

Effect of Feedback Literacy Training and Goal Orientation on Feedback Seeking Behaviour
in Workplace Learning

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Abstract

In order to be able to use feedback to improve practice, students' active engagement in feedback processes in higher education is vital. The aim of this study was to measure the effect of feedback literacy training, mastery and performance goal orientation, and the interaction effect of feedback literacy training and goal orientation on feedback seeking monitoring and inquiry behaviour in workplace learning. Using a quasi-experimental design, an experimental group of students at a University of Applied Sciences received a feedback literacy training, a control group did not. Effects of the training were evaluated through a manipulation check. Multiple regression analyses were used to analyze the data. Results indicated that feedback literacy training, goal orientation or the interaction effect did not significantly affect feedback seeking behaviour. Future research on the indirect connection between feedback literacy and feedback seeking behaviour, transfer of training, and students' feedback experiences in a feedback-friendly culture may offer insights on found results.

Keywords: Feedback Literacy, Mastery Goal Orientation, Performance Goal Orientation, Feedback Seeking Monitoring Behaviour, Feedback Seeking Inquiry Behaviour, Workplace Learning, Higher Education.

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A common component in current higher education is the provision of workplace experiences to enrich study programs and to affect future employability (Billett, Cain & Le, 2018; Jackson, 2015). In work-based learning situations, students desire and value *feedback* from field practitioners to enhance their professional competences (Billet et al., 2018). Effective feedback is information that fills the gap between present and aspired achievement (Hattie & Timperley, 2007).

In the past decades, several review studies demonstrated the positive impact of feedback on achievement and learning (Black & Wiliam, 1998; Hattie & Timperley, 2007; Kluger & DeNisi, 1996). However, various studies report dissatisfaction amongst students about feedback application in both higher education and medical practices (Noble & Hassell, 2008; Urquhart, Rees & Ker, 2014; Winstone, Nash, Rowntree, & Parker, 2017). Concurrently, research indicates that feedback does not always enhance achievement and learning (Bing-You & Towerbridge, 2009) and can diminish performance (Kluger & DeNisi, 1996). Whether feedback achieves its objective, depends on students' perception and understanding of feedback (Boud & Molloy, 2013). Therefore, the development of students' *feedback literacy* encompasses an important approach in enhancing students' active engagement in feedback processes (Ajjawi, Molloy, Bearman, & Rees, 2017; Carless, 2017). Feedback literacy is the capability to obtain, interpret and apply feedback for learning (Sutton, 2012). Feedback literacy focuses on the students' role in understanding, seeking, processing and using feedback for advancing feedback experiences, benefitting learners' feedback engagement and students' *feedback seeking behaviour* (Noble et al., 2019b). Feedback seeking behaviour comprises intentionally seeking and interpreting information about one's achievement in order to reach one's objectives (Anseel, Beatty, Shen, Lievens, & Sackett, 2015).

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Another antecedent of feedback seeking behaviour concerns *goal orientation* (Leenknecht, Hompus, & van der Schaaf, 2019). Goal orientation delineates why a student is interested in a task (Dweck & Legget, 1988; Pintrich, 2000; Ross, Blackburn, & Forbes, 2005): students seek feedback to reach goals such as skill improvement or good achievement (Crommelinck & Anseel, 2013).

Carless and Boud (2018) claim that students' lack of sufficient levels of feedback literacy impedes feedback effectiveness in current higher education. Furthermore, current curriculum in higher education does not seem to provide means for enhancing students' comprehension of their role in feedback processes (Noble et al., 2019b). Considering that students in higher education increasingly participate in workplace learning, research on how to improve students' agentic role in feedback processes in workplace learning is crucial (Noble et al., 2019b).

The present study aims to benefit research and educational practice by a quantitative investigation of the effect of feedback literacy training and goal orientation on students' feedback seeking behaviour in workplace learning in a teacher training programme at a University of Applied Sciences in the Netherlands. By incorporating goal orientation and feedback seeking behaviour into the research model and changing the setting, this study extends previous qualitative research by Noble et al. (2019a, 2019b) that focused on the effect of feedback literacy training on students' feedback literacy in workplace learning in healthcare.

Theoretical Framework

Developing Feedback Literacy

In recent years, the focus in feedback literature on students' role in feedback has

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shifted: rather than recipients of information, students are considered active agents in feedback processes (Dawson et al., 2019; Molloy, Boud & Henderson, 2019). Therefore, higher education recognizes the enhancement of students' active engagement with feedback processes as increasingly important (Handley, Price, & Millar, 2011; Winstone, Nash, Parker, & Rowntree, 2017; Winstone, Nash, Rowntree, & Parker, 2017). In order to play a central role in feedback processes, students need the capacity and motivation to use feedback effectively for subsequent work (Carless, Salter, Yang, & Lam, 2011; Dawson et al., 2019). Feedback literacy offers means to enhance students' active involvement in feedback processes (Carless & Boud, 2018): feedback literacy augments students' capacity to comprehend, use and profit from feedback processes (Molloy et al., 2019).

Acquiring feedback literacy is a demanding process that presents different challenges for different learners (Sutton, 2012). Carless and Boud's (2018) feedback literacy framework (Figure 1) provides guidelines for the development of feedback literacy training.

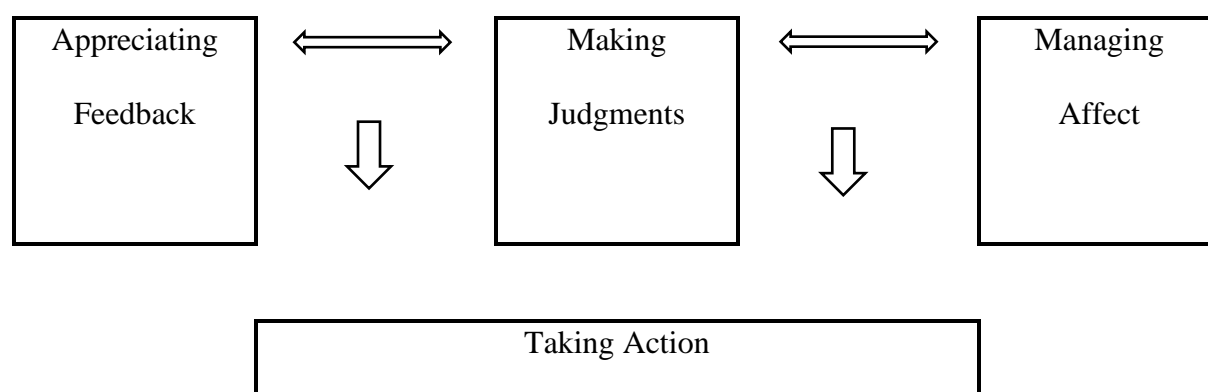


Figure 1. Features of feedback literacy. Reprinted from “The development of student feedback literacy: enabling uptake of feedback.”, by D. Carless, and D. Boud, 2018, *Assessment & Evaluation in Higher Education*, 43, p1319

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In order to *appreciate feedback*, students need to acknowledge the importance of

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feedback and comprehend the need for active involvement in feedback processes (Carless & Boud, 2018). Students' prior experience and level of development affect their perception of feedback objectives and processes (Murdoch-Eaton & Sargeant, 2012), and satisfaction with feedback (O'Donovan, 2017). Students generally understand feedback as a unidirectional process (Dawson et al., 2019; Mc Lean, Bond, & Nicholson, 2015; Noble et al., 2019b) with minimal agency to affect learning (Noble et al., 2019b). Concurrently, students oftentimes lack the ability to analyze and use feedback messages when feedback is approached as telling (Sadler, 2010). Therefore, feedback literacy training requires students to acquire the necessary academic language to comprehend complicated ideas (Sutton, 2012). Accordingly, feedback design should focus on students' agency rather than feedback as telling, as the former enables the uptake of feedback (Carless & Boud, 2018).

To benefit from feedback processes students have to develop evaluative judgement: the competence to assess the quality of one's own and others' performance (Tai, Ajjawi, Boud, Dawson, & Panadero, 2018). In order to improve evaluative judgement, students need to engage with criteria, judge various examples of work, participate in dialogic feedback with peers and supervisors, and substantiate judgements about the quality of work (Tai et al., 2018). Activities that enhance evaluative judgement may concurrently promote students' disposition for feedback seeking (Boud & Molloy, 2013). Similarly, in order to enhance self-assessment, students need extensive practice in self-evaluation (Boud, Lawson, & Thompson, 2013, 2015).

How students manage affect (feelings, emotions and attitudes) influences their engagement with critical feedback (To, 2016). Oftentimes, students demonstrate defensive responses to (critical) feedback (Robinson, Pope, & Holyoak, 2013). To argues that the development of feedback resilience defined as the capacity to deal with negative feelings and

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to use understandings to transfer feedback to practice, helps in managing affect. In addition, Carless and Boud (2018) indicate that students capable of managing affect aim for continuous improvement by obtaining and using internal and external feedback.

Feedback literacy requires students to use feedback for continuous improvement (Carless & Boud, 2018; Sutton, 2012). Therefore, students need to have a range of strategies (Carless & Boud, 2018). Due to insufficient training, students encounter difficulties in applying strategies (Winstone, Nash, Parker et al., 2017). Boud and Molloy (2013) stress that in order to use feedback for work improvement, students have to acknowledge their agentic role in learning and position themselves as pro-active learners. Therefore, in order to take action, students need to develop capacities to understand and use provided feedback (Robinson et al., 2013).

Feedback seeking behaviour

Feedback seeking behaviour benefits students' adaptation, learning and performance (Crommelinck & Anseel, 2013). By feedback seeking one can acquire information to improve task performance (Butler, 1993), diminish uncertainty (Ashford, 1986) and learn the ins and outs of a new job (Morisson, 1993). Gathering information on how knowledgeable others evaluate the performance (e.g., peers, supervisors) can help employees expand their feelings of competency (VandeWalle, 2003). Students can seek feedback through *inquiry* (directly asking for feedback) or *monitoring* (observing or inferring information from the environment to collect information about one's own work) (Crommelinck & Anseel, 2013). Monitoring may result in false and incomplete feedback as it relies on one's ability to deduct the correct information from the environment (Janssen & Prins, 2007).

Goal Orientation

Whereas students with a *mastery goal orientation* focus on learning from an

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assignment, students with a *performance goal orientation* focus on demonstrating competence through the assignment (Pintrich, 2000). Student can have more than one goal orientation (Button, Mathieu, & Zajac, 1996; Jansen & Van Yperen, 2004): the degree to which a person aims for mastery or performance relies upon the situation (Latham & Locke, 1991). Goal orientation affects students' interpretation of the value and cost of feedback seeking, and consequently affects feedback seeking behaviour (VandeWalle, 2003).

Performance goal orientation. Performance goal-oriented students view ability as fixed and uncontrollable (VandeWalle & Cummings, 1997). These students want to demonstrate and validate their ability relative to that of others (Vande Walle & Cummings, 1997). Asking for feedback could draw attention to personal doubts or defects, as such jeopardizing students' self-presentation (Park, Schmidt, Scheu, & DeShon, 2007). Therefore, students with a performance goal orientation incline to seek less feedback as negative feedback conflicts with the desire to demonstrate and validate ability (Tuckey, Brewer, & Williamson 2002; VandeWalle & Cummings, 1997). They prefer a monitoring feedback seeking approach, especially when expecting negative feedback (VandeWalle, 2003). Similarly, when expecting positive feedback, performance-goal oriented individuals possibly postpone inquiry to seek feedback (Janssen & Prins, 2007).

Mastery goal orientation. As mastery goal-oriented students consider ability as something that can develop over time (Park et al., 2007), they tend to value feedback as a way to improve knowledge, skills and abilities (Jansen & Prins, 2007; Park et al., 2007). These students conceive failure and negative feedback as ways to learn and to improve performance (Crommelinck & Anseel, 2013; Noordzij, van Hooft, van Dam, & Born, 2013). Mastery goal-oriented students demonstrate more feedback seeking behaviour and use both monitoring and inquiry as an approach to receive feedback for learning (VandeWalle, 2003). Therefore, to

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enhance or reinforce feedback seeking behaviour, educators should encourage a mastery goal orientation (Leenknecht et al., 2019).

Approach-based or avoidance-based goals. Depending on mental and environmental components (Elliot, 1999), mastery and performance oriented students can demonstrate approach-based or avoidance-based goals (Elliot, Murayama, & Pekrun, 2011; Senko, Hulleman, & Harackiewicz, 2011). As such mastery orientation consist of *mastery-approach* (aiming to learn or improve abilities) and *mastery-avoidance* (aiming to avoid learning mistakes or skill deterioration) (Baranik, Barron, & Finney, 2007; Senko et al., 2011). Similarly, *performance-approach* (aiming to do better than others or to appear gifted), and *performance-avoidance* (aiming to avoid doing worse than others or appearing less gifted) determine performance orientation (Baranik et al., 2007; Senko et al., 2011).

Present Study

The present study aims to investigate the effect of feedback literacy training and mastery goal orientation on feedback seeking behaviour. The research questions and hypotheses are:

1. To what extent does feedback literacy training affect students' self-perceived feedback seeking monitoring and inquiry behaviour in workplace learning?

As feedback literacy likely augments students' feedback seeking behaviour (Noble et al., 2019), the hypotheses following the research question are:

1A: Feedback literacy training significantly enhances students' self-perceived feedback seeking monitoring behaviour in workplace learning.

1B: Feedback literacy training significantly enhances students' self-perceived feedback seeking inquiry behaviour in workplace learning.

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2. To what extent does mastery goal orientation affect students' self-perceived feedback seeking monitoring and inquiry behaviour in workplace learning?

As mastery goal orientation may similarly positively affect feedback seeking behaviour and students may use more monitoring and inquiry as an approach to receive feedback for learning (Leenknecht et al., 2019; VandeWalle, 2003), the hypotheses following the research question are:

2A: Mastery goal orientation significantly enhances students' self-perceived feedback seeking monitoring behaviour in workplace learning.

2B: Mastery goal orientation significantly enhances students' self-perceived feedback seeking inquiry behaviour in workplace learning.

3. To what extent does performance goal orientation affect students' self-perceived feedback seeking monitoring and inquiry behaviour in workplace learning?

As performance goal orientation may negatively affect feedback seeking behaviour (Tuckey et al., 2002; VandeWalle & Cummings, 1997), the hypotheses following the research question are:

3A: Performance goal orientation significantly hampers students' self-perceived feedback seeking monitoring behaviour in workplace learning.

3B: Performance goal orientation significantly hampers students' self-perceived feedback seeking inquiry behaviour in workplace learning.

4. To what extent is there an interaction effect between feedback literacy training and mastery goal orientation on students' self-perceived feedback seeking monitoring and inquiry behaviour in workplace learning?

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As feedback literacy (Carless & Boud, 2018) and mastery goal orientation (Park et al., 2007) both comprise students' active engagement in feedback processes, they may interact in their effect on students' feedback seeking behaviour. Therefore, the hypotheses are:

4A: An interaction effect between feedback literacy training and mastery goal orientation significantly enhances students' self-perceived feedback seeking monitoring behaviour in workplace learning.

4B: An interaction effect between feedback literacy training and mastery goal orientation significantly enhances students' self-perceived feedback seeking inquiry behaviour in workplace learning.

Figure 2 illustrates the investigated relations in the research framework.

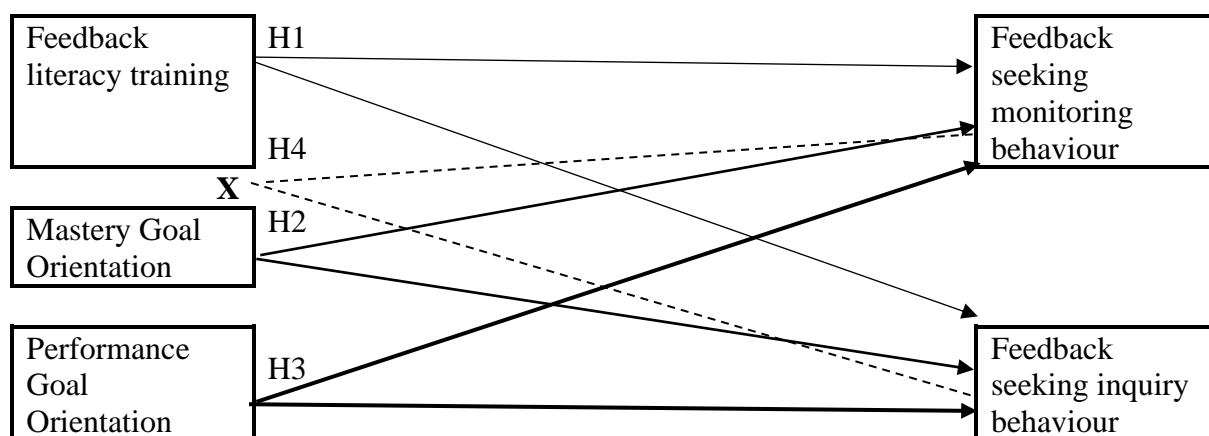


Figure 2. Research Framework

Method

Design

To answer the research questions and to test the hypotheses, a quasi-experimental research design was used. Four existing groups were randomly assigned to a control or an experimental group. The experimental group was subjected to an intervention, the control group was not.

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Participants

Eighty-seven (25 male, 62 female) full-time 1st-year students from an undergraduate primary school teacher training programme participated in the study. The sample was obtained with assistance from the Dutch Platform Learning from Assessments. The University of Applied Sciences sees feedback as an integral part of their curriculum. Data from 55 participants (18 male, 37 female) who completed the complete pretest and posttest were used for analysis. The mean age for all participants was 18.85 ($SD = 2.89$); six male and 24 female participants between 17 and 36 years ($M = 18.87$, $SD = 0.63$) participated in the control group. Twelve male and 13 female participants between 17 and 27 years ($M = 18.84$, $SD = 0.42$) participated in the experimental group. Data were collected from October until December 2020.

Measures

Manipulation check. Similar to Leenknecht and Prins (2018), a manipulation check was done (Appendix A). The manipulation check was done to test students' understanding of feedback literacy in the intervention and control groups. Two subject matter experts were consulted to enhance content validity. The students were asked to estimate how much time in hours, on average, they had spent weekly on processing feedback during their apprenticeship so far. Furthermore, they answered true and false questions, using good and ambiguous examples of feedback literacy used in the intervention (eight items, example: 'Before I had a conversation with my supervisor, I thought about what I wanted feedback on. '), and open questions (two items, example: 'When is feedback effective?').

Feedback seeking behaviour. Students' self-perceived feedback-seeking behaviour was measured with a to the workplace learning context adapted version of the Feedback seeking scale, which consists of two subscales: monitoring (five items) and inquiry (six items)

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(Williams & Johnson, 2000). The reliability of the scale was sufficient (Cronbach's alpha monitoring = 0.78; Cronbach's alpha inquiry = 0.78; Williams & Johnson, 2000). The scale was translated to Dutch and adapted to a Higher Education context by Leenknecht et al. (2019). The reliability of this scale was sufficient to good (Cronbach's alpha monitoring = .77 and Cronbach's alpha inquiry = 0.87; Leenknecht et al., 2019). The subscales monitoring (five items, example: 'How often do you compare your apprenticeship colleagues' performance to your own?') and inquiry (six items, example: 'How often do you ask your supervisor for information about what is required of you to function successfully during your apprenticeship?') used a 6-point Likert scale (1= Never, 6= Always). To warrant that a high score indicated more feedback seeking behaviour and a low score less feedback seeking behaviour, all items were formulated in a positive direction. Content validity was augmented by consulting two subject matter experts. A pilot study (N= 54) at a University of Applied Sciences, revealed no unclarities in the questionnaire. A Confirmatory Factor Analysis (CFA) was performed on the pilot study to confirm model fit. Two cases were taken out of analysis due to missing values (N =52). Chi square goodness of fit was significant $\chi^2(43) = 92.24$ $p < .05$, (CFI = 0.70, TLI = 0.61 RMSEA = 0.15). These values indicate that there is no model fit as the comparative fit index (Bentler, 1990) and Tucker-Lewis index (Tucker & Lewis, 1973) demonstrate insufficient fit when lower than .90 (Bentler, 1990). For the root-mean-square error of approximation (Steiger, 1990), values higher than .08 can be viewed as insufficient (Byrne, 2012). As such, results demonstrated no model fit for the pilot study data. For reliability analysis omega was used, Appendix 2 demonstrates the standardized factor loadings and omega values for the 2-factor model. As the reliability of the scale was sufficient to good in earlier studies with a bigger sample size (Leenknecht et al., 2019; Williams &

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Johnson, 2000), the decision was made to not further investigate the non-model fit for these data.

Goal orientation. To measure goal orientation, a to workplace learning adapted version of two goal orientation scales was used, using a 5-point Likert scale (1= Totally disagree, 5= Totally agree). The scales measured mastery approach (five items, example: 'I often look for possibilities to develop my knowledge and skills during my apprenticeship. '), performance-approach (four items, example: 'I enjoy it when others can see how well I am performing in my apprenticeship. '), performance-avoidance (four items, example: 'I find it important to avoid failing in front of others during my apprenticeship. '); Vandewalle & Cummings, 1997), and mastery-avoidance (five items, example: 'I prefer to avoid situations during my apprenticeship where I might perform poorly. '); Baranik et al., 2007) The scales were combinedly used in a Dutch study by Noordzij and Wijnia (2013). All items were formulated in a positive direction to guarantee that a high score indicated a high goal approach. To augment content validity, two subject matter experts were consulted. The subject matter experts confirmed that the constructs covered the main construct and that the items covered the constructs. The questionnaire was piloted (N = 54) to reveal unclarities and reliability analysis and confirmatory factor analysis were conducted on the pilot test. One case was not taken into analysis due to a missing value. One person did not have Dutch as a mother tongue but stayed into analysis as there were no outliers. Chi square goodness of fit was not significant $\chi^2(129) = 135.46, p > .05, (CFI = 0.97, TLI = 0.96 RMSEA = 0.03)$. These values indicate that there is a model fit. For reliability analysis omega was used. Table 1 shows the standardized factor loadings and omega values for the 4-factor model, values closer to one

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represent good reliability (Catalán, 2018). As such, mastery orientation approach's reliability can be indicated as low ($\omega = .47$).

Table 1

Standardized Factor Loadings and Omega Values for 4-Factor Confirmatory Model of Goal Orientation (N = 53)

Item	Factor loading
Factor 1: Mastery Goal Orientation ($\omega = .70$)	
1. Ik heb een voorkeur voor uitdagende taken in mijn stage waar ik veel van kan leren.	0.42
5. Ik zoek vaak naar mogelijkheden om mijn kennis en kunde te ontwikkelen in mijn stage.	0.17
9. Ik ben graag bezig met moeilijke, uitdagende taken/opdrachten in mijn stage waarbij ik nieuwe dingen kan leren.	0.70
13. Het ontwikkelen van mijn vaardigheden in mijn stage is zo belangrijk voor me dat ik bereid ben er risico's voor te nemen.	0.47
17. Ik heb een voorkeur voor activiteiten in mijn stage die veel deskundigheid en talent vergen.	0.32
Factor 2: Performance Approach ($\omega = .68$)	
2. Als ik iets beter kan dan mijn anderen in mijn stage, vind ik het belangrijk om dat te laten merken.	0.28
6. Ik wil me graag ten opzichte van anderen bewijzen in mijn stage.	0.57
10. Ik geniet ervan als anderen kunnen zien hoe goed ik mijn stageactiviteiten verricht.	0.63
14. Ik heb een voorkeur voor stageactiviteiten waarin ik anderen mijn deskundigheid kan tonen.	0.46
Factor 3: Performance Avoidance Approach ($\omega = .87$)	
3. Ik zou niet aan een nieuwe stageopdracht beginnen als er een kans bestond dat ik incompetent op anderen zou overkomen.	0.71
7. Ik vind het belangrijk om te voorkómen dat ik faal in mijn stage waar anderen bij zijn.	0.84
11. Ik vermijd liever stagetaken waarbij ik slecht zou kunnen overkomen op anderen.	0.84
15. Ik vermijd situaties in mijn stage waarin ik mogelijk slecht presteer.	0.71

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Factor 4: Mastery Orientation Approach ($\omega = .47$)	
4. In het algemeen probeer ik te vermijden dat ik onbekwaam ben in mijn stageactiviteiten.	0.28
8. Wanneer ik bezig ben met een stagetaak, merk ik dat ik vaak nadenk over wat ik moet doen om het niet te laten mislukken.	0.66
12. Mijn doel is om te voorkomen dat ik de vaardigheden en taken die nodig zijn voor mijn stage slecht beheers	0.41
16. Ik hoop dat ik in staat ben om mijn vaardigheden die nodig zijn voor stage op peil te houden	0.21
18. Ik probeer gewoon te voorkomen dat ik stagetaken die belangrijk zijn niet goed uitvoer.	0.21

Procedure

Students started their apprenticeship seven weeks before data collection begun. The apprenticeship took place two days a week over a period of half a year, with two times a full week apprenticeship. The primary school teacher functioned as the main supervisor on a daily basis, a school educator was responsible for observations and feedback four to six times per half year. Students from different years of the teacher training programme were present in the school and regularly (peer) feedback session were scheduled. Students were asked to participate in data collection and interventions during scheduled online course sessions at the University of Applied Sciences. Data were collected in the control and intervention groups. Informed consent (Appendix C) was obtained when the first data were collected. Questionnaires (Appendix D) were filled out online individually during an online class moment for all groups after a verbal and written introduction. In order to maintain students' confidentiality and to protect them from opinions by their teachers from the University of Applied Sciences, teachers did not participate in the intervention. Feedback seeking behaviour and goal orientation were measured two weeks before the first and two weeks after the second intervention. The manipulation check was done two weeks after the second intervention. Students who were in the control group were offered the same training after data collection

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had finished.

Intervention

An online workshop and an online reflection session were provided. The choice for the workshop and reflection session was based on an intervention study by Noble et al., (2019a, b). The workshop (Appendix E) took place nine weeks after the students had started their apprenticeship, the reflection session (Appendix F) came about two weeks after the workshop took place. The workshop (45 minutes) started with an exercise to elicit students' prior knowledge on the feedback concept, continued by an explanation of the concepts of feedback (Hattie & Timperley, 2007) and feedback literacy, using Carless and Boud's (2018) feedback literacy framework as a basis. A sheet was provided to each student that connected feedback literate actions to Carless & Boud's framework (Appendix G). To process the given information, exercises were offered to connect the theory to practice, such as reflecting on feedback situations on video and on paper or connecting students' feedback experiences in workplace learning to the feedback literacy framework (Carless & Boud, 2018). In addition, students were asked to discuss stands on feedback in the workplace.

To support student's active involvement in feedback at the workplace, students were handed a worksheet with exercises that elaborated on the constructs of Carless and Boud's (2018) feedback literacy framework (Appendix H). Students were asked to apply the exercises in workplace learning the following two weeks and to hand them in the day before the second intervention.

Likewise based on Noble's et al. (2019b) intervention study, the second part of the intervention consisted of a cooperative reflection session that lasted 45 minutes in which students first reflected on the feedback literacy concept and were then asked to share and reflect upon apprenticeships feedback experiences. In groups of four the students discussed:

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- How they worked on the assignments and what they gained from working on the assignments.
- Whether they engaged in the feedback processes any differently than they did before in their apprenticeship, and if so what was different.
- Whether the aspects of the feedback literacy framework helped them (or not) in learning in the workplace.

Students from the control group were offered the same course after data collection had finished.

Analysis

Before starting analyses, all cases that did not complete the pretest and posttest were removed from the data file. Thirty-one students were not present at one of the tests and one student filled out the questionnaire based on another workplace learning experience. Data from 55 students who completed the complete pretest and posttest were used for analysis. For data analysis IBM SPSS version 24.0 was used.

Firstly, the manipulation check was analysed. Two items ('When I feel attacked by feedback, it is good to go into defense' and 'In conversation with my supervisor, I mainly left my supervisor to do the talking') were recoded to warrant that a higher score indicated more understanding of feedback literacy. Mean time spent on feedback was calculated for each student in hours if an indication was given. The score difference in students' understanding on feedback literacy in the control and experimental group was calculated using the manipulation check. Open questions were analyzed on active understanding of feedback literacy concepts used in training using model answers to the questions 'When is feedback effective?' ('When you are able to use it to improve practice.') and 'Which three aspects are prerequisite in order

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to take action in response to feedback?’ (‘Appreciating feedback, making judgements, and managing affect.’). Exercises that students worked on in the workplace were not used in analysis as they were considered part of the intervention.

Secondly, after checking for assumptions, four one-way between groups analyses of variance (ANOVA’s) were conducted, to test for differences in feedback seeking monitoring and inquiry behaviour and for differences in performance and mastery goal orientation between the experimental (n=25) and the control group (n=30) on the pretest.

Lastly, a new variable was created for the interaction between feedback literacy training and mastery goal orientation. After checking for assumptions, two simple multiple regression analyses using forced entry were performed to test the hypotheses, containing feedback literacy training, performance goal orientation, mastery goal orientation, and the interaction effect of feedback literacy training and mastery goal orientation as independent variables. The dependent variables comprised feedback seeking monitoring behaviour and feedback seeking inquiry behaviour, respectively.

Results

This section proceeds in three parts. The first part reports on the results of the manipulation check. The second part contains the analysis of differences in scores on the pretest. The last part, after an evaluation of assumptions on the posttest, follows the study’s hypotheses.

Manipulation Check

Mean scores on the multiple-choice questions in the manipulation check were taken for both groups to measure students’ understanding on feedback literacy. Mean scores on the manipulation check for the control group and the experimental group are presented in table 4.

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Table 4

Mean Scores Manipulation Check (Man. check) for the Control Group and the Experimental Group

	Control group					Experimental group				
	n	M	SD	Min.	Max	n	M	SD	Min.	Max
Man. check	30	4.47	1.74	1	7	25	4.60	1.47	2	8

Answers on the ambiguous question ‘When I feel attacked by feedback it is good to defend myself’ were compared between the control group ($n = 30$, $M = 0.70$, $SD = .47$) and the experimental group ($n = 25$, $M = 0.84$, $SD = .37$). Seventy percent of the control group responded the desired answer (not true), 84 % of the experimental group responded the desired answer. Likewise, the ambiguous question ‘In conversations with my supervisor, I mainly let my supervisor do the talking’ were compared between the control group ($n = 30$, $M = 0.40$, $SD = .50$) and the experimental group ($n = 25$, $M = 0.36$, $SD = .49$). Forty percent of the control gave the desired answer (not true), 36 % of the experimental group gave the desired answer. As such, results on the multiple choice questions demonstrated no effect of the manipulation.

Average time spent weekly on feedback per week ranged from one hour to five hours in the control group and from 15 minutes to six hours in the experimental group. One student in the experimental group did not fill out the question. Answers on the open question ‘When is feedback effective?’ ranged from ‘If you can use it’, ‘If you can learn from it’, or ‘If you can improve yourself’ to ‘When it’s brought positively and you are being stimulated to improve that point’, ‘When I can see that the feedback giver is right’, or ‘When I can work on

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it and thus confirms reality'. Thirteen answers in the control group and sixteen answers in the experimental group were according to the answer model ('Feedback is effective when you are able use it to improve practice). On the question 'Which three aspects are prerequisite in order to take action in response to feedback?' five out of 25 students from the experimental group gave the model answer ('Appreciating feedback, making judgements, and managing affect.') three students gave an answer in the direction of the model answer (e.g., 'acceptance, recognition, controlling emotions'). None of the student in the control groups gave an answer according to the model answer. Eight students from the experimental group did not fill out the question or answered that they did not know. Concluding, the answers to the open questions indicated that the manipulation was not successful.

Score Differences on the Pretest

Assumptions feedback seeking behaviour. Inspection of the skewness, kurtosis and Shapiro-Wilk statistics showed that the assumption of normality was supported for the experimental and the control group for both feedback seeking monitoring and inquiry behaviour on the pretest. Levene's statistic was not significant for neither feedback seeking monitoring behaviour $F(1,53) = 1.06, p = .31$ as for feedback seeking inquiry behaviour $F(1,53) = .39, p = .54$, and thus demonstrated that the assumption of homogeneity of variance was not violated.

Assumptions goal orientation. Inspection of the skewness, kurtosis and Shapiro-Wilk statistics showed that the assumption of normality was supported for the experimental and the control group for both performance goal orientation and mastery goal orientation on the pretest. Levene's statistic was significant for performance goal orientation $F(1,53) = 7.86, p = .01$, demonstrating that the assumption of homogeneity of variance was violated. However,

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as the Brown-Forsyth statistic was not significant ($p = .73$), homogeneity of variance can be assumed. Levene's statistic was not significant for mastery goal orientation $F(1,53) = .07, p = .79$, and thus demonstrated that the assumption of homogeneity of variance was not violated.

Score differences feedback seeking behaviour. The ANOVA's were not statistically significant, indicating that the control ($n = 30, M = 3.72, SD = .85$) and experimental group ($n = 25, M = 3.51, SD = .62$) did not vary significantly on the pretest on the level of self-perceived feedback seeking monitoring behaviour, $F(1,53) = 1.02, p = .32$. Furthermore, it indicated that the control ($n = 30, M = 3.37, SD = .73$) and experimental group ($n = 25, M = 3.41, SD = .81$) did not vary significantly on the pretest on the level of self-perceived feedback seeking inquiry behaviour, $F(1,53) = 0.05, p = .82$.

Score differences goal orientation. The ANOVA's were not statistically significant, indicating that the control ($n = 30, M = 2.85, SD = .38$) and experimental group ($n = 25, M = 2.90, SD = .61$) did not vary significantly on the pretest on the level of performance goal orientation, $F(1,53) = 0.13, p = .72$. Furthermore, it indicated that the control ($n = 30, M = 3.80, SD = .46$) and experimental group ($n = 25, M = 3.73, SD = .47$) did not vary significantly on the pretest on the level of mastery goal orientation, $F(1,53) = 0.30, p = .59$.

Hypotheses

Assumptions. The stem-and-leaf-plot and the boxplot for the variable feedback seeking monitoring behaviour on the posttest indicated that the variable was normally distributed, and free from univariate outliers. The stem- and leaf plot for the variable feedback seeking inquiry behaviour on the posttest indicated a normal distribution, the boxplot indicated participant 5 and 21 as univariate outliers. As normality can be assumed according to central limit theorem if sample size is above 30 (Field, 2013), outliers were not removed from the data file as $N = 55$.

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The scatterplots of standardized residuals against predicted values for feedback seeking monitoring and feedback seeking inquiry behaviour on the posttest indicated that the assumptions of normality, linearity and homoscedasticity of residuals were met. The Mahalanobis distance did not exceed the critical χ^2 for $df=4$ (at a $\alpha = .001$) of 18.47 for the cases in the datafile, which indicates that multivariate outliers were of no concern. Tolerances and VIF's showed that the predictors mastery goal orientation (Tolerance = .11, VIF = 9.51), experimental and control groups (Tolerance = .01, VIF = 97.41) and the interaction between mastery goal orientation (Tolerance = .01, VIF = 105.41) were multicollinear. The predictor performance goal orientation was not multicollinear (Tolerance = .88, VIF = 1.14). If the largest VIF is greater than 10, there is reason to be concerned (Bowerman & O'Connell, 1990; Myers, 1990), and a Tolerance below .01 display a genuine problem (Field, 2013). Although there is reason for concern, it is beyond the scope of this study to address multicollinearity.

Descriptives. Two multiple regression analyses were conducted on the variable groups mastery goal orientation (M = 3.73, SD = .39, Min = 2.50, Max = 4.60), performance goal orientation (M = 3.02, SD = .49, Min = 1.88, Max = 4.13) and the interaction between mastery goal orientation and feedback literacy training (M = 5.76, SD = 1.96, Min = 2.50, Max = 9.00) on the posttest in order to test the hypotheses. Table 2 demonstrates the mean scores on feedback seeking monitoring and inquiry behaviour and performance and mastery goal orientation on the pretest and posttest for the control-and experimental group.

Table 2

Mean Scores Control and Experimental Group on Feedback Seeking Monitoring (Mon.) and Inquiry (Inq.) Behaviour and Performance (Performance GO) and Mastery Goal Orientation (Mastery GO) on the Pretest and Posttest

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	Control group					Experimental group				
	n	M	SD	Min.	Max	n	M	SD	Min.	Max
Mon. Pretest	30	3.72	.85	1.60	5.40	25	3.51	.63	2.40	4.60
Mon. Posttest	30	3.72	.68	2.60	5.20	25	3.80	.92	2.20	5.40
Inq. Pretest	30	3.37	.73	2.17	4.83	25	3.41	.81	2.00	4.67
Inq. Posttest	30	3.34	.62	2.00	4.33	25	3.43	1.05	1.83	5.50
Performance	30	2.85	.38	2.13	3.63	25	2.90	.61	1.75	3.75
GO Pretest										
Performance	30	2.98	.42	2.25	4.00	25	3.07	.58	1.88	4.13
GO Posttest										
Mastery GO	30	3.80	.46	3.10	4.70	25	3.73	.47	2.60	4.70
Pretest										
Mastery GO	30	3.73	.33	3.10	4.50	25	3.73	.46	2.50	4.60
Posttest										

Hypotheses 1A and 1B. Hypotheses 1A and 1B implied that feedback literacy training significantly enhances feedback seeking monitoring and feedback seeking inquiry behaviour. The two multiple regression analyses demonstrated a non-significant effect of mastery goal orientation on feedback seeking monitoring behaviour $B = 0.20$, $t = .09$, $p = .93$, CI [-.4.20, 4.62] and feedback seeking inquiry behaviour $B = -0.25$, $t = -.11$, $p = .91$, CI [-.4.85, 4.35]. Results demonstrated that variance in feedback seeking monitoring and feedback seeking inquiry behaviour could not be explained by feedback literacy training. As such, hypothesis 1A and 1B can be rejected.

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Hypotheses 2A and 2B. Hypotheses 2A and 2B suggested that mastery goal orientation significantly enhances feedback seeking monitoring and feedback seeking inquiry behaviour. The two multiple regression analyses demonstrated a non-significant effect of mastery goal orientation on feedback seeking monitoring behaviour $B = 0.22$, $t = .25$, $p = .80$, CI [-1.54, 1.98] and feedback seeking inquiry behaviour $B = 0.30$, $t = .32$, $p = .75$, CI [-1.54, 2.13]. Results demonstrated that variance in feedback seeking monitoring and feedback seeking inquiry behaviour could not be explained by mastery goal orientation, indicating that hypotheses 2A and 2B can be rejected.

Hypotheses 3A and 3B. Hypotheses 3A and 3B indicated that performance goal orientation significantly negatively affects feedback seeking monitoring and feedback seeking inquiry behaviour. The two multiple regression analyses demonstrated a non-significant effect of performance goal orientation on feedback seeking monitoring behaviour $B = 0.81$, $t = .34$, $p = .74$, CI [-.40, .57] and feedback seeking inquiry behaviour $B = 0.00$, $t = .00$, $p = .10$, CI [-.51, .50]. Results demonstrated that variance in feedback seeking monitoring and feedback seeking inquiry behaviour could not be explained by performance goal orientation. Therefore, hypotheses 3A and 3B can be rejected.

Hypotheses 4A and 4B. Hypotheses 4A and 4B suggested that there is an interaction effect of mastery goal orientation and feedback literacy training on feedback seeking monitoring and feedback seeking inquiry behaviour. The two multiple regression analyses demonstrated a non-significant effect of the interaction between mastery goal orientation and feedback literacy training on feedback seeking monitoring behaviour $B = -0.7$, $t = -.13$, $p = .90$, CI [-1.25, 1.10] and feedback seeking inquiry behaviour $B = 0.04$, $t = .07$, $p = .94$, CI [-.119, 1.27]. Results showed that variance in feedback seeking monitoring and feedback seeking inquiry behaviour could not be explained by the interaction effect between mastery

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goal orientation and feedback literacy training. Therefore, hypotheses 4A and 4B can be rejected. Standardized (β) Regression Coefficients and Squared Semi-Partial Correlations (sr^2) for each predictor in the regression model for feedback seeking monitoring behaviour and for feedback seeking inquiry behaviour are reported in table 3.

Table 3

Standardized Regression Coefficients (β), and Squared Semi-Partial Correlations (sr^2) for each predictor in the Regression Model Predicting Feedback Seeking Monitoring Behaviour and Feedback Seeking Inquiry Behaviour

Predictor	Feedback seeking monitoring behaviour			Feedback seeking inquiry behaviour		
	β	sr^2	ρ	β	sr^2	ρ
Feedback literacy training	.13	.00	.93	-.15	.00	.91
Mastery goal orientation	.11	.00	.80	.14	.00	.75
Performance goal orientation	.05	.00	.74	.00	.00	.10
Master goal orientation x feedback	-.18	.03	.90	.10	.00	.94

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literacy

training

Discussion

The present study aimed to investigate the effect of feedback literacy training and goal orientation on self-perceived feedback seeking behaviour in workplace learning in a teacher training programme at a University of Applied Sciences. Outcomes from the manipulation check showed that the intervention was not successful. Results demonstrated that feedback literacy training, mastery or performance goal orientation, or the interaction of feedback literacy training and mastery goal orientation did not significantly affect self-perceived feedback seeking monitoring and inquiry behaviour. In addition, the mean scores on self-perceived feedback seeking monitoring and inquiry behaviour before the feedback literacy training were comparable to the mean scores after the feedback literacy training for both the control and inquiry group.

Feedback literacy training and feedback seeking behaviour

Contrary to expectations, results demonstrated that participation in feedback literacy training did not significantly enhance self-perceived feedback seeking monitoring or inquiry behaviour. These findings contradict indications that feedback literacy training enhances feedback seeking behaviour (Noble et al., 2019b).

A possible explanation for these results may be the indirect link between feedback literacy and feedback seeking behaviour. Although literature on feedback in higher education stresses the importance of students' active role in feedback, emphasis on their role as feedback seekers is only now arising (Joughin et al., 2020). Even though Carless and Boud's (2018) feedback literacy framework encompasses students' active recipience of and

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respondence to feedback, their role as seekers or elicitors of feedback is only limitedly elaborated (Joughin et al., 2020). Malecka et al., (2020), in their conceptual paper on embedding feedback literacy within the undergraduate curriculum, describe how recent studies on feedback seeking behaviour may help in providing more insight into what being active in feedback processes entails. As feedback seeking behaviour as such was not explicitly or concretely addressed in the intervention, this may have impacted results.

Another explanation for these findings may be the limited time frame in which skills could be practiced before the posttest. Studies on transfer of training demonstrate that employees need substantial possibilities to practice new skills in the workplace in order for positive transfer to occur (Burke & Hutchins, 2007; Grossman & Salas, 2011). Transfer of training involves the use of in training acquired knowledge and skills back on the job (Burke & Hutchins, 2007). Transfer of training is enhanced, when trainees have sufficient time and possibilities to use what they have learned (Salas et al., 2012). As the timespan between the first intervention and the posttest was one month, and students did not participate fulltime in workplace learning, it could be argued whether this gave trainees sufficient time to practice in the workplace with the knowledge and skills acquired in the intervention.

Lastly, the results may be explained by the fact that the University of Applied Sciences where the study took place sees feedback as an integral part of their curriculum. Baker et al. (2013) argue that individuals are more inclined to seeking and using feedback in organizations with a feedback-friendly culture. This appears to be reflected in the high mean scores on feedback seeking behaviour on the pretest and the scores and answers on the manipulation check for both the control and the experimental groups. Similarly, employees are more likely to seek feedback when they consider feedback seeking as the norm across the organization (Morrison, 2002). A feedback-friendly culture may as such have enhanced feedback seeking

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behaviour for all participants.

Mastery and performance goal orientation and feedback seeking behaviour

It has been suggested that mastery goal orientation enhances both feedback seeking monitoring and feedback seeking inquiry behaviour (VandeWalle, 2003) and that performance goal orientation may negatively affect feedback seeking behaviour (Tuckey et al., 2002; VandeWalle & Cummings, 1997), however findings from the current study do not support this. An explanation for these findings may be that even though much research on goal orientation appears to target goal orientation as a rather steady disposition, the extent to which an individual pursues mastery or performance depends on the situation (Latham & Locke, 1991; VandeWalle, 2003). Goal preference should rule behaviour when the place of activity offers no hints for goals that are preferred (VandeWalle, 2003). However, if the environment offers powerful suggestions, as to which goals are preferred, the suggestions can override the dispositional goal preference (VandeWalle, 2003). As such, goal orientation can be altered by strong situational suggestions about endeavor, assessment standards, contest, and the aim of task commitment (VandeWalle, 2003). As students at the University of Applied Sciences were encouraged to assess their own and each other's work and participated in dialogic feedback with peers and supervisors, this may have given them strong hints on goal preference, which as such may have affected their dispositional goal preference. The higher mean scores on mastery goal orientation on the pretest and posttest appear to reflect this.

Similarly, as organizations with a feedback-friendly culture stress the importance of feedback whilst providing assistance for using feedback and taking a stand on the quality of feedback (Baker et al., 2013), this may explain for the the high mean scores on feedback seeking monitoring and inquiry behaviour for both the performance and mastery goal oriented students on the pretest and posttest.

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Limitations

For this study, several limitations have to be taken into account. Firstly, due to the COVID 19 pandemic, both the workshop and the reflective session took place online. Technical restrictions from the University of Applied Sciences and students' devices limited interaction with and between students in the intervention. In addition, students had been following online classes for some months and reported tiredness of online education. As such, (online) conditions may have affected the quality of the intervention. Similarly, the situation at the workplace may, due to the Covid 19 situation, also have affected feedback seeking opportunities as distance had to be kept.

A second limitation concerns the violation of the multicollinearity of mastery goal orientation, feedback literacy training and their interaction effect on feedback seeking monitoring and inquiry behaviour. Multicollinearity decreases the trustworthiness of the coefficients and limits the size of R (Field, 2013).

The third limitation involves the instruments. Although model fit might be found on a larger dataset and reliability was sufficient in other studies (Leenknecht et al., 2019; Williams & Johnson, 2000), the non-model fit of the feedback seeking questionnaire on the pilot test may have impacted results. Furthermore, for the goal orientation questionnaire the confirmatory factor analysis demonstrated a low reliability of the mastery orientation approach construct ($\omega = .47$), which may have influenced outcomes.

Lastly, the small sample size ($N = 55$) may have affected results as small samples have less power to detect effects (Field, 2013).

Implications for further research and practice.

The current study appears to be the first attempt to qualitatively investigate the effect

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of feedback literacy training and goal orientation on feedback seeking behaviour. Whilst the study did not find an effect of feedback literacy training or goal orientation on feedback seeking behaviour and in spite of the study's limitations, findings provide a fruitful area for further work.

First, the issue of the indirect connection between feedback literacy and feedback seeking behaviour could be explored in further research. In their 'Learner Feedback Literacy Framework', Molloy et al. (2019) recognize the student's role in actively eliciting feedback as a vital element of feedback literacy. Research is required to establish the effect of further elaboration of eliciting feedback in feedback literacy training on feedback seeking behaviour.

Second, expanding the time span between the training and the posttest could be worthwhile. Sufficient possibilities to practice learned skills, may enhance transfer of training (Burke & Hutchins, 2007; Grossman & Salas, 2011) which as such may affect feedback seeking behaviour.

Third, as findings seem to indicate that a feedback-friendly environment (Baker et al., 2013) may affect feedback literacy, goal orientation and feedback seeking behaviour, practice could benefit from a curriculum design that takes the aspects of a feedback-friendly culture into account. Longitudinal naturalistic studies on how specific curriculum activities affect the development of students' feedback literacy would be valuable (Malecka et al., 2020). These studies may offer insights into how to support students' developing feedback perceptions in order to guarantee the evolvement of feedback literacy in workplace settings after graduation (Malecka, et al., 2020). Similarly, longitudinal research on the aspects of a feedback-friendly culture in higher education and their impact on feedback literacy, goal orientation and feedback seeking behaviour could be fruitful. Furthermore, new insights and points of departure may be provided by a more in depth investigation of students' feedback experiences

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in a feedback-friendly culture whilst taking students' prior knowledge on feedback literacy into account.

Conclusion

In summary, results in this study indicate that feedback literacy training and goal orientation do not affect feedback seeking behaviour in workplace learning. Furthermore, findings imply that feedback literacy training may not affect students' feedback literacy. Taken together, further investigation of the indirect connection between feedback literacy and feedback seeking behaviour, transfer of training, and students' feedback experiences in a feedback-friendly culture may offer insights on found results.

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Appendix A: Manipulation check (Dutch)

Manipulatie Check:

1. Hoeveel uren heb je de afgelopen stageperiode gemiddeld **per week** besteed aan het verwerken van feedback? Noteer het aantal uren. _____uur
2. Ik heb voor ik in gesprek ging met mijn mentor eerst zelf bedacht waar ik feedback op wilde. **Waar/niet waar.**
3. Ik heb met behulp van het werkplekassessment document gekeken waar ik zelf vind dat ik sta in mijn ontwikkeling. **Waar/niet waar.**
4. Ik heb een planning gemaakt voor wanneer ik aan mijn ontwikkelpunten ga werken. **Waar/niet waar.**
5. Als ik me aangevallen voel door feedback, is het goed om in de verdediging te gaan. **Waar/niet waar.**
6. Ik noteerde aan het eind van elke stagedag op basis van feedback en mijn eigen evaluaties wat er goed en minder goed ging. **Waar/niet waar.**
7. Ik gebruik technologie om feedback te bewaren, opslaan en terug te zien. **Waar/niet waar.**
8. In gesprekken met mijn mentor liet ik vooral mijn mentor aan het woord. **Waar/niet waar.**
9. Als ik me gespannen of emotioneel voelde in een gesprek, kon ik dat op dat moment of een later moment ook benoemen. **Waar/niet waar.**
10. Wanneer is feedback effectief?
11. Welke 3 aspecten zijn voorwaardelijk voor het kunnen overgaan tot actie naar aanleiding van feedback?

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Appendix B: Confirmatory Factor Analysis Feedback Seeking Behavior

Standardized Factor Loadings and Omega Values for 2-Factor Confirmatory Model of Feedback Seeking Behaviour (N = 52)

Item	Factor loading
Factor 1: Feedback Seeking Monitoring Behaviour ($\omega = .59$)	
3. Hoe vaak heb je jouw eigen prestaties in de stage vergeleken met hoe andere stage collega's presteren?	0.42
4. Hoe vaak let je op wat je mentor zegt over jouw inzet in de stage?	0.24
7. Hoe vaak heb jij stagecollega's geobserveerd die van de mentor positieve feedback kregen op hun prestaties en/of geschreven stukken?	0.03
10. Hoe vaak besteedde je aandacht aan ongevraagde feedback van anderen (feedback waar je niet om gevraagd hebt)?	0.97
11. Hoe vaak besteedde je aandacht aan (toevallige) opmerkingen gemaakt door anderen over je prestaties in de stage?	1.07
Factor 2: Feedback Seeking Inquiry Behaviour ($\omega = .72$)	
1. Hoe vaak heb jij jouw stagecollega's gevraagd hoe zij ervaren hoe jij samenwerkt in je stage?	0.14
2. Hoe vaak heb je jouw mentor gevraagd hoe hij/zij ervaart hoe je samenwerkt in je stage?	0.81
5. Hoe vaak heb jij jouw stagecollega's gevraagd hoe goed jij in je stage presteert?	0.52
6. Hoe vaak heb jij jouw mentor gevraagd hoe goed jij in je stage presteert?	1.06
8. Hoe vaak heb jij jouw stagecollega's gevraagd hoe jij je stagetaken het beste kunt uitvoeren?	0.32
9. Hoe vaak heb jij jouw mentor gevraagd hoe jij je stagetaken het beste kunt uitvoeren?	0.64

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Appendix C: Information letter and informed consent

Informatie voor deelname aan een sociaalwetenschappelijk onderzoek.

Titel onderzoek: Feedbackprocessen bij stage in het hoger beroeps onderwijs (hbo).

Middelburg, 28 oktober 2020

Beste student,

Dit onderzoek richt zich op feedbackprocessen bij studenten tijdens hun stage voor hun hbo opleiding. Ik doe dit onderzoek voor mijn masterthesis voor de master Educational Sciences aan de universiteit Utrecht.

Dit onderzoek heeft tot doel feedback processen te onderzoeken. Data van dit onderzoek kunnen in de toekomst voor vervolgonderzoek of voor onderzoek met een ander doel gebruikt worden.

Het onderzoek bestaat uit drie delen:

- 1) Het invullen van vragenlijsten (ongeveer 20 minuten).
- 2) Het bijwonen van SLC bijeenkomsten.
- 3) Het invullen van vragenlijsten (ongeveer 25 minuten).

Het onderzoek vindt plaats tijdens de bijeenkomsten op woensdag. De vragenlijsten worden afgenomen op woensdag 28 oktober en woensdag 9 december. De vragenlijsten worden online afgenomen.

Privacy en vertrouwelijkheid

Antwoorden worden niet gedeeld met docenten. Alle gegevens worden vertrouwelijk behandeld en anoniem verwerkt en alleen voor onderzoeksdoeleinden gebruikt.

Persoonsgegevens worden gescheiden van de onderzoeksdata opgeslagen.

Gegevens worden zoveel mogelijk geanonimiseerd opgeslagen en alleen betrokken onderzoekers kunnen bij de data.

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De studentnummers worden niet gekoppeld aan een naam, maar worden alleen gebruikt om dezelfde persoon uit een bepaalde groep uit de eerste vragenlijst te koppelen aan de tweede vragenlijst.

In publicaties wordt op groepsniveau gerapporteerd, de resultaten kunnen niet herleid worden naar personen.

Ruwe data worden minimaal 10 jaar bewaard, persoonsgegevens worden alleen bewaard zolang ze nodig zijn voor het doel waarvoor ze verzameld worden.

Deelname aan het onderzoek en jouw ingevulde antwoorden hebben geen gevolgen voor jouw stagebeoordeling.

Deelname

Deelname aan het onderzoek is vrijwillig. Of je mee wilt doen aan het onderzoek beslis je zelf. Als je niet mee wilt doen, hoef je daar geen reden voor op te geven. Als je besluit mee te doen en je toch bedenkt, mag je ook stoppen. Data die al verzameld zijn, mogen nog gebruikt worden voor onderzoek.

Toestemming

Graag hoor ik of je mee wilt doen aan dit onderzoek door dit in de toestemmingsverklaring aan te kruisen. Mocht je nog vragen of opmerkingen hebben over de informatiebrief, dan hoor ik dat graag. Voor vragen over de masterthesis of mijn opdracht kun je contact opnemen met Frans Prins (f.j.prins@uu.nl). Voor officiële klachten kan contact opgenomen worden met de klachtenfunctionaris van de universiteit Utrecht (klachtenfunctionaris-fetcsocwet@uu.nl).

Met vriendelijke groet,

Sonja Broerse

Master student Educational Sciences

Universiteit Utrecht

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Informed consent

TOESTEMMINGSVERKLARING

Voor deelname aan onderzoek voor Masterthesis over feedbackprocessen bij studenten tijdens stage in het hbo.

Ik verklaar dat ik volledig mondeling en schriftelijk geïnformeerd ben over het doel van het onderzoek en de manier waarop er met mijn gegevens wordt omgegaan.

Ik weet dat ik zonder opgaaf van reden en zonder consequenties ten allen tijde kan stoppen met het onderzoek.

Ik doe WEL mee aan het onderzoek.

Ik doe NIET mee aan het onderzoek.

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7. Hoe vaak heb jij stagecollega's geobserveerd die van de mentor positieve feedback kregen op hun prestaties en/of geschreven stukken?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Hoe vaak heb jij jouw stagecollega's gevraagd hoe jij je stagetaken het beste kunt uitvoeren?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Hoe vaak heb jij jouw mentor gevraagd hoe jij je stagetaken het beste kunt uitvoeren?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Hoe vaak besteedde je aandacht aan ongevraagde feedback van anderen (feedback waar je niet om gevraagd hebt)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Hoe vaak besteedde je aandacht aan (toevallige) opmerkingen gemaakt door anderen over je prestaties in de stage?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vragenlijst feedbackprocessen bij stage in het hoger beroeps onderwijs (hbo)

De volgende stellingen gaan over de manier waarop je je stage het liefst wilt aanpakken.

Geef aan in op een schaal van 1 (helemaal niet mee eens) t/m 5 (helemaal mee eens) in hoeverre de stelling van toepassing is op jou. Neem bij het beantwoorden van de stellingen alleen de afgelopen stageperiode in gedachten.

	1	2	3	4	5
1. Ik heb een voorkeur voor uitdagende taken in mijn stage waar ik veel van kan leren.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Als ik iets beter kan dan mijn anderen in mijn stage, vind ik het belangrijk om dat te laten merken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ik zou niet aan een nieuwe stageopdracht beginnen als er een kans bestond dat ik incompetent op anderen zou overkomen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In het algemeen probeer ik te vermijden dat ik onbekwaam ben in mijn stageactiviteiten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ik zoek vaak naar mogelijkheden om mijn kennis en kunde te ontwikkelen in mijn stage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ik wil me graag ten opzichte van anderen bewijzen in mijn stage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ik vind het belangrijk om te voorkómen dat ik faal in mijn stage waar anderen bij zijn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Helemaal niet
mee eens

Niet mee eens

Neutraal

Mee eens

Helemaal mee
eens

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	Helemaal niet mee eens	Niet mee eens	Neutraal	Mee eens	Helemaal mee eens
8. Wanneer ik bezig ben met een stagetaak, merk ik dat ik vaak nadenk over wat ik moet doen om het niet te laten mislukken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ik ben graag bezig met moeilijke, uitdagende taken/opdrachten in mijn stage waarbij ik nieuwe dingen kan leren.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Ik geniet ervan als anderen kunnen zien hoe goed ik mijn stageactiviteiten verricht.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Ik vermijd liever stagetaken waarbij ik slecht zou kunnen overkomen op anderen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Mijn doel is om te voorkomen dat ik de vaardigheden en taken die nodig zijn voor mijn stage slecht beheers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Het ontwikkelen van mijn vaardigheden in mijn stage is zo belangrijk voor me dat ik bereid ben er risico's voor te nemen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Ik heb een voorkeur voor stageactiviteiten waarin ik anderen mijn deskundigheid kan tonen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Ik vermijd situaties in mijn stage waarin ik mogelijk slecht presteer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Ik hoop dat ik in staat ben om mijn vaardigheden die nodig zijn voor stage op peil te houden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Ik heb een voorkeur voor activiteiten in mijn stage die veel deskundigheid en talent vergen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Ik probeer gewoon te voorkomen dat ik stagetaken die belangrijk zijn niet goed uitvoer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Algemene vragen

1. Wat is je geslacht?

- Man
 Vrouw

2. Wat is je geboortedatum?

.....

3. Is Nederlands je moedertaal?

- Ja
 Nee

4. Wat is je studentnummer? (De studentnummers worden niet gekoppeld aan een naam, maar worden alleen gebruikt om dezelfde persoon uit een bepaalde groep uit de eerste vragenlijst te koppelen aan de tweede vragenlijst.)

.....

Hartelijk dank voor het invullen van de vragenlijsten!

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Appendix E: Script workshop (intervention part 1) (Dutch)

Tijd	Doel	Actie	Bronnen
2 min.	Welkom	<p>SLIDE 1</p> <p>Welkom. (Voorstellen). Ik doe onderzoek voor mijn masterstudie Educational Sciences aan de UU over feedbackprocessen bij stages in het hbo. Hiervoor hebben jullie twee weken geleden vragenlijsten ingevuld. Als onderdeel van het onderzoek krijgen verzorg ik 2 keer een SLC bijeenkomst: vandaag één en over 2 weken (25 november) nog één. Zouden jullie allemaal even je studentnummer in de chat willen zetten? (En als je het zo niet weet, je geboortedatum).</p> <p>Ik geef jullie vandaag een training over feedbackprocessen. Aan het eind van deze bijeenkomst krijgen jullie een paar korte opdrachten mee voor in de stage, die de input vormen voor de tweede bijeenkomst over 2 weken. Deze twee lessen zijn onderdeel van je opleiding.</p> <p>Je mag aantekeningen maken tijdens deze bijeenkomst en wordt ook soms gevraagd iets op te schrijven- het is dus misschien handig een pen en papier bij de hand te hebben (ik wacht even).</p> <ul style="list-style-type: none"> • Ik vraag jullie vriendelijk allemaal je camera aan en je microfoon uit te laten. Voor vragen/opmerkingen, kun je de chat functie gebruiken. Tijdens de training vraag ik soms wel iemand zijn/ haar microfoon aan te zetten om een antwoord op een vraag te bespreken bijvoorbeeld. • Ik ken jullie natuurlijk niet, maar betrek graag iedereen bij de les. Hiervoor gebruik ik jullie namen uit de chat. Ik zal random namen van de lijst de beurt geven, zodat iedereen evenveel kans heeft op een beurt en iedereen actief mee kan doen. Namen van ingelogde studenten bij binnenkomst in de meeting op briefjes schrijven zodat random namen genoemd kunnen worden. • Omdat dit een onderzoek betreft vraag ik jullie vriendelijk om dat wat hier geleerd wordt niet te bespreken met medestudenten, instituutsopleiders, schoolopleiders, mentoren, docenten en leerkrachten op je stageschool . Ook niet op stage als je studenten uit andere groepen tegenkomt. 	

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		<ul style="list-style-type: none"> Deze bijeenkomst wordt gefilmd voor onderzoeksdoeleinden. Ik vraag jullie deze bijeenkomst niet te filmen in verband met privacy. 	
1 min.	Doel van de training vaststellen.	<p>SLIDE 2</p> <p>Het doel van deze training is:</p> <p>Het vergroten van je inzichten en vaardigheden met betrekking tot feedback:</p> <ul style="list-style-type: none"> Je breidt je kennis over kernconcepten en recente inzichten m.b.t. feedback uit. Je weet welke acties je <i>zelf</i> kunt inzetten om feedback te krijgen, te interpreteren en te kunnen toepassen in je stage. <p>Dit wordt ook wel je <i>feedback geletterdheid</i> genoemd.</p>	workshop Noble et al. (2019,b)
7 min.	Voor-kennis activere n	<p>Natuurlijk hebben jullie al een heleboel over feedback geleerd. Ik kom jullie de training dan ook NIET geven omdat jullie slecht met feedback omgaan. Ik geef jullie de training omdat het leerzaam is om meer te weten over feedback en feedback verwerken, juist omdat je er zoveel mee te maken hebt in je opleiding, op je stageplek én..op je toekomstige werkplek!</p> <p>Om te beginnen, noteer eens in de chat jouw antwoord op de volgende vraag: Denk erom, het gaat hierbij om jouw antwoord, dit is geen test.</p> <p>SLIDE 3</p> <p>1. Wat is feedback?</p> <p>Zet je antwoorden op vraag 1 in de chat.> Nabespreken, samenvatten. Eventueel vragen een student iets toe te lichten indien iets niet duidelijk is en studenten vragen het aan te geven in de chat als ik hen verkeerd begrijp.</p> <p>SLIDE 4</p>	Noble et al (2019b) p290

		<p>2. Wat is het doel van feedback?</p> <p>Zet je antwoorden op vraag 2 in de chat.> Nabespreken, samenvatten. Eventueel vragen een student iets toe te lichten indien iets niet duidelijk is en studenten vragen het aan te geven in de chat als ik hen verkeerd begrijp.</p> <p>SLIDE 5</p> <p>3. Wanneer is feedback effectief?</p> <p>Zet je antwoorden op vraag 3 in de chat.> Nabespreken, samenvatten. Eventueel vragen een student iets toe te lichten indien iets niet duidelijk is en studenten vragen het aan te geven in de chat als ik hen verkeerd begrijp.</p> <p>SLIDE 6</p> <p>“Effectieve feedback dicht het gat tussen de huidige prestatie en het doelniveau.”</p> <p>Het doel van feedback is dus leren. Het beter worden in iets. Van situatie A naar situatie B.</p> <p>SLIDE 7</p> <p>Ik las net in de chat/ we bespraken net verschillende dingen over de feedback gever, curriculum, en de leerder-dit komt overeen met de componenten waar feedback uit bestaat (koppelen input studenten aan cirkels).</p> <p>Als het gaat om de gever gaat het vaak om de manier waarop hij feedback geeft , bijvoorbeeld feedback op de actie, niet de persoon of het moment waarop je dat doet.</p> <p>Als het gaat om het curriculum, gaat het over op welke wijze de opleiding er aandacht aan besteedt in zijn programma (bijvoorbeeld in jullie opleiding bij SLC momenten of momenten met de schoolopleider, momenten in je stage) maar ook waarop de feedback betrekking zou moeten hebben. Zoals de doelen die voor je stage beschreven staat in het werkplek assessment document, maar ook de opdrachten in het document bewijs voldoende uitvoering leerwerkplekopdrachten thema 2.</p>	
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		Als we zeggen dat feedback het gat dicht tussen je huidige prestatie en je doelniveau en het doel van feedback dus leren is, dan kunnen we zeggen dat:	
10 min	Concept en vaardigheid onderwijzen	<p>SLIDE 8</p> <p>De effectiviteit van feedback af hangt van de mate waarin het door de leerder (jou dus!) gebruikt wordt .</p> <p>De rol van de leerder, jullie dus bijvoorbeeld in stage, is hierbij dus heel belangrijk!</p> <p>Dit klinkt logisch, maar de afgelopen jaren lag de focus van feedback en omgaan met feedback vooral op de gever (hoe geef je goede feedback, er wordt gesproken over feedback <i>geven</i> bijvoorbeeld) en het curriculum (waar past het bijvoorbeeld binnen de Pabo bijvoorbeeld). En dus niet op de leerder/ontvanger! Terwijl feedback pas effectief is als de ontvanger/leerder feedback ook echt kan gebruiken!</p> <p>SLIDE 9</p> <p>Recente inzichten zeggen dan ook dat naast de focus op de gever en het curriculum de focus zou moeten liggen op de ontvanger:</p> <p>Wat kan de ontvanger nou zelf doen om feedback te krijgen, interpreteren én in te zetten?</p> <p>SLIDE 10</p> <p>Met andere woorden: Wat kan jij doen om feedback te krijgen, interpreteren en in te zetten in je stage?</p> <p>SLIDE 11</p> <p>Dit noemt men feedback geletterdheid:</p> <p>De vaardigheid om feedback te kunnen verkrijgen, te kunnen interpreteren en toe te kunnen passen.</p> <p>SLIDE 12</p> <p>Feedback geletterdheid bestaat volgens deze onderzoekers uit het waarderen van feedback, het kunnen beoordelen van</p>	

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		<p>prestaties van <i>jezelf</i> en anderen én uit het kunnen reguleren van emoties.</p> <p>Als je deze 3 zaken kunt, dan zorgt dat ervoor dat je actie onderneemt en bijvoorbeeld feedback kunt gebruiken om je prestaties te verbeteren. Waarschijnlijk herken je jezelf in sommige onderdelen ook wel, ik licht ze even toe.</p> <p>SLIDE 13</p> <p>Deze slide zal na deze bijeenkomst met jullie gedeeld worden.</p> <p>Als je kijkt naar de verschillende onderdelen...dan betekent dat voor jou als FB geletterde student voor feedback waarderen dat je</p> <ul style="list-style-type: none"> -Feedback ziet als mogelijkheid tot leren (vb: je stagementor geeft je FB op je handelen en jij ziet dit als mogelijkheid om je handelen te verbeteren) - Begrijpt dat een actieve rol in FB processen nodig is (bijvoorbeeld je wacht niet alleen tot je FB krijgt, maar je weet waar je FB op wilt en vraagt daar ook om of kijkt hoe je iets moet doen) - Technologie gebruikt om verkregen FB te bewaren en terug te kunnen kijken (bijv het bewaren van je tussentijdse reflecties en deze continu gebruiken voor het zetten van de volgende stap en deze dan weer gebruiken voor je eindreflectie). <p>>Hoe zou je dat laatste (technologie gebruiken om FB te bewaren en terug te kijken) zou kunnen aanpakken bijvoorbeeld? Denk even na, ik noem zo een naam uit de chat, als ik je naam noem- zet dan je microfoon even aan. > Na bedenktijd kort nabespreken door namen te noemen uit de chat-denk aan reflecties van gegeven lessen gebruiken voor het voorbereiden van je volgende les zoals bijvoorbeeld bij de opdracht voor rekenen (1.3.6) en dan daar weer op reflecteren en deze ontwikkeling dan weer gebruiken voor je volgende les.</p> <p>Bij prestaties kunnen beoordelen gaat het bij jou als FB geletterde student om</p> <ul style="list-style-type: none"> - Het ontwikkelen van vaardigheden om eigen werk en dat van een ander goed te kunnen beoordelen (bijvoorbeeld weten wat van je verwacht wordt- en dat je daar je eigen handelen tegenover kunt zetten.) Hierbij kun je dan zowel kijken naar wat er in de praktijk, in je klas gebeurt als naar 	
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		<p>de uitleg van de leerwerkplekopdrachten en de bewijzenlijst .</p> <p>> Op welke manier kun je erachter kunt komen wat er van je verwacht wordt in je stage? Hoe zou je dit kunnen aanpakken in je stage? Denk even na, ik noem zo een naam uit de chat, als ik je naam noem-zet dan je microfoon even aan. Na bedenktijd kort nabespreken door namen te noemen uit de chat Nabespreken een paar goede voorbeelden. Als je weet wat er van je verwacht wordt, kun je vervolgens kijken hoever je al bent en dan bepalen wat je nog moet doen.</p> <p>Bij prestaties kunnen beoordelen gaat het bij jou als FB geletterde student óók om</p> <p>Het actief deelnemen aan peer feedback- dat is feedback van medestudenten (denk aan de bijeenkomsten met de schoolopleider of instituutopleider waar je een actieve rol in aanneemt (dat wil zeggen als inbrenger, maar ook als gever van FB), maar ook het geven of vragen van FB in je stage aan medestudenten). > Bedenk eens een situatie waar op je feedback hebt gevraagd of gegeven aan medestudenten? Denk even na, ik noem zo een naam uit de chat, als ik je naam noem-zet dan je microfoon even aan. Na bedenktijd kort nabespreken door namen te noemen uit de chat Nabespreken een paar goede voorbeelden.</p> <p>Bij emoties reguleren gaat het bij een FB geletterde student om Het bewaren van emotioneel evenwicht (bijv als je goed je best doet, kan kritische feedback best vervelend voelen en kun je bijvoorbeeld in de verdediging schieten. Een FB geletterde student ziet FB als leermogelijkheid en probeert dit te voorkomen) Zelf FB moment van woordenschat noemen (WIW clusters op de muur laten hangen, collega zei er wat van, in de verdediging geschoten). Ik verdedigde wel waarom ik het niet zo had gedaan zoals het hoorde, maar voelde me eigenlijk heel rot. Dit is een voorbeeld van het NIET moet. Ik had mijn emotionele evenwicht niet bewaard. Ik had beter even kunnen ademhalen en dan kunnen toegeven dat mijn collega gelijk had. Dan had ik nog kunnen vragen hoe zij dat deed, daar aan dacht (ik vergat het telkens).</p> <p>Bij emoties reguleren gaat het bij een FB geletterde student óók om:</p> <ul style="list-style-type: none"> - Het pro-actief vragen van suggesties van anderen (dus niet wachten tot iemand zegt hoe je het doet, maar ook tips vragen voor je een handeling gaat uitvoeren in je stage) 	
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		<ul style="list-style-type: none"> - Het voortdurend verbeteren van je handelen op basis van interne feedback (bijv. je zelfreflecties) en FB van anderen (collega's van andere klassen, medestudenten, de schoolopleider, de pabo-docent). <p>De onderzoekers zeggen dat dit allemaal voorwaarden zijn om actie te ondernemen.</p> <p>Dan kun je als student conclusies trekken op basis van alle FB ervaringen (vb. wat neem je mee en wat niet), deze inzetten om je handelen te verbeteren (wat is de volgende stap) en bepalen hoe (welke strategieën) je kunt werken aan de leerpunten die je meeneemt uit de FB (dus wat kan JIJ doen om aan je zelf gestelde leerdoel te werken, wie/ wat heb je daarbij nodig).</p> <p>Je hebt nu al een aantal dingen gehoord die je als FB geletterde student kunt doen of al doet natuurlijk.</p> <p>Slide 14</p> <p>Dit is zoals ik al zei ook het doel van de training:</p> <p>Je weet welke acties je zelf kunt inzetten om feedback te krijgen, interpreteren en te gebruiken in je stage.</p>	
5 min		<p>Slide 15</p> <p>Uit onderzoek blijkt dat studenten in het hoger onderwijs niet altijd tevreden zijn met feedbackprocessen in leren op de werkplek..</p> <p>Bekijk het volgende filmpje (link) en noteer voor jezelf op een briefje:</p> <ul style="list-style-type: none"> ▶ Wat valt je op aan de reactie van de ontvanger van de feedback? ▶ Welke onderdelen van feedback geletterdheid kunnen verbeterd worden? ▶ Wat zou je deze ontvanger aanraden om te doen? <p>Kort nabespreken door namen te noemen uit de chat. Vragen dan microfoon aan te zetten.</p>	

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	Belang van lesdoel onderwijs	<p>Slide 16</p> <p>Zoals uit het filmpje naar voren kwam heeft het kunnen krijgen, interpreteren en inzetten van feedback effect op leren en daarmee je professionele ontwikkeling. Daarom blijft het een belangrijk thema in leren en leren op de werkplek.</p>	
3 min	Begeleiding oefening	<p>Slide 17</p> <p>Laten we eens kijken naar de volgende stage situatie. Noteer voor jezelf wat je opvalt. Nabespreken met namen uit de chat.</p>	
8 min	Begeleiding oefening/reflectie	<p>Slide 18 >document delen in de chat</p> <p>Bespreek nu de volgende stellingen eens met z'n vieren in een break-out groep. Ik deel jullie zo willekeurig in met een tijd. Ik probeer zo bij iedereen even te komen kijken hoe het gaat. Breakout groepjes maken en tijd instellen (8 min) Inchecken, kijken wat opvalt, eventueel terugkoppelen/ samenvatten.</p>	
3 min		<p>Zoals ik al zei zijn er 4 kleine opdrachtjes waarvan ik graag wil dat je ze de komende 2 weken uitprobeert in je stage. Hier komen we over 2 weken op terug in de SLC bijeenkomst van 25 november. Deze slide zal na deze bijeenkomst ook met jullie gedeeld worden net als het overzicht van de feedback geletterde student. Voor de uitwerking van de opdrachtjes heb ik een antwoordformulier gemaakt, zodat het je niet veel tijd hoeft te kosten. De uitwerking van de opdrachtjes zie ik graag uiterlijk 24 november om 18.00 uur in de speciale map (naam). Wouter zal de documenten aan jullie mailen en ook de box nog even in de mail zetten.</p> <p>Ik spreek ze even met jullie door. Ik raad je aan om dit formulier elke dag na stage er even bij te pakken om te kijken wat je kunt doen om hieraan te werken. Het formulier voor de antwoorden staat onderaan, even doorscrollen dus. Graag opslaan onder studentnummer.</p> <p>Slide 19</p> <p>Zijn er vragen? Opmerkingen?</p>	
1 min		<p>Slide 18</p> <p>Tot slot</p> <p>Filmpje (link delen!)</p>	

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Appendix F: Script reflection session (intervention part 2) (Dutch)

<p>Start</p>	<p>Sheet 1: Welkom, fijn jullie weer (online) te zien. In deze bijeenkomst reflecteren we op hoe het de afgelopen 2 weken is gegaan in jullie stage als het gaat om feedback. Ik vraag jullie vriendelijk allemaal je camera en microfoon uit te laten tenzij ik het anders vraag. Voor vragen/opmerkingen, kun je de chat functie gebruiken. Ook deze bijeenkomst zal worden opgenomen voor onderzoeksdoeleinden. Graag ontvang ik de studentnummers weer in de chat, fijn als je de gemaakte opdrachten voor de stage die ik je gegeven heb bij de hand houdt.</p> <p>Ik ben natuurlijk erg benieuwd naar jullie ervaringen!</p> <p>Slide 2: Voor we starten: Hoe zitten we erbij? Hoe gaat het met je? Wil iemand daar toelichting op geven?</p> <p>Slide 3: Vorige bijeenkomst was het doel je feedback geletterdheid te vergroten. Ik heb toen verteld wat recente inzichten en kernconcepten zijn van feedback en je hebt geleerd wat je ZELF kan doen om feedback te krijgen, te interpreteren en gebruiken.</p> <p>Hiermee ben je in je stage aan de slag gegaan met behulp van de opdrachten en de theorie die jullie gemaild hebben gekregen.</p> <p>Slide 4: Even een korte pol ter check: Wat zegt de theorie ook alweer?</p> <p>Slide 5: Inderdaad, het is antwoord B. Volgens de onderzoekers Carless en Boud (2018) zijn er 3 voorwaarden voor het kunnen omzetten van feedback in actie. Dat zijn feedback waarderen, prestaties kunnen beoordelen en emoties kunnen reguleren. Als je dat kunt, kun je feedback gebruiken en daarmee je handelen verbeteren.</p> <p>Slide 6 En dus het gat dichten tussen je huidige prestatie en de prestatie waar je heen wilt, je doelniveau. Want pas als je met behulp van feedback dat gat kunt dichten kun je pas spreken over effectieve feedback.</p> <p>Slide 7 En dat is belangrijk, want dan draag feedback dus bij aan je leren en dat draag weer bij aan je professionele ontwikkeling.</p>
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Slide 8:

Wat gaan we vandaag doen?

Van een heel aantal van jullie heb ik op schrift gekregen hoe ze met feedback aan de slag zijn gegaan in de stage na de eerste bijeenkomst, super!

Zo meteen zal ik jullie random in break-out groepjes indelen. In de break-out groepjes gaan jullie met elkaar in gesprek over jullie feedback met feedback aan de slag zijn gegaan sinds de vorige bijeenkomst. Nadat jullie dat gedaan hebben komen we weer bij elkaar om samen een paar dingen na te bespreken en af te ronden. Ik zal dan vragen stellen over wat er besproken is, dus zorg dat je genoeg tijd inplant voor het bespreken van alle vragen! Je krijgt 15 minuten. *Groepjes maken en tijd indelen.*

Slide 9:

Dit zijn de vragen die ik je zo met je break-out groepje kunt bespreken. Tot zo. *Groepsindeling opschrijven (FOTO) zodat ik van elk groepje random 1 student kan bevragen.> langsgaan, meeluisteren, evt verdiepende vragen stellen om het gesprek verder te brengen.*

Bespreek zo in de break-out groepjes met elkaar:

- 1. Hoe heb je aan de 4 opdrachten gewerkt ? Wat heeft je dat opgeleverd?**
- 2. Ben je anders met feedback omgegaan dan daarvoor in stage? Als dat het geval was, wat was er anders?**
- 3. Hoe hebben de aspecten van een feedback geletterde student zijn - zoals beschreven in het overzicht en de opdracht- je geholpen (of niet) bij je leerproces op stage?**

Slide 10:

Welkom terug. Ik heb veel mooie dingen gehoord. Het is natuurlijk onmogelijk deze allemaal nu te bespreken, maar toch wil ik er een paar horen, zodat we allemaal van elkaar kunnen leren. Ik zal hiervoor de vragen gebruiken die je net in je break-out groepje hebt gebruikt. Ik zal dan met behulp van de namen uit de chat vragen wat is opgevallen met betrekking tot een vraag in jouw groepje. Als ik je naam noem, zet dan even je microfoon aan.

Bijvoorbeeld voor jouw groepje...naam..

- 1. Hoe hebben jij en je groepsleden aan de 4 opdrachten gewerkt ? Wat heeft jullie dat opgeleverd?**

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	<p><i>Wil iemand hier iets op aanvullen of over vragen? Gebruik dan de hand opsteek functie.</i></p> <p>Bijvoorbeeld voor jouw groepje...naam...</p> <p>2. Zijn jullie anders met feedback omgegaan dan daarvoor in stage? Als dat het geval was, wat was er anders?</p> <p><i>Wil iemand hier iets op aanvullen of over vragen? Gebruik dan de hand opsteek functie.</i></p> <p>Bijvoorbeeld voor jouw groepje...naam.....</p> <p>3. Hoe hebben de aspecten van een feedback geletterde student zijn - zoals beschreven in het overzicht en de opdracht- je geholpen (of niet) bij je leerproces op stage?</p> <p><i>Wil iemand hier iets op aanvullen of over vragen? Gebruik dan de hand opsteek functie.</i></p>
	<p>Slide 11:</p> <p>Dank voor jullie actieve deelname aan de trainingen en aan het onderzoek. Op 9 december neem ik nog een keer vragenlijsten af bij een geplande SLC bijeenkomst. Ik zie jullie graag dan graag online.</p> <p>Voor nu: veel succes in de stage week en blijf vooral oefenen met alle aspecten van feedback geletterdheid: alles wat JIJ kunt doen om feedback te krijgen, interpreteren en inzetten in je stage.</p> <p>Slide 12:</p> <p>Want: feedback is pas echt effectief als JIJ het kan gebruiken om van A naar B te komen.</p> <p>Succes!</p>

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Appendix G: Feedback literacy framework and feedback literate actions



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Appendix H: Workplace assignment and overview feedback literacy (Noble et al., 2019)

(Dutch)

Feedback waarderen	Prestaties kunnen beoordelen	Emoties reguleren	Actie ondernemen
			
<p>*Bedenk vóór je een gesprek aangaat met een feedbackgever waar je graag feedback op wilt ontvangen.</p> <p>*Noteer/bedenk vóór het gesprek kort hoe je zelf vindt dat het gaat op dat punt.</p>	<p>*Bekijk het document werkplekassessment en het document voor de leerwerkplek opdrachten.</p> <p>*Bepaal waar je zelf vindt dat je op dit moment staat in je ontwikkeling in stage.</p> <p>*Bedenk op welke wijze je de komende weken gaat werken aan (één van) je ontwikkelpunten.</p> <p>*Maak hiervoor een planning (dit mag digitaal natuurlijk!).</p>	<p>Als je je emotioneel voelt worden in een gesprek of merkt dat je in de verdediging schiet:</p> <p>a. Constater dan dat dat zo is.</p> <p>b. Probeer te bedenken hoe dat komt (vraag hier tijd voor indien nodig).</p> <p>c. Bespreek dat met de feedbackgever.</p>	<p>Noteer aan het eind van je stagedag wat er die dag goed ging en wat nog beter kan op basis van feedback en eigen evaluaties. Bedenk wat nodig is om beter te worden.</p> <p>Noteer een paar dagen later hoe je vindt dat het nu gaat op deze punten.</p> <p>Wat is er veranderd in je handelen? Wat is er nu nog nodig?</p>

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Appendix I : FETC Study Registration form

Section 1: Basic Study Information

1. Name student:

Sonja Broerse

2. Name(s) of the supervisor(s):

Frans Prins

3. Title of the thesis (plan):

The Effect of Feedback Literacy Training on Students' Feedback Seeking Behaviour in Workplace Learning

4. Does the study concern a multi-center project, e.g. a collaboration with other organizations, universities, a GGZ mental health care institution, or a university medical center?

Yes / ~~No~~
If yes: Explain.

This study was set up in collaboration with the Dutch 'Platform Learning of Assessments' (Platform Leren van Toetsen).

5. Where will the study (data collection) be conducted? If this is abroad, please note that you have to be sure of the local ethical codes of conducts and permissions.

The study will be conducted at the University of Applied Sciences Arnhem-Nijmegen (HAN), at the Ergotherapy department (pilotsudy) and at the HZ-University of Applied Sciences, department Pabo (study).

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Section 2: Study Details I

6. Will you collect data?

Yes / ~~No~~
Yes → Continue to question 11
~~No~~ → Continue to question 7

7. Where is the data stored?

The data is stored in a data file at the university.

8. Is the data publicly available?

~~Yes~~ / No
If yes: Where?

9. Can participants be identified by the student? (e.g., does the data contain (indirectly retrievable) personal information, video, or audio data?)

~~Yes~~ / No
If yes: Explain.

10. If the data is pseudonymized, who has the key to permit re-identification?

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Section 3: Participants

11. What age group is included in your study?

The age group included in the pilot study concerns 3rd years students from a 4-year undergraduate Ergo-therapy study at a University Of Applied Sciences. They are all above 18 years old. The group included in the study concerns 1st years students from a 4-years undergraduate teacher training programme at another University of Applied Sciences. They are all 17 years or older.

12. Will be participants that are recruited be > 16 years? Yes/No
13. Will participants be mentally competent (wilsbekwam in Dutch)? Yes/No
14. Does the participant population contain vulnerable persons?
(e.g., incapacitated, children, mentally challenged, traumatized, pregnant) Yes/No
15. If you answered 'Yes' to any of the three questions above: Please provide reasons to justify why this particular groups of participant is included in your study.

16. What possible risk could participating hold for your participants?
17. What measures are implemented to minimize risks (or burden) for the participants?

There are no major risks involved for the participants in this study.

18. What time investment and effort will be requested from participants?

The time investment requested from participants will approximately be:

- Informed consent and pre-test: 20 minutes
- Intervention 1: 45 minutes
- Intervention 2: 45 minutes

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- Post-test and manipulation check: 25 minutes

19. Will be participants be reimbursed for their efforts? If yes, how? (financial reimbursement, travelling expenses, otherwise). What is the amount? Will this compensation depend on certain conditions, such as the completion of the study?

Participants will not be reimbursed for their efforts.

20. How does the burden on the participants compare to the study's potential scientific or practical contribution?

The burden on the participants is rather small as the training intervention and data collection do not last very long.

Outcomes of the study may offer insights on feedback literacy, goal orientation and feedback seeking behaviour that could both benefit both educational practice and research.

21. What is the number of participants? Provide a power analysis and/or motivation for the number of participants. The current convention is a power of 0.80. If the study deviates from this convention, the FERB would like you to justify why this is necessary. (Note, you want to include enough participants to be able to answer your research questions adequately, but you do not want to include too many participants and unnecessarily burden participants.)

The sample was found with help from the Platform leren van toetsen. Four groups of students with more or less 80 students will be asked to participate. Looking for more participants is not possible.

Responses from 55 students were taken into analysis.

22. How will the participants be recruited? Explain and attach the information letter to this document.

Participants receive an invitation per email to participate in meetings on feedback. Participants will be recruited on the day the research starts by the informed consent letter

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23. How much time will prospective participants have to decide as to whether they will indeed participate in the study?

Participants can decide to stop when they want and will be asked again before the posttest.

24. Please explain the consent procedures. Note, active consent of participants (or their parents) is in principle mandatory. Enclose the consent letters as attachments. You can use the consent forms on Blackboard.

See informed consent letter

25. Are the participants fully free to participate and terminate their participation whenever they want and without stating their grounds for doing so? Explain.

Yes, participants are fully free to participate and terminate their participation whenever they want to and do without stating ground for doing so.

26. Will the participants be in a dependent relationship with the researcher?

~~Yes~~ No

If yes: Explain. Participation doesn't influence their study results etc.

27. Is there an independent contact person or a general email address of a complaint officer whom the participant can contact?

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Yes, Frans Prins (f.j.prins@uu.nl).

28. Is there an independent contact person or a general email address of a complaint officer whom the participant can contact in case of complaints?

f.j.prins@uu.nl).

Section 4: Data management

29. Who has access to the data and who will be responsible for managing (access to) the data?

Sonja Broerse, Martijn Leenknecht, Frans Prins

30. What type of data will you collect or create? Please provide a description of the instruments.

Quantitative data will be collected using questionnaires and a test. Feedback seeking behaviour questionnaire (Williams & Johnson, 2000). and goal orientation questionnaire (VandeWalle & Cummings, 1997) (Baranik et al., (2007).

31. Will you be exchanging (personal) data with organizations/research partners outside the UU?

Yes, with Martijn Leenknecht

32. If so, will a data processing agreement be made up?

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No, as he was as a supervisor part of the research team.

33. Where will the data be stored and for how long?

At the University Utrecht in a data storage file (Yoda)

34. Will the data potentially be used for other purposes than the master's thesis? (e.g., publication, reporting back to participants, etc.)

Yes, the data will potentially be used for publication