omdat PT nieuw is voor hen. Ze worstelen met het feit dat ze aan de ene kant vrijheid hebben, maar aan de andere kant moeten voldoen aan strikte criteria (code: structuur/kaders/verwachtingen onvoldoende duidelijk). - In het curriculum/ontwerp is niets expliciet gepland aan het ontwikkelen van FB geletterdheid, behalve dat de coach dat doet in wekelijkse bijeenkomsten met studenten (code: aanleren FB geletterdheid). <p>Rol dual purpose: (code 2-> ontwerpdimensie)</p> <ul style="list-style-type: none"> - Intermediate stakes momenten zijn erg belangrijk want daar komen leren en beslissen eigenlijk samen (code: rol intermediate). - Studenten en docenten vinden dat er onvoldoende kalibratie is tussen intermediate en high stakes (code: kalibratie onvoldoende). - Valkuil is daardoor dat het gesprek daardoor meer gaat over wat er op papier moet komen, dan over wat de student met de feedback kan doen (code: inhoud minder belangrijk). 	
Relationele dimensie	Gelijkwaardige rol (6) Vertrouwensband belemmerend (11) Vertrouwensband bevorderend (29)	Gelijkwaardige rol (10) Vertrouwensband belemmerend (4) Vertrouwensband bevorderend (20) <i>Modellen feedback gedrag:</i> - <i>Goede voorbeeld geven (8)</i> - <i>Als docent doelgericht feedback geven (10)</i>
	<p>Algemeen over relatie:</p> <ul style="list-style-type: none"> - Studenten en docenten beschrijven dat ze de relatie als gelijkwaardig ervaren. Docenten geven ook voorbeelden daarbij van hoe ze dat proberen te bewerkstelligen (code: gelijkwaardige rol). - Studenten en docenten noemen veel meer positieve dingen over hun relatie (code: vertrouwensband bevorderend) dan negatieve dingen (code: vertrouwensband belemmerend). 	

	<ul style="list-style-type: none"> - Docenten beschrijven hoe ze dit proberen te bereiken. Voorbeelden: open houding, vragen stellen, luisteren, benoemen wat studenten goed doen, zelf kwetsbaar opstellen, zelf open staan voor feedback, te vertrouwen zijn, humor, aansluiten bij wat nodig is, persoonlijke aandacht. - Studenten beschrijven hoe ze de relatie ervaren. Deze ervaringen zijn zeer positief. Voorbeelden: betrokkenheid, goede feedback, de tijd nemen, alles kunnen vertellen, coachen, altijd bereikbaar zijn, gemotiveerd houden. - De opmerkingen m.b.t. ‘vertrouwensband belemmerend’ staan allemaal in relatie tot het feit dat de docent nog niet goed bewust was van de criteria en daarom de studenten niet durfden te vertrouwen op hun docent. <p>Rol dual purpose: (code 2-> relationele dimensie)</p> <ul style="list-style-type: none"> - Docenten beschrijven bij quotes met deze code vooral dat zij zich soms tussen de EC en de student voelen staan. - Ook geven ze aan dat door de tweeledige doel van feedback ze na van loop van tijd sturender geworden zijn naar studenten toe in LPB sessies en intermediates. Om de juiste verwachtingen te kweken richting de HS. Deze afwegingen zijn ook te zien bij quotes met codes ‘coachende rol’. - Docenten geven aan dat ze door het tweeledige doel ook doelgericht feedback zijn gaan geven. - Wisselende ervaringen bij studenten en docenten als het gaat om het beïnvloeden van de relatie. Aan de ene kant zijn studenten soms teleurgesteld door het falen van de HS als de IM wel goed was. Aan de andere kant weten ze ook dat de coach niet de eindbeoordelaar is. Soortgelijke ervaring van docenten. 	
<p>Pragmatische dimensie</p>	<p>Digitale middelen positief (12) Digitale middelen negatief (20) Tijdsaspect belemmerend expertgroepen (18) Tijdsaspect belemmerend praktijkbegeleiders (5) Tijdsaspect belemmerend algemeen (14) Tijdsaspect bevorderend (18)</p>	<p>Digitale middelen negatief (10) Digitale middelen positief (9) Tijdsaspect belemmerend (8) Tijdsaspect bevorderend (2)</p>
	<p>Algemeen:</p> <ul style="list-style-type: none"> - Zowel studenten en docenten geven positieve en negatieve oordelen over Feedpulse en student journey. - Negatief feedpulse is vooral gericht op het niet kunnen laten valideren van feedback door externen en het niet kunnen koppelen van deze feedback aan bv student journey. Vooral praktische bezwaren dus. Dit is gelijk bij studenten en docenten. - Student journey wisselende ervaringen. Sommige studenten vinden het onoverzichtelijk. Positief wordt benoemd dat het studenten overzicht geeft over hun leeruitkomsten. - Tijdsaspect belemmerend: vooral expertgroep/docenten worden door studenten negatief genoemd. Zij hebben eigenlijk geen tijd om goede inhoudelijke feedback te geven. - Studenten zien dat de coaches het druk hebben, maar voelen wel dat zij voldoende tijd voor hen hebben. - Ook bij praktijkbegeleiders ervaren ze soms dat zij minder tijd hebben doordat het op de werkplek zo druk is. Studenten durven hen dan soms niet om feedback te vragen. Zeker niet herhaaldelijk. <p>Rol dual purpose:</p>	

	<p>- Quotes met codes (2-> pragmatische dimensie) gaan vooral om het feit dat studenten regelmatig herhaaldelijk feedback vragen omdat ze zeker willen weten dat het goed is. Dit beïnvloedt de tijd die de docent heeft negatief. Bv een student die perse nog een extra IM wil, om maar zeker te zijn.</p>	
Overig	<p>Coachende rol (9) Docenten missen FBGH (8) FB spreekt elkaar tegen (7)</p>	<p>Coachende rol (45) Docenten missen FBGH (3) <i>Modellen feedback gedrag:</i> - <i>Goede voorbeeld geven (8)</i> - <i>Als docent doelgericht feedback geven (10)</i> <i>Vastleggen belangrijker dan FB inhoud (8)</i></p>
	<p>- Coachende rol is heel veel genoemd. Direct gevolg van het design-> beschrijven bij de design-dimensie. - Docenten missen FBG: vooral door studenten genoemd. - FB spreekt elkaar tegen: zegt dit iets over de FBG van docenten of over die van studenten? - Goede voorbeeld geven: vooral genoemd bij de relationele dimensie; daarheen verplaatst. - Vastleggen belangrijker dan FB inhoud -> beschrijven bij de design-dimensie.</p>	
	D-S How do teachers perceive the feedback literacy features of students?	S-S How do students perceive their own feedback literacy features?
Acties	<p>Afwegen FB (3) FB overnemen/aanpassen (4) Korte termijn denken (3) Niet vastleggen negatieve FB (3) Overzicht kwijt (2) Planmatig handelen (5) Vastleggen FB (3)</p>	<p>Afwegen FB (5) FB overnemen/aanpassen (11) Meer vastleggen omdat het moet (10) Niet vastleggen negatieve FB (4) Overzicht kwijt (5) Planmatig handelen (16) Vastleggen FB (22)</p>
	<p>Algemeen acties: - Veel verschillende acties worden genoemd. In volgorde: feedback wordt eerst afgewogen (code afwegen FB), daarna wordt de feedback vastgelegd bv in Feedpulse (code vastleggen FB), studenten passen de FB toe door hun handelen te wijzigen of door hun opdracht aan te passen (code overnemen/aanpassen) een plan maken voor verbetering (code planmatig handelen). - Problemen benoemd door studenten: ze raken soms het overzicht kwijt over de LU en welke acties ze bedacht hadden. - Problemen benoemd door docenten: ze zien dat studenten vooral met korte termijn doelen bezig zijn.</p> <p>Rol dual purpose: (code 2-> acties) - Studenten geven aan dat ze negatieve feedback niet opschrijven (code: niet vastleggen negatieve FB) omdat ze weten dat ze er anders op kunnen worden afgerekend. Ze doen er wel wat mee, maar schrijven het niet op omdat ze anders later weer moeten verantwoorden dat ze het wel beheersen. - Studenten geven ook aan dat ze heel veel meer FB vastleggen omdat het moet (code: meer vastleggen omdat het moet).</p>	

	<ul style="list-style-type: none"> - Studenten geven ook aan dat ze zich bewuster zijn van de acties die ze doen en dat moeten vastleggen voor hun dossier. (code planmatig handelen) 	
Actieve rol	Bevestiging zoeken (7) Doelgerichter FB vragen (5) Meer FB vragen omdat het moet (13) Meer verschillende mensen om FB vragen (5)	Bevestiging zoeken (11) Bezwaard voelen FB te vragen (12) Doelgerichter FB vragen (13) Meer FB vragen omdat het moet (14) Meer verschillende mensen om FB vragen (11)
	Algemeen: Rol dual purpose: (code: 2-> actieve rol). <ul style="list-style-type: none"> - Studenten zijn veel actiever in het vragen van feedback omdat ze dit nodig hebben voor hun dossier (code: meer FB vragen omdat het moet). Ze geven aan ook doelgerichter feedback te vragen, LU staan meer centraal (code: doelgerichter FB vragen). Ze vragen bij meer mensen om feedback dan voorheen, omdat dit een van de criteria is (code: weten bij wie FB te vragen). - Studenten doen de feedback loop regelmatig opnieuw, omdat ze pas stoppen als ze positieve feedback hebben op de LU (code: bevestiging zoeken). 	
Emoties	Negatieve emoties (39) Positieve emoties (5) Veiligheid belemmerend (1) Veiligheid bevorderend (7)	Negatieve emoties (52) Positieve emoties (17) Veiligheid belemmerend (5) Veiligheid bevorderend (6)
	Algemeen: <ul style="list-style-type: none"> - Studenten en docenten benoemen vooral negatieve emoties bij studenten; boosheid, frustratie, verdriet. - Negatieve emoties lijkt vooral veroorzaakt te worden door onzekerheid over de criteria en omdat alles wat studenten doen nieuw is. Zelf keuzes maken is spannend i.p.v. het voorgekauwd te krijgen. - Codes m.b.t. veiligheid hebben sterke overlap met 'relationele dimensie'. - Veiligheid bevorderend: docenten geven vooral aan dat ze negatieve en positieve feedback afwisselen. Dual purpose: (code: 2-> emoties). <ul style="list-style-type: none"> - Duidelijk beeld bij studenten en docenten. Hoe hoger de 'stake' hoe heftiger de emoties. 	
Waarderen FB	Afvinkcultuur/trucje (10) Door veelheid minder waarde van FB zien (3) Negatief waarderen (2) Positief waarderen (8)	Afvinkcultuur/trucje (18) Door veelheid minder waarde van FB zien (26) Negatief waarderen (3) Positief waarderen (37)
	Algemeen: <ul style="list-style-type: none"> - Over het algemeen wordt feedback meer positief gewaardeerd dan negatief. Feedback wordt vooral gewaardeerd omdat studenten zien dat ze het nodig hebben voor hun ontwikkeling. Docenten zien dit ook zo bij studenten (code: positief waarderen). - Docenten zeggen dat studenten die onzeker zijn het negatief waarderen (code: negatief waarderen). 	

	<ul style="list-style-type: none"> - Studenten zeggen dat ze feedback negatief waarderen die niet gaat over hun competenties, maar over hoe ze het hebben opgeschreven (code: negatief waarderen). <p>Dual purpose:</p> <ul style="list-style-type: none"> - Docenten geven aan dat studenten vooral feedback halen omdat het moet. Ze komen een vinkje halen, het wordt een trucje (code: afvinkcultuur/trucje). - Studenten bevestigen dit beeld. Ze geven aan dat ze doordat ze zoveel feedback moeten ophalen en dit moeten opschrijven het minder gaan waarderen (code: door veelheid minder waarde van feedback zien). Ze raken gedemotiveerd hierdoor. (Het beïnvloedt dus ook de emoties) 	
Zelfbeoordeling	Negatief (10) Positief (11)	Negatief (15) Positief (14)
	<p>Algemeen:</p> <ul style="list-style-type: none"> - Docenten geven een wisselend beeld over de zelfbeoordeling van studenten. Sommige geven expliciet aan dat ze het niet goed kunnen, andere zien dat wel. - Wat vooral opvalt is dat meerdere docenten zien dat er groei in zit. - Studenten geven aan dat ze wel in staat zijn zich goed in te schatten. <p>Dual purpose: (code 2-> zelfbeoordeling)</p> <ul style="list-style-type: none"> - Studenten en docenten geven aan dat intermediates en het student journey helpt om ze meer inzicht te geven in hun ontwikkeling en dat ze daardoor beter weten waar ze staan. - High-stakes geven dat inzicht niet altijd omdat daar vooral feedback gegeven wordt op de eisen van het portfolio en niet op de competenties. - Missen van kalibratie tussen intermediate en high-stake beïnvloedt het zelfinzicht negatief. 	
Overig	Negatieve kenmerken studenten (12) Positieve kenmerken studenten (9) Verschil praktijk en papier (7)	Negatieve kenmerken studenten (11) Positieve kenmerken studenten (8) Verschil praktijk en papier (25)
	<ul style="list-style-type: none"> - Studenten geven aan dat het voor studenten lastig is om alles te kunnen bewijzen, bv studenten die het moeilijk op papier krijgen. - Tegenstrijdige resultaten: sommige docenten zeggen dat pro-actievere studenten het makkelijker hebben. Sommige studenten zeggen dat kritische studenten het lastiger hebben. Moeilijk om vinger op te leggen wat het precies is. - Wel duidelijk: studenten moeten goed kunnen plannen om dit goed te kunnen. - Vooral studenten geven aan dat ze verschil zien tussen hoe ze in de praktijk presteren en hoe ze dit op papier kunnen krijgen. Dus ze presteren goed in de praktijk, maar het lukt hen niet goed om dit goed op papier te krijgen. Dit zou een aanvulling kunnen zijn op het model bij 'take actions'. 	
Which elements of students and teacher feedback literacy are influenced by the dual purpose of feedback in programmatic assessment.		2->waarderen FB
		2->actieve rol
		2->acties
		2->zelfbeoordeling
		2->emoties

	2->ontwerpdimensie
	2->relationele dimensie
	2->pragmatische dimensie