Dynamic development of Cambodian university students' feedback literacy: A longitudinal case study

By

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Statement of Originality

I, KHON, Munty, hereby declare that I am the sole author of the thesis and the material presented in this thesis is my original work except those indicated in the acknowledgement. I further declare that I have followed the University's policies and regulations on Academic Honesty, Copyright and Plagiarism in writing the thesis and no material in this thesis has been submitted for a degree in this or other universities.

Abstract

Student feedback literacy is recognised as a critical component for student success in higher education. However, little research has empirically investigated how students develop their feedback literacy in a naturalistic setting over the long term and what factors influence such development. This longitudinal case study research aims to explore the development of Cambodian students' feedback literacy over one academic year and uncover the influencing factors.

This thesis employed a qualitative case study research design, combining student self-report diaries and in-depth interviews (i.e., entry interviews, post-diary interviews and retrospective interviews) to trace the developmental trajectory of feedback literacy in six junior students in a Cambodian public university over an academic year. In total, 42 diaries (seven diaries per participant) were collected, and 54 in-depth interviews (six entry interviews, seven post-diary interviews, and six retrospective interviews per participant) were conducted to explore their perceptions and experiences of feedback on and off campus. Reflexive thematic analysis was used to analyse the diary and interview data to understand temporal changes and individual variations in the students' feedback literacy and identify its influencing factors.

The findings reveal three features of student feedback literacy: temporal, interpersonal, and intrapersonal variations. Regarding temporal variations, the key informants experienced a general upward trend in their feedback literacy over time, with occasional fluctuations along their academic journeys. In terms of interpersonal variations, the findings identify the distinctive development of student feedback literacy in different participants. Regarding intrapersonal variations, the findings reveal different paces of the development of student feedback literacy components in each participant. In addition, the study uncovers several contextual and individual

factors that mediated such development. Contextual factors include sociocultural, instructional, interpersonal, and textual. Individual factors include prior feedback experiences, beliefs about feedback, learning motivation, and linguistic ability. The analysis also indicates an interplay between contextual and individual factors in the development of student feedback literacy.

This study offers significant theoretical and practical contributions. In terms of theoretical contributions, this thesis presents a nuanced, complex and situated understanding of feedback literacy development, offering comprehensive insights into the interplay between contextual and individual factors from an ecological perspective. In terms of practical contributions, the findings of the study provide valuable insights for Cambodian university policymakers and teachers to create a conducive feedback ecology for students' feedback literacy development, thus leading to students' long-term learning development. (386 words)

Keywords: student feedback literacy, assessment, longitudinal development, influencing factors, ecological perspective

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Chapter 1: Introduction

Feedback is widely acknowledged in the literature as a critical aspect of student academic success (Adcroft, 2011; Black & Wiliam, 1998; Evans, 2013; Hattie & Timperley, 2007; Kluger & DeNisi, 1996; Nicol, 2010; Winstone & Carless, 2020; Wisniewski et al., 2020). In higher education, the positive impact of feedback on student learning and performance has been extensively well-documented (Arts et al., 2016; Brooks et al., 2021; Evans, 2013; Faulconer et al., 2022; Hattie & Timperley, 2007; Henderson et al., 2021; Higgins et al., 2002; Price et al., 2010; Shute, 2008; Wang & Zhang, 2020).

However, dissatisfaction with feedback has been widely reported in the higher education literature (Blair et al., 2013; Henderson et al., 2019a; Joughin et al., 2021; Robinson et al., 2013; Rowe, 2017). Common problems with feedback reported in the literature include: it is untimely (Blair et al., 2013; Henderson et al., 2019a; Higgins et al., 2001), unclear (Barker & Pinard, 2014; Blair et al., 2013; Rand, 2017; Weaver, 2006), inadequate (Ajjawi & Regehr, 2019; Thomas et al., 2019; Urquhart et al., 2014), or untailored to their individuals' academic needs (Higgins et al., 2001; Urquhart et al., 2014; Weaver, 2006). These challenges attach to the problem of the prevalent one-way communication of feedback information from instructors to learners (Carless, 2006, 2022; Sadler, 2010; Urquhart et al., 2014; Winstone & Carless, 2020), thus creating adverse conditions for learners to interact with and apply feedback to enhance their performance (Blair et al., 2013; Esterhazy, 2019; Evans, 2013; Henderson et al., 2019a; Higgins et al., 2002; Pitt, 2017; Price et al., 2011). The benefits of feedback can only be realised when students take an active role in the feedback processes such as engaging with and using the feedback provided (Winstone et al., 2021a).

Therefore, to promote students' engagement with feedback and optimise its long-lasting benefits, the shift from the teacher-centred model of feedback to the learner-centred model has been proposed (Boud & Molloy, 2013; Carless & Boud, 2018; Molloy et al., 2020; Winstone & Carless, 2020). The new paradigm views feedback as a two-way dialogue between instructors and learners, placing the latter in the centre of feedback processes (Esterhazy & Damşa, 2019; Hounsell, 2007; Nicol et al., 2014; Orsmond et al., 2013; Winstone et al., 2021b; Yang & Carless, 2013). This learner-centred model of feedback has gained attention from various authors under different conceptualisations, namely Feedback Mark 2 (Boud & Molloy, 2013), process-oriented feedback (Carless & Boud, 2018), and student agency in feedback processes (Nieminen et al., 2022). This new paradigm of feedback has prompted an investigation into what learners require in order to effectively engage with and profit from feedback (Ajjawi et al., 2019; Carless & Boud, 2018; Winstone et al., 2021b; Yu & Liu, 2021), which has been conceptualised as student feedback literacy (Carless & Boud, 2018; Molloy et al., 2020; Sutton, 2012). Thus, increasing the level of feedback literacy among students has been viewed as one of the key strategies for empowering them to play an agentic role in the feedback processes and to take charge of their own learning (Carless, 2017; Carless & Boud, 2018; Molloy et al., 2020; Pitt et al., 2020). The feedback literacy research agenda has gained increased attention from researchers and academics over the last few decades (Boud & Molloy, 2013; Carless & Boud, 2018; Dawson et al., 2019; Hoo et al., 2022; Winstone et al., 2017b).

1.1 Zooming out: International research agenda on feedback literacy

The research agenda on student feedback literacy started with theoretical discussions on its definitions and components. Sutton (2012), often accredited as the first author to define student feedback literacy, conceptualised it in his ground-breaking article as the "ability to read, interpret

and use feedback" (p. 13). Extending the work of Sutton, Carless and Boud (2018) defined student feedback literacy from a social constructivist perspective as "the understandings, capabilities and dispositions" that students need to comprehend and utilise feedback (p. 1315). They proposed four components, namely "appreciating feedback processes", "making judgements", "managing effect", and "taking action" (p. 1319).

Building on the two seminal conceptual works, a few researchers empirically investigated what capacities and dispositions students need to deeply and actively engage with feedback. For example, drawing on an extensive empirical open-ended data set from two Australian universities, Molloy et al. (2020) identified a more elaborate list of seven capabilities students need to be feedback literate. In their two case studies, Han and Xu (2020, 2021) operationalised student feedback literacy as involving cognitive and socio-affective capacity and socio-affective dispositions.

The current feedback literature has explained that feedback literacy can be learned or cultivated. It can be developed gradually through practice over time (Han & Xu, 2020; Hoo et al., 2022; Little et al., 2024; Malecka et al., 2022; Mutch et al., 2018; Pitt, 2017; Zhang & Mao, 2023). However, few studies have empirically explored the development of student feedback literacy in a naturalistic setting over time. For example, Han and Xu (2021) examined in their case study how Chinese students' unique profiles of feedback literacy influenced their willingness to interact with feedback. They discovered that individual students' feedback literacy develops imbalanced over time. In another case study, Han and Xu (2020) discovered similar patterns of significant individual variations in cultivating student feedback literacy among three Chinese postgraduates. Carless (2020) conducted a longitudinal investigation of four Chinese undergraduate students' feedback experiences over five years. His interview findings identified

the iterative and temporal nature of feedback spirals that gradually led to students developing sophisticated orientations to feedback. These qualitative studies focused on Chinese students' development of feedback literacy and have not used multiple methods to comprehensively demonstrate the developmental process of student feedback literacy. More sophisticated inquiry into student feedback literacy development is needed. In addition, Han and Xu (2021) also called for future studies to investigate the development of student feedback literacy in a different higher education context.

In addition, previous studies show that developing student feedback literacy for effective feedback practices is not helpful without first understanding the factors underlying such development (Winstone et al., 2017b). However, there is a lack of documented empirical inquiry into factors that facilitate or prevent students from effectively acting upon feedback (Yu & Liu, 2021). Limited studies have explored feedback literacy from students' perspectives (Zhan, 2022). Thus, these factors will remain unclear without empirical evidence from emic perspectives. Thus, it is worthwhile to investigate the diversity of influencing factors, with the aim of addressing the ineffective implementation of feedback and contributing to the students' uptake of feedback. As a result, longitudinal research on the development of student feedback literacy in a naturalistic setting and its influencing factors is warranted (Malecka et al., 2022; Nieminen & Carless, 2022; Zhang et al., 2023).

1.2 Zooming in: Cambodian higher education context

After exploring international literature on feedback literacy, the author now shifted attention to examining this issue in the context of Cambodian higher education for a closer look to set up the stage for the current research study. Assessment practices in Cambodian tertiary education are characterised by high-stakes summative testing such as final examinations, mid-term tests and

quizzes (Kea et al., 2015; Ngoun, 2013; Tao, 2014). These examinations and tests are viewed as essential for academic advancement and graduation. For example, exit examinations are mandatory for all undergraduate students after their senior year. These examinations are mainly used to determine whether students are eligible for graduation. In addition, there are also quizzes, mid-term tests, and semester examinations throughout four years of undergraduate studies (Ngoun, 2013). Due to the widespread use of high-stakes summative testing, students often attach more importance to examination results and grades and ignore teachers' feedback in their learning process.

The classroom is dominated by instructors, who are regarded as authorities. Teachers are often viewed as the sole transmitters of knowledge, whereas students are the passive recipients. The perceived passivity of Cambodian students suggests they may be adept at accepting teacher feedback but may lack initiative in seeking and challenging their teachers' remarks. For instance, Cambodian students are reluctant to ask questions or seek comments from their teachers, who are revered as authority figures in the classroom (Pith & Ford, 2004). In addition, providing feedback to students or engaging them in feedback dialogues is an uncommon exercise in the context of Cambodian higher education (Heng, 2014; Ngoun, 2013).

The notion of students' active engagement in feedback processes is characterised as a collection of interrelated capacities that serve as the foundation for student feedback literacy (Boud & Molloy, 2013; Hoo et al., 2022). It is thus vital to cultivate Cambodian students' feedback literacy to promote students' agentic participation in seeking feedback and engaging in feedback dialogues to aid their learning. Therefore, to improve effective feedback practices in the Cambodian higher education setting, it is necessary to first investigate how Cambodian students respond to feedback and naturally develop their feedback literacy. Cambodia's

examination-oriented education system and cultural norms may make cultivating student feedback literacy different from other settings, particularly in Western education systems where autonomous learning is prevalent. In addition, it is also worth exploring the contextual factors that facilitate or constrain the evolvement of student feedback literacy in such an examination-oriented teaching and learning environment. To the author's knowledge, no research has previously been conducted into cultivating student feedback literacy and its influencing factors in the tertiary context in Cambodia. Thus, investigating the development of feedback literacy is a worthy course of research in the context of Cambodian tertiary education.

1.3 Rationales of the study

After briefly reviewing the international and Cambodian literature, the author has come to the conclusion that empirical study into the dynamic development of student feedback literacy in a naturalistic setting remains under-presented and under-explored. Thus, the main aims of this research included: (1) to investigate how a small group of Cambodian students develop their feedback literacy over time by comparing their affective and cognitive reactions towards feedback experiences in one public university in Cambodia over a whole academic year, (2) to identify factors facilitating feedback literacy development, and (3) to identify factors inhibiting feedback literacy development.

This research employed a longitudinal case study design as it is useful for tracking the developmental trajectory of student feedback literacy over an extended period of time. Moreover, this research design offers a comprehensive understanding of the dynamics of change, encompassing the timing, the context and the factors influencing the developmental process, which aligns with the aims of this research.

This research adopted the ecological perspective to understanding student feedback literacy development as it offers a thorough investigation of the dynamics involved in such development by taking into consideration not only individual differences but also contextual elements such as social, cultural, material, instructional, and interpersonal factors (Chong, 2021; Han, 2019). For example, despite a conducive environment being created for students to engage in the feedback process, they may not take action due to their lack of perceived benefits and the requisite capacity to act. Therefore, the ecological perspective to understanding student feedback literacy development provides a framework to explore the reciprocal relationships between individuals and environments (Chong, 2021).

1.4 Significance of the research

The findings in this research have theoretical and practical implications for feedback literacy in tertiary education contexts. From a theoretical perspective, as research into this area is still in its infancy stage, this study was one of the few empirical endeavours on feedback literacy development in a naturalistic environment, thus contributing to understanding the dynamic development of student feedback literacy over a longer term. Second, this study examined feedback literacy by capturing its contextually situated and socially constructed nature subject to students' lived experiences of interacting and operating with feedback (Ajjawi & Boud, 2017; Carless, 2006; Esterhazy, 2018; Han & Xu, 2021; Malecka et al., 2022; Sutton, 2012). This research was situated in the context of Cambodian tertiary education, where examination-oriented culture and teacher-centred classrooms prevail. As for practical implications, by examining the uniqueness of Cambodian students' feedback experiences and the enabling and constraining factors, this study provided insights to Cambodian university policymakers and university teachers and those from similar contexts as to how to design assessment activities in

such a way that afford opportunities for students to enhance their feedback literacy and use feedback effectively.

1.5 The author's positionality and subjectivity

In naturalistic research such as this study, Ajjawi et al. (2019) explain that "the researchers' actions, preferences and predispositions are inextricable from the research processes and products" (p. 256). It is widely accepted in the vast qualitative research literature that the strength of qualitative research lies within researchers' subjectivity. As Braun and Clarke (2013) explain, "Research is understood as a *subjective* process; we, as researchers, bring our own histories, values, assumptions, perspectives, politics and mannerisms into the research – and we cannot leave those at the door" (p. 36). Researchers' positionality or subjectivity includes educational backgrounds, beliefs, personal experiences, gender, race, and philosophical worldviews, just to name a few (Berger, 2015).

Subjectivity can be a helpful research tool by allowing researchers to reflect on their research processes and outcomes and making their unique selves visible. Reflexivity refers to the process whereby researchers constantly engage in critical self-reflection of the positionality that they bring to research settings (Berger, 2015; Bradbury-Jones, 2007; Braun & Clarke, 2022b). It has been used as one of the strategies to ensure research rigour, validity, and quality of a study (Berger, 2015; Braun & Clarke, 2013). Reflexivity allows researchers to become aware of their own selves and to identify the subjectivity that might shape and influence their investigation throughout a study (Bradbury-Jones, 2007; Peshkin, 1988). The goal of reflexivity is to monitor researchers' subjectivity, identify any potential effect of subjectivity on a study, and allow researchers to construct better meanings from data, thus contributing to a deeper understanding of a complex phenomenon and enhancing the quality of a study (Berger, 2015; Kvale &

Brinkmann, 2009). Researchers, rather than trying to minimise their subjectivity, are encouraged to reflect on it (Ajjawi et al., 2019; Braun & Clarke, 2022b). One strategy to make researchers' subjectivity explicit is keeping a reflective journal throughout the research process (Bradbury-Jones, 2007; Braun & Clarke, 2022b). Researchers document and record their personal assumptions, belief systems, and any choices made during the research process. In this study, the author wrote reflective journals throughout the data collection, analysis and interpretation. The reflective journals forewarned the author of the possibility of misinterpreting the data as the author tried to make sense of the participants' experiences with feedback, thus allowing the author to exercise caution for potential biases when approaching the data.

As a teacher, the author believes that his experience has shaped his understanding of how students learn in general and how they approach feedback in particular. The author regards himself as a proponent of social constructivism coined by a famous psychologist, Vygotsky. Social constructivist views of learning entail social collaboration and interactions integral to student learning (Kalina & Powell, 2009). Throughout fifteen years of teaching in higher education, the author has incorporated different activities for students to engage with and co-construct their knowledge and worldviews through interactions with their peers, study materials, and their own critical reflection. The author believes this approach effectively allows learners to exchange their views, learn from their peers and teacher assistance and scaffolding, and acquire deeper understandings along the process. Likewise, in order to promote students' engagement with feedback and enhance their feedback literacy, they must be provided with opportunities to negotiate feedback with teachers regarding their conception of feedback, to collaborate with peers in completing assessment tasks, and to self-evaluate their work and that of others.

The author thus adopted a situated, process-oriented, and student-centred approach to understanding how students experience feedback in a naturalistic environment (Ajjawi et al., 2019). From a social constructivist perspective, feedback is conceptualised as "processes where learners make sense of performance-relevant information to promote their learning" (Ajjawi et al., 2019, p. 248). This perspective allows the author to view feedback not as a one-off experience but as an iterative process that involves students' active engagement, such as making sense of and enacting feedback. This more sophisticated conception of feedback has invited researchers to consider "wider boundaries of feedback processes than content, delivery, timing and mode towards a more holistic focus which includes what the student does" (Ajjawi et al., 2019, p. 248). As Ajjawi et al. (2019) postulate, "feedback research should explore inputs, processes, contexts, and effects" (p. 248). As a result, this perspective has lent itself to a whole new feedback research agenda in recent years.

Chapter 2: Literature Review

2.1 Introduction

The first part of this section reviews the relevant conceptual and empirical literature on definitions and components of student feedback literacy and existing theoretical perspectives to set the groundwork for the present study. Then, it discusses various empirical studies on the development of student feedback literacy in tertiary education and its influencing factors.

2.2 Student Feedback Literacy

2.2.1 Paradigm change in the feedback field

While feedback does not have a single, agreed-upon definition, Ramaprasad's (1983) is one of the most referred definitions to start with. "Feedback is information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way" (Ramaprasad, 1983, p. 4). In a similar vein, Hattie and Timperley (2007) conceptualise feedback in their extensively cited systematic review as “information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding" (p. 81). This definition, similar to Ramaprasad's, entails a conventional approach to understanding feedback, focusing on the one-way transmission of feedback information to learners (Hattie & Timperley, 2007; Sadler, 1989; Shute, 2008).

In addition, the literature shows that both teachers and students are not satisfied with how feedback is approached. For example, teachers complain about how much time they spend giving feedback, while students complain about insufficient and untimely feedback (Blair et al., 2013; Henderson et al., 2019a; Higgins et al., 2001). Thus, there is a need for a paradigm shift as to how feedback is conceptualised (Carless, 2022) because the teacher transmission form of feedback is considered unproductive for learners. The feedback literature has indicated that the

effectiveness of feedback involves a shared responsibility of both teachers and learners (Winstone et al., 2017b). That is, if learning gains from feedback occur, student action is necessary (Winstone et al., 2021a).

Therefore, recent years have seen a significant shift in how feedback is perceived. Sadler (2010) contends that transmission-oriented feedback does not give sufficient opportunities for students to engage in deep and complex learning. Similarly, in a systematic review by Winstone et al. (2017a), the sheer amount of evidence reveals that this traditional transmission-focused approach to delivering feedback without students' active engagement has little impact on the quality of student learning. Moreover, this approach averts learners' responsibility in the feedback process as they are considered passive recipients (Winstone et al., 2017a). While information about students' performance is important, it is insufficient unless they have opportunities to make sense of it and utilise it to improve their future work (Winstone & Carless, 2020). With this conceptualisation of feedback, the teacher-centred transmission of feedback input has shifted to a student-centred and process-oriented approach to feedback, which acknowledges the importance of students' agentic engagement in feedback processes (Ajjawi & Regehr, 2019; Boud & Molloy, 2013; Nicol, 2010; Noble et al., 2020; Wei et al., 2021). Feedback is hence conceptualised as "a process whereby students are proactive in seeking, making sense of, and using comments on their performance or their approaches to learning" (Winstone & Carless, 2020, p. 6). This paradigm shift in emphasis in the feedback practice has resulted in the conceptualisation of a new construct—student feedback literacy, which focuses on the role of the learner and their active participation in the feedback processes. Winstone and Carless (2020) stress the "development of student feedback literacy is at the heart of new paradigm feedback approaches" (p. 12).

2.2.2 Definitions and components of student feedback literacy

2.2.2.1 Sutton's three dimensions of feedback literacy

Building on the approach of academic literacies, Sutton (2012), the first one to coin the term feedback literacy, conceptualises and defines it as "the ability to read, interpret, and use written feedback" (p. 31). Sutton contends in his seminal paper that feedback literacy is a situated practice that takes place in a particular institutional culture and comprises a set of generic capabilities and traits. According to Sutton (2012), student feedback literacy comprises three components: epistemological, ontological, and practical. The epistemological aspect of feedback literacy entails learners' understanding of feedback. There are two kinds of feedback from this epistemological dimension—feedback on knowing and feedback for knowing. According to Sutton, the former refers to "a form of teaching in which academics comment upon the quality and quantity of knowledge learners have presented in their assessments" (p. 33). Feedback for knowing includes "guidance on how an academic performance can be improved" (Sutton, 2012, p. 34). While feedback on knowing reflects the summative nature, feedback for knowing denotes formative characteristics. According to Hattie and Timperley (2007), it can be summed up that feedback on knowing helps learners answer the question "How am I going?" while feedback for knowing helps address the questions "Where to next?" and "Where am I going?"

The ontological dimension of feedback literacy entails the idea of "developing educational being through feedback" (Sutton, 2012, p. 35). This component requires students to understand and appreciate how feedback affects their identity as learners and how to regulate their emotions when receiving feedback comments (Winstone & Carless, 2020). Thus, students need to cultivate their own ways of being that are competent enough to handle the complexity of higher education, and one way to achieve that is to develop their self-confidence and self-

efficacy through feedback (Sutton, 2012). Self-confidence in their own academic ability allows students to effectively identify and evaluate information beneficial for their learning (Chong, 2021). As Sutton asserts, "the development of feedback literacy demands, first and foremost, that learners develop confidence in their own academic ability" (p. 37). In addition, emotion is part of learners' educational being that needs to be taken care of when providing feedback (Sutton, 2012). According to Molloy et al. (2013), “Emotion is an important dimension in the seeking, giving, receiving and use of feedback” (p. 50).

The practical dimension of student feedback literacy requires them to implement the comments they receive (Sutton, 2012). Besides developing an understanding of feedback and self-confidence, students must also develop an ability to apply the feedback they receive. Students' acting on feedback, called feed-forward by Hattie and Timperley (2007), is the essential component of feedback literacy (Sutton, 2012). According to Sutton, feed-forward skills, such as reading, interpreting, processing and utilising feedback, need to be developed through practice.

2.2.2.2 Carless and Boud’s four components for student feedback literacy

Carless and Boud (2018), extending the work of Sutton (2012), conceptually define student feedback literacy as “the understandings, capacities, and dispositions needed to make sense of information and use it to enhance work or learning strategies" (p. 1316). They elaborate that it encompasses “an understanding of what feedback is and how it can be managed effectively; capacities and dispositions to make productive use of feedback; and appreciation of the roles of teachers and themselves in these processes" (Carless & Boud, 2018, p. 1316). Feedback-literate students recognise their own active involvement in the feedback process, constantly improve their capabilities in generating accurate judgements about academic work, and handle their

emotions in a constructive manner (Carless & Boud, 2018). Carless and Boud (2018) create a framework for student feedback literacy composed of four components: appreciating feedback, making evaluative judgements, regulating emotions, and taking action.

The first component is appreciating feedback processes, which refers to "both students recognising the value of feedback and understanding their active role in its processes" (Carless & Boud, 2018, p. 1316). This component relates to students' conception of feedback. Studies have found that students perceive feedback as a one-way transmission of information (McLean et al., 2015), and they fail to grasp that feedback may take many forms other than written remarks on their work (Price et al., 2011). Because of this conception, students may react passively to feedback and rely on teachers' roles for effective learning (Carless & Boud, 2018). Moreover, it has been found that students fail to acknowledge feedback is not helpful unless it is correctly understood and acted upon (Chong, 2021). Thus, failure to understand the meaning of feedback results in students' passive reactions towards feedback. As Sadler (2010) contends, feedback as one-way communication from teachers to students is ineffective because students may not understand the meaning of feedback correctly as they are not equipped with the ability or skill to decode or act upon it appropriately. Feedback literacy necessitates the acquisition of academic language by students in order to understand, interpret, and act on feedback (Carless, 2006; Sutton, 2012; Weaver, 2006). Therefore, to boost students' willingness to interact with feedback, they must first comprehend the meaning and value of feedback and their role in the feedback process (Chong, 2021).

Making judgements is the second component in Carless and Boud's framework. Making "evaluative judgement" refers to an individual's capacity to evaluate not only their performance but also that of others (Tai et al., 2018, p.468). For effective learning, students must develop an

ability to make evaluative judgements to identify what good work looks like (Cowan, 2010). The ability to make sound evaluative judgements is essential for students' academic success and lifelong learning since it enables them to make educated judgements regarding the quality of their work (Cowan, 2010).

The third component is managing emotions. Research shows that students usually react defensively to critical feedback (Robinson et al., 2013). However, enhanced feedback literacy can help students cope with the emotional demands of seeking and receiving critical feedback (Noble et al., 2020). For example, feedback-literate students understand the importance of establishing relationships with teachers or supervisors and seek opportunities to contribute to an effective feedback process rather than relying solely on teachers (Noble et al., 2020). Moreover, feedback literacy also builds students' confidence in actively engaging in feedback processes, evaluating their feedback experiences, and improving feedback processes (Noble et al., 2020). As a result, students' active engagement in feedback processes leads to more satisfying emotional reactions than passive feedback reactions (Fong et al., 2016). Thus, effective management of affects can promote student feedback literacy, which enhances student learning experience and achievement.

The fourth aspect of feedback literacy is taking action. Student feedback literacy necessitates that students act upon their feedback (Sutton, 2012). Feedback-literate learners require opportunities, means, and motivation to take action on feedback (Shute, 2008). Thus, to close a feedback loop, students must actively engage with feedback by making sense of it and utilising it to improve their subsequent assessment (Boud & Molloy, 2013). However, the need for students to take action is an integral part of feedback processes that is often overlooked (Carless & Boud, 2018). For instance, students will not be able to successfully act upon feedback

comments unless they possess the ability to comprehend and interpret the comments they receive (Robinson et al., 2013). Thus, developing a repertoire of strategies for effectively operating feedback information is essential for feedback-literate students (Carless & Boud, 2018). In addition, becoming aware of the imperative to act upon feedback is one of the critical features of feedback literacy (Carless & Boud, 2018).

2.2.2.3 Han and Xu's three components of student feedback literacy

In written corrective feedback in L2, Han and Xu (2021) operationalise student feedback literacy as "the cognitive capacity, socio-affective capacity, and socio-affective disposition" students are required to engage effectively with feedback. The cognitive capacity involves students' metalinguistic ability, knowledge about feedback, and a range of cognitive and metacognitive strategies that enable them to process, comprehend and utilise feedback to improve their subsequent works. The socio-affective capacity encompasses students' ability to self-regulate emotions, stay motivated and committed, and maintain self-efficacy and self-esteem in feedback processes. Last, students' socio-affective disposition includes their motivation, beliefs, and attitudes, all of which inspire them to work harder to make better use of feedback. Han and Xu (2021) assert that these three components must be aligned to maximise students' engagement, thus enhancing student feedback literacy.

2.2.2.4 Molloy, Boud, and Henderson's seven components of student feedback literacy

Extending the work of Carless and Boud (2018), Molloy et al. (2020) define student feedback literacy as "students' ability to understand, utilise and benefit from feedback processes" (p. 528). Drawing on a large-scale survey and using a grounded, constant comparative method, they created a learning-centred framework for students' capabilities to engage successfully with feedback processes. The framework consists of seven capabilities: (1) committing to feedback

comments for improvement; (2) appreciating feedback as an active process; (3) eliciting input to enhance learning; (4) processing feedback input; (5) acknowledging and regulating affects; (6) recognising feedback as a reciprocal process; and (7) acting upon feedback information. Specifically, this updated framework emphasises the need for knowledge about the importance of feedback, the skills necessary to use feedback processes, and the willingness to consider oneself as a learner working to improve his or her performance (Malecka et al., 2022).

2.2.2.5 Malecka, Boud, and Carless' specification of student feedback competencies

In an attempt to identify mechanisms to integrate student feedback literacy into a broader curriculum, Malecka et al. (2022) elaborate on Molloy's et al. (2020) three key capacities: eliciting feedback information to enhance learning, processing feedback, and enacting feedback. Eliciting encompasses students' ability to find information from a wide range of sources to meet their own learning goals. Eliciting builds students' confidence in approaching their teachers and peers to obtain the information they need to improve their work. Processing feedback refers to a meaning-making process by which students evaluate feedback. After the processing phase, a plan of action is developed to produce the subsequent work. Enacting is a method for students to apply what they learned during the processing phase to the new task. Thus, they will have to figure out a way to complete another task and also think about developing learning techniques for the long term. Malecka et al. (2022) assert that incorporating feedback-seeking, meaning-making, and enacting in the curriculum aligns with a social-constructivist perspective on feedback. For students to acquire feedback literacy, curricular activities must be designed to give opportunities for them to solicit, process, and apply feedback.

2.2.2.6 Zhan’s six dimensions of student feedback literacy

More recently, Zhan (2022) developed and validated a framework of student feedback literacy by synthesising many conceptual and empirical works on student feedback literacy. Zhan (2022) defines student feedback literacy as the capabilities and dispositions students need to participate in the feedback process to enhance their learning. Zhan's framework of student feedback literacy comprises six dimensions—eliciting, processing, enacting, appreciation of feedback, readiness to engage, and commitment to change. Eliciting involves the ability to solicit feedback information from various sources to enhance learning. Processing entails the capacity to understand and evaluate feedback students receive. Enacting involves the capacity to plan, create goals, and monitor the progress to close a feedback loop. Appreciation of feedback refers to students' recognition of the importance and value of feedback in learning. Readiness to engage refers to the capacity to regulate emotions to engage with criticism. Commitment to change refers to how they put effort and time into engaging with feedback enthusiastically for continuous improvement. In short, this validated framework synthesises many recent works by scholars and researchers in the past decade on student feedback literacy. The framework is more well-balanced and comprehensive than previous frameworks because it incorporates both capacities and dispositions for students to engage deeply with feedback and maximise the benefits of feedback.

Table 1: Summary of the definitions and components of student feedback literacy in the literature

Authors	**Definitions**	**Components**
Sutton (2012, p. 31)	"The ability to read, interpret, and use written feedback."	(1) epistemological, (2) ontological, and (3) practical dimensions

Carless and Boud (2018, p. 1316)	"The understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies."	(1) appreciating feedback, (2) making judgements, (3) managing affect, and (4) taking action
Han and Xu (2021, p. 183)	"Students' cognitive and social-affective capacity and disposition prior to substantial engagement with feedback."	(1) the cognitive capacity, (2) the socio-affective capacity, and (3) the socio-affective disposition
Molloy, Boud, and Henderson (2020, p. 528)	"Students' ability to understand, utilise and benefit from feedback processes."	(1) committing to feedback comments for improvement; (2) appreciating feedback as an active process; (3) eliciting input to enhance learning; (4) processing feedback input; (5) acknowledging and regulating affects; (6) recognising feedback as a reciprocal process; and (7) acting upon feedback information
Malecka, Boud and Carless (2022, p. 910)	"The capabilities that students need in order to benefit from feedback."	(1) eliciting, (2) processing, (3) enacting
Zhan (2022, p. 1095)	"The students' capacities and dispositions to make productive use	(1) eliciting, (2) processing, (3) enacting, (4) appreciation of

	of feedback to improve their learning."	feedback, (5) readiness to engage, (6) commitment to change

In sum, these operationalisations of student feedback literacy highlight the importance of students' capabilities to elicit, interpret, and apply feedback to generate improvement for their future assessment and self-regulation (Han & Xu, 2020). Most of the authors above pay little attention to students' dispositions as part of their operationalisations and frameworks. Recent discussions have examined disposition components of student feedback literacy such as students' emotional resistance and commitment to change (Zhan, 2022). Therefore, synthesising the above frameworks, this study operationalises student feedback literacy as involving capacities and dispositions students need to effectively engage with and act on the feedback to improve their academic performance by adopting Zhan's (2022) framework. Based on the framework proposed and validated by Zhan (2022), capacities encompass skills related to feedback engagement, such as eliciting, processing, and enacting feedback, while dispositions include attitudes, self-awareness, and willpower for improvement, such as appreciation of feedback, readiness to engage, and commitment to change. The rationale for adopting Zhan's (2022) framework is that it offers a well-balanced and comprehensive framework encompassing both capacities and dispositions needed to foster feedback literacy, as shown in Figure 1 below.

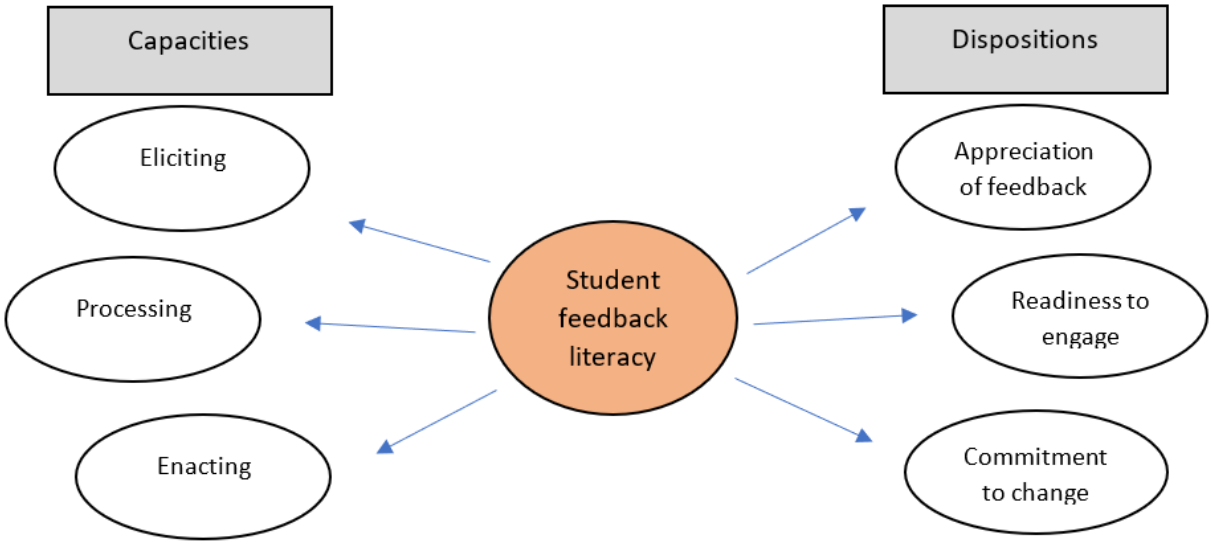

Figure 1: Components of student feedback literacy

2.3 Theoretical Perspectives of Student Feedback Literacy

Different theoretical perspectives, such as social constructivism, sociocultural approaches, ecological perspectives, socio-material perspectives, and agency perspectives, have been discussed by different researchers to underpin student feedback literacy. This section further discusses those theoretical underpinnings and attempts to situate the current study into those theories.

2.3.1 Social constructivist approach to feedback literacy

Student feedback literacy, which emphasises student agentic involvement in the feedback process, is aligned with a social constructivist approach to feedback (Carless & Boud, 2018; Malecka et al., 2022; Winstone & Carless, 2020). Social constructivism entails that students actively participate in the process of meaning-making by interacting with their peers, communicating with their instructors, and working together in classrooms (Evans, 2013; Sadler et al., 2022). According to Rust et al. (2005), "A social constructivist approach to feedback requires that the students actively engage with the feedback" (p. 234). Similarly, Hounsell (2007)

asserts that from a social constructivist approach to feedback, “an active and substantial feedback role for students is seen as indispensable if higher-quality learning outcomes are to be achieved” (p. 106). For example, the primary emphasis is on the outputs performed and achieved by students who actively elicit, make sense of, and act upon feedback (Sadler et al., 2022). Therefore, a social constructivist approach to feedback entails a shift from the dominant paradigm of the teacher-centred model of feedback to the learner-centred model, thus highlighting the notion of responsibility-sharing and partnership between students and teachers where they play equal but different roles in the feedback processes to maximise the benefits of feedback (Chen & Liu, 2024; Nash & Winstone, 2017). For example, teachers play a role in developing effective feedback design, while students must engage proactively in feedback processes by seeking, making sense of, evaluating, and acting upon the feedback they receive (Carless & Boud, 2020; Malecka et al., 2022; Nicol, 2010). This kind of responsibility sharing is a sustainable way that leads to feedback satisfaction and the growth of student feedback literacy. The development of feedback literacy requires sustained involvement in relevant classroom activities designed to foster active participation by both learners and instructors (Malecka et al., 2022). Further exploration of the learner's role and their networks is required from a socio-constructivist approach (Evans, 2013).

2.3.2 Sociocultural approach to feedback literacy

Recently, on the work of feedback literacy, Chong (2021) asserts that "students' feedback literacy is mediated by both material artefacts (e.g., students' written work, written feedback they receive, materials used in learning and assessment) and symbolic artefacts (e.g., the language used in the feedback, learning culture, relationships with teachers and peers)" (p. 98). The sociocultural theory originates from Vygotsky's idea of the development of human behaviour. According to

Vygotsky's (1978) work, human behavioural development is socially and culturally mediated by physical and symbolic tools. Physical and symbolic (or psychological) tools refer to artefacts generated by human cultures over time and passed on to successive generations who may adjust those tools (Lantolf, 2000). In the same vein, Swain et al. (2015) postulate that based on sociocultural theory, "all human behaviour is organised and controlled by material (e.g., computer) and symbolic (e.g., language) artefacts" (p. 143). In addition, based on the notion of the mediated learning experience, students' cognitive and emotional activities are influenced by the dialogic and relational process between learners and their peers, between learners and instructors, and the components of the courses and the disciplinary practices (Chong, 2021; Esterhazy, 2018; Winstone et al., 2022). For example, feedback-literate students are supposed to be able to regulate their emotions when receiving negative comments from teachers or peers (Carless & Boud, 2018).

From a sociocultural perspective, cultivating student feedback literacy is also underpinned by Vygotsky's (1978) Zone of Proximal Development (Chong, 2021). This notion entails that students learn due to the confluence of mediating artefacts and the guidance of teachers (Chong, 2021). Thus, it can be implied that teacher guidance positively contributes to student feedback uptake. For example, teachers can design learning opportunities to encourage students to engage in feedback activities, thus promoting their feedback literacy (Carless & Boud, 2018).

2.3.3 Ecological perspective of feedback literacy

From an ecological perspective, student feedback literacy is viewed as an emergent and situated practice mediated by contextual and individual factors that enable students to exercise their agency in the feedback process (Chong, 2021; Han, 2019; Han & Hyland, 2019). Based on

sociocultural theory and the notion of learner agency, Chong (2021) reconceptualises feedback literacy from an ecological perspective of learning and puts forward a three-dimensional framework—the engagement dimension, the contextual dimension, and the individual dimension. First, the engagement dimension is built upon the student feedback literacy model developed by Carless and Boud (2018). This dimension addresses cognitive engagement, such as comprehending feedback; emotional engagement, such as managing affect; and behavioural engagement, such as acting upon feedback received. The individual dimension concerns individual factors that influence feedback literacy development. Those individual factors that may enhance learners' uptake of feedback include their personal learning goals, the perception of the value of feedback, feedback experiences, and subject knowledge. The contextual dimension includes learning contexts that substantially impact students' engagement with feedback (Chong, 2021). Chong (2021) categorises four contextual factors that influence feedback literacy development: textual, interpersonal, instructional, and sociocultural. Textual-level factors, including types and modes of feedback, can shape students' engagement in feedback processes (Chong, 2021). For example, according to (Chong, 2019a), students tend to get involved in e-feedback, such as audio and video feedback, due to its authenticity. Interpersonal-level factors include power, relationships, and emotions (Chong, 2021). For example, Carless (2009) suggests that one of the critical strategies to ensure students are engaged in assessment practices is building trust between the teachers and the students. For the instructional context, instructors' feedback literacy significantly impacts how their learners engage with and apply feedback comments because feedback-literate instructors can create opportunities for learning-focused feedback practices. Within the sociocultural context, students' views towards feedback and their capacity to act on it are shown to be significantly influenced by local cultures of feedback

practice, according to Winstone and Boud (2019). For instance, in recent research by Eriksson et al. (2020) on cultural variation in the effectiveness of feedback, the results validated the premise that cultures impact how students interact with feedback. Students are found to be more open to feedback in cultures where teachers' authority is more respected (Eriksson et al., 2020). Furthermore, feedback is more effective in cultures where students' motivation and growth mindset are prevalent (Eriksson et al., 2020).

However, students may also be hesitant to interact with and apply feedback, even in learning environments that afford actions or support learning (Chong, 2021; Han, 2019). For actions to be realised, students' intentions and capacities to act and learning opportunities must be aligned (Chong, 2021; Han, 2019). This indicates the variations in students' intentions and capacities to engage with learning opportunities even in the same classroom (Han, 2019). Thus, the dynamic relationship between individual students' factors and contextual factors is helpful in explaining the dynamic development of student feedback literacy (Han, 2019).

Thus, adopting an ecological approach to feedback literacy necessitates an investigation of students' temporal, physical and sociocultural contexts, including (1) their previous experiences and understandings of feedback, (2) their beliefs about possible actions and expectations about desirable results, (3) their understandings of learning environments, and (4) understanding of the affordances that enable and constrain them to act on feedback (Nieminen & Tuohilampi, 2020).

2.3.4 Socio-material perspective of feedback literacy

Recent work by Gravett (2022) has expanded the social constructivist and sociocultural perspectives on feedback by conceptualising feedback literacy as socio-material practice. He argues that student feedback literacy is influenced by other factors that exist beyond the recent

discussions of social constructivist and sociocultural approaches. Those socio-material factors include space, time, power relations, and tools. Space refers to physical or online environments or settings such as classrooms, teachers' offices, or libraries where students will receive feedback (Gravett, 2022). For example, Gravett and Winstone (2019) argue that students are more inclined to engage in discussions about feedback and seek assistance from a learning advisor in a less daunting setting such as a library rather than directly approaching their lecturers in their office environments. Gravett (2022) contends that time is another crucial material factor that may facilitate or inhibit students' engagement with feedback. For instance, students with numerous personal responsibilities, such as family commitments or employment other than academic work, cannot avail themselves to adequately interact with feedback practices (Gravett, 2022). The notion of power relations between teachers and students as a factor influencing students' agency in feedback has been extensively discussed in the literature. For instance, Zhan (2019) found that Chinese students are less likely to discuss comments with their teachers because they view their teachers as figures of authority. Gravett (2022) further discusses the impact of tools or material artefacts on students' engagement with feedback. For example, online tools such as e-portfolios, feedback forms, or cover sheets may present a challenge for students who do not understand how to navigate or use those physical artefacts (Gravett, 2022).

To summarise, the above theoretical discussions have offered many possibilities for future research into student feedback literacy from multiple perspectives. For example, the social constructivist approach views feedback literacy as a situated learning practice, which places importance on students' agentic engagement in feedback processes. The sociocultural approach focuses on physical and symbolic artefacts, such as relational and emotional dimensions, which influence the uptake of feedback. The ecological perspective deals with the environment where

feedback is taking place. Social constructivist, sociocultural and ecological perspectives consider feedback literacy as an "emergent" and "situated" practice. They emphasise the importance of the interconnection between individual students and environments. The socio-material perspective focuses on time, power imbalance, and feedback templates. In sum, all the perspectives cited above provide theoretical underpinnings to enrich the understanding of student feedback literacy by considering various factors that support or constrain the development of student feedback literacy. Those factors encompass personal, contextual, and socio-material factors and discourses.

All the perspectives considered, this study adopted an ecological perspective (Chong, 2021) as an interpretative framework to understand the development of student feedback literacy and uncover its influencing factors. The ecological perspective offers a comprehensive analysis of the dynamics involved by considering individual differences alongside contextual elements, including social, cultural, material, instructional, and interpersonal factors (Chong, 2021; Han, 2019). For instance, although a supportive environment is established for students to participate in the feedback process, they may refrain from taking action due to a perceived absence of benefits and insufficient capacity to act. Moreover, the ecological rationality of student feedback literacy acknowledges that its development is mediated by interconnected systems from the individual level to broader environments (Chong, 2021), which provides a comprehensive understanding of the complex nature of feedback literacy development. In addition, the feedback literature also discusses the interactions between individuals and environments and how such interactions influence feedback literacy development (Chong, 2021; Nieminen et al., 2022). The interactions between these factors were also explained and examined in the current study. As a result, the ecological perspective was employed in the present study.

2.4 Empirical studies concerning student feedback literacy

2.4.1 Research on student feedback experiences

There is no denying that feedback is vital for student learning. However, the existing feedback literature shows that students often experience difficulties and dissatisfaction in the feedback process in their academic journey. The section below discusses students' experiences with feedback and the difficulties they encounter.

One of the main problems students face when receiving feedback is that they have difficulties understanding teacher feedback. The underlying reasons behind this include the lack of clarity and guidance, students' insufficient academic language, and no feed-forward suggestions. For instance, Weaver (2006), adopting both qualitative and quantitative data collection methods and analysis, reported that most respondents found their teachers' feedback unhelpful because it was vague or too general. Moreover, Weaver's (2006) finding also indicated that the feedback students received did not contain suggestions they could use to improve in the following assessment. Likewise, Blair et al. (2013) conducted research on feedback practices in the undergraduate programmes of Politics, History, and International Relations in the UK. They discovered that the participants complained about vague comments that did not provide enough guidance on how to improve their work. This finding is reinforced by Rand's (2017) study, which found that students often reported being confused by their teachers' vague comments, or those comments were difficult to understand, causing frustration and anxiety. Carless (2006) also reported in his study that teacher feedback was not helpful because it only specifically related to a particular assignment, and they could not use it in the next assignment. Furthermore, Carless (2006) also discovered that students lacked academic discourse to understand and interpret feedback. Similarly, Weaver (2006) found that students lacked academic language in interpreting

feedback correctly. These findings resonate with a recent study by Winstone et al. (2017b), who reported that students had difficulty interpreting and understanding academic terminology in teacher comments. In sum, Price et al. (2010) argued that students often wanted clear directions on how to improve their subsequent performance in the future, yet comments frequently fell short of meeting this need, resulting in a disregard for feedback.

Literature also reveals that students lack strategies and opportunities to comprehend, seek, and use feedback. In their study, Winstone et al. (2017b) pointed out that students possessed insufficient strategies and opportunities to implement feedback. For example, they found that students had difficulties seeking teachers' assistance in using feedback even though they were aware of the availability of such support. Winstone et al. (2017b) concluded that some students were aware of the strategies but did not know how to use them effectively to respond to feedback. Relatedly, in Handley and Williams' (2011) study on using exemplars to engage students with feedback, some students were found to misinterpret teacher feedback and could not distinguish between a good and a bad exemplar. Handley and Williams (2011) concluded that this problem was compounded by students refusing to participate in discussion forums created by their module leaders. This finding is consistent with Winstone et al.'s (2017b), underlining students' resistance or inability to seek assistance or ask questions. This resistance resulted from not wanting to show their ignorance by asking for teacher clarification. A similar experience was also found in Weaver's (2006) study. Some participants reported receiving neither guidance nor strategies for interpreting and implementing feedback. To a significant extent, this resulted in students' misinterpretation of feedback and unsuccessful responses to feedback.

Empirical evidence has suggested that students perceive feedback as merely the transmission of information. For instance, the phenomenographic research conducted by

McLean, Bond, and Nicholson (2015) with 28 physiotherapy students found that the majority of them considered feedback as telling, highlighting the unidirectional transmission of information. This finding is confirmed by Carless' (2019) longitudinal case study, which found that teacher feedback was frequently seen as a monologue rather than a conversation or partnership between students and teachers, particularly comments made at the conclusion of a unit. Similarly, Rand (2017) reported that most of the students in his research did not take further action on feedback because they perceived it as disposable information or were satisfied with the given grade. In essence, when students focus only on grades, they lose motivation, interest, and desire to learn, resulting in disengagement with feedback (Forsythe & Johnson, 2017).

Another common problem identified in the literature is that teachers' feedback is poorly timed and untimely. For example, in his systematic review, Jonsson (2013) found that one of the main problems with the current feedback practice is that learners get feedback after the completion of a course or a module. This problem was later reflected in the studies by Blair et al. (2013) and Robinson et al. (2013), who explained that the untimeliness of feedback caused dissatisfaction among students. Carless (2006) found that students had difficulty engaging with teachers' feedback on a particular assignment because feedback was provided along with their grades at the end of the assignment. This finding is later reinforced in Carless's (2019) study, which found that students considered end-of-semester feedback unhelpful and unproductive; thus, students often found it challenging to act on feedback. In contrast, students were found to be more appreciative of mid-semester comments on the progress of their work (Carless, 2019; O'Donovan et al., 2016). Carless' study in 2006 also reported that students considered feedback on work in progress more valuable because they could use it to improve their current assignment. O'Donovan et al. (2016) also discussed in their report that "draft-plus-rework" gave students a

reason to engage with and apply feedback. This finding is reinforced in the study by Henderson et al. (2021), who claimed that "for the most useful impact, feedback should occur prior to the assessment submission or completion." (p. 237). In sum, similar to Carless (2006, 2019), Henderson et al. (2021) advocate for feedback on drafts or work in progress. In short, it is widely accepted that the timeliness of feedback contributes to its impact on student learning (Poulos & Mahony, 2008).

Another concern from the student's perspective is that the feedback received is inadequate. Urquhart, Rees, and Ker (2014), eliciting students' narratives of their feedback experiences in a qualitative study, reported that students expressed the negative experience of receiving insufficient feedback on their work. This finding is also reflected in the study by Small and Attree (2016), who discovered students' frustration when they did not receive enough feedback on their work. Weaver (2006) reported that while students valued positive feedback, the finding discovered "a decided lack of positive comments" (p. 390).

Another challenge students face concerning their feedback experience is that it is not tailored to their individual academic needs. Ferguson (2011), in his findings, reported that students valued more personalised feedback that could pinpoint their weaknesses and guide them towards future learning. Price et al. (2010), reporting on their three-year investigation of how to engage students with feedback effectively, revealed that students found teachers' feedback unhelpful because it did not instantly relate to another piece of subsequent work. They concluded that students were looking for feedback that gave instructions about how to perform better in the next assignment, but little feedback fell into this category. This finding is reinforced in the study by Steen-Utheim and Hopfenbeck (2019), reporting limited information on feedback for students to improve. In contrast, the studies by McLean et al. (2015) and Small and Attree (2016)

indicated that getting feedback that provides specific strategies on how they might develop was highly desired and appreciated by students. However, the literature also demonstrates that providing specific and individualised feedback is time-consuming and burdensome for teachers (Forsythe & Johnson, 2017).

There is ample evidence indicating that students experience a wide range of emotional impacts of feedback on their engagement (Boud & Falchikov, 2007; Hill et al., 2021; Pitt & Norton, 2017; Robinson et al., 2013; Small & Attree, 2016). In their interview study, Pitt and Norton (2017) discovered that when dealing with feedback, students can experience positive emotions such as gratitude, appreciation, and pride; and negative emotions such as fear, frustration, and anger. Unpleasant experiences with feedback—receiving negative feedback from teachers—have profound emotional tools on students' motivation and self-efficacy (Hounsell et al., 2006; Robinson et al., 2013), inflict a sense of humiliation (Boud & Falchikov, 2007), make it hard for students to accept (Hill et al., 2021), and make students give up (Ferguson, 2011). This is reinforced in recent research by Hill et al. (2021), who found that negative feedback impacts students' approach to feedback and reduces their motivation and confidence in learning. Furthermore, students perceived critical feedback as a threat to their identity (Carless, 2019), affecting their proactive response to feedback (Winstone et al., 2017b). This finding is also reflected in a recent study by Hill et al. (2021). Hill et al. (2021) also reported that the emotions resulting from negative feedback impeded students' cognitive responses to feedback. For example, after receiving negative comments, students refrained from attending to and acting on teacher feedback (Ferguson, 2011; Forsythe & Johnson, 2017; Hill et al., 2021; Robinson et al., 2013). In sum, students' emotional response to feedback leads to dissatisfaction and disengagement with feedback (Robinson et al., 2013). As Molly, Borrell-Carrio, and Epstein

(2013) put it: "Emotion is an important dimension in the seeking, giving, receiving and use of feedback" (p. 50); however, students are not well-equipped to handle their emotions effectively, particularly when receiving negative feedback.

From the literature discussed above, it seems that there are variations in students' experiences with feedback (e.g., Carless, 2019; Mclean et al., 2015), but one thing is clear – students encounter difficulties engaging effectively with feedback cognitively and affectively. These difficulties result in student dissatisfaction with the current feedback practice. While it is imperative for instructors to provide timely, adequate, individualised, and instructive feedback and care for its emotional impact, it is equally important for learners to learn how to decode, interpret, elicit, and apply feedback (Robinson et al., 2013). However, the current feedback literature demonstrates that learners do not possess the strategies or skills to process, interpret and apply feedback (Burke, 2009; Carless, 2020; Carless & Boud, 2018; Evans, 2013; Jonsson, 2013; Weaver, 2006; Winstone et al., 2017b). A key inference here is that learners should be prepared and equipped with capacities and dispositions to operate feedback proactively, maximise its benefits for their learning, and overcome difficulties. One of the effective ways to do so is to develop their feedback literacy (Carless, 2017; Carless & Boud, 2018; Molloy et al., 2020). However, developing student feedback literacy would be difficult without first understanding how they experience and apply feedback over time. Thus, the prerequisite for developing such literacy is understanding how they perceive and react to feedback information and what contextual factors are at play. Such understanding would facilitate the design of effective assessment and feedback activities that address student behavioural disengagement with feedback and underlying cognitive and affective incompetence. With this goal in mind, this study endeavours to explore Cambodian students' feedback experience, trace their feedback literacy

development over time, and uncover factors that may constrain their effective engagement with feedback in the Cambodian higher education context.

2.4.2 Research on identification of the components of student feedback literacy

Leenknecht et al. (2019) conducted research on feedback-seeking behaviour as a requirement for students' active engagement with feedback, feedback literacy, and deep learning. They collected the data from the questionnaire completed by students who had worked on a group project-based assignment for eight weeks. They found that students actively sought feedback in their group projects by using two strategies: inquiry and monitoring. Inquiry refers to when students ask questions directly to their peers or teachers to obtain feedback, while monitoring involves students observing and interpreting feedback information from interactions with others. Leenknecht et al. (2019) also reported that even though students with mastery and performance goals used monitoring and inquiry strategies, those with performance goals preferred monitoring to inquiry. This preference was due to the nature of the assignment, which involved more discussions on planning, sharing responsibilities, and assessing progress. Thus, it is possible to draw a conclusion that students who approach the activity intending to gain knowledge will engage in more deep learning techniques and seek more feedback, both actively and passively.

In their two case studies, Han and Xu (2020, 2021) explored Chinese students' profiles and found that student feedback literacy was multi-faceted, involving two common aspects, namely cognitive and socio-affective readiness. Cognitive readiness involves cognitive capacities such as students' metalinguistic ability, knowledge about feedback, and their repertoires of cognitive and metacognitive strategies that enable them to engage deeply in the feedback process. Socio-affective readiness involves students' self-efficacy, commitment, motivation, beliefs, and attitudes. These aspects are integral to student feedback literacy, which supports

students' involvement in the feedback process. However, they also found that these aspects rarely co-exist, making it difficult for students to deeply and effectively operate with feedback.

Drawing data from a large-scale survey, focus groups, and case studies, Molloy, Boud, and Henderson (2020) identified feedback literacy characteristics students need to actively engage with feedback processes. They investigated how students described their practice and experienced feedback encounters to identify what capacities and attitudes they are expected to possess to be feedback literate. In order to gather information on feedback practices and experiences, a comprehensive survey of 4541 students and five focus groups composed of 28 students enrolled in two Australian institutions was undertaken. The next step was to interview 20 students for seven different case studies. An early coding scheme was used to examine open-ended question data. As a further step, they reviewed the given codes with each other and with experts, restructured the codes, and continued this process until theoretical saturation was achieved. As a result, seven interrelated groupings were identified, including (1) committing to feedback comments for improvement; (2) appreciating feedback as an active process; (3) eliciting input to enhance learning; (4) processing feedback input; (5) acknowledging and regulating affects; (6) recognising feedback as a reciprocal process; and (7) acting upon feedback information.

Li and Han (2022) investigated the components of feedback literacy in five postgraduate students in the context of second-language writing in a Chinese university. Their research drew on three different types of data sources over four months. A total of three retrospective interviews were held throughout the students' writing process: (1) after the assignment of essay topics and essay planning, (2) after the completion of first drafts, and (3) after the submission of final essays. After the submission of the essays for feedback, a single and highly stimulated

recall session was conducted. Lastly, data from other sources, including student essay drafts, final submissions, and written and vocal feedback reports from teachers, were analysed. An initial a priori framework was employed for thematic analysis. Using the cognitive and socio-affective readiness framework, the researchers determined each topic's subcategories and the elements influencing student feedback literacy in L2 discipline writing. Cognitive preparedness was found to include subject knowledge, disciplinary conventions, linguistics, and pragmatic competence. However, the findings showed that students' limited subject knowledge hindered them from leveraging teacher feedback, the lack of disciplinary conventions and epistemologies led to misinterpretation of the feedback, and poor English proficiency prevented them from detecting linguistic problems and using feedback. Similarly, the students with low-level pragmatic competence had difficulty decoding and understanding the pragmatic meaning of teacher feedback. Regarding socio-affective readiness, students' proactivity in utilising feedback and attitudes towards and appreciation of teacher comments were identified. To better grasp how to utilise teacher feedback, students needed to demonstrate proactivity in seeking different perspectives and resources from others. The lack of proactivity was found to constitute an inadequate understanding of teacher feedback. In the scope of attitudes towards feedback, those who had faith in their teachers' expertise were found to be more likely to engage with teacher feedback, thus leading to the uptake of feedback.

Recently, Zhan (2022) synthesised many authors' arguments on student feedback literacy to develop and validate a student feedback literacy scale. She contended that regardless of how various researchers conceptualise student feedback literacy, they consistently stress the importance of students' skills and dispositions to engage with feedback to improve their learning. As a result, she finally developed a six-dimension framework of student feedback literacy,

including eliciting, processing, enacting, appreciation of feedback, readiness to engage, and commitment to change. In order to validate the scale, Zhan (2022) administered a 24-item survey with the six dimensions on a Likert scale to 555 university students enrolled in various disciplines in mainland China. Several statistical methods, such as Cronbach's coefficients, correlation coefficients, and Confirmatory Factor Analysis, were employed to check the reliability and validity of the scale. The findings show that the six dimensions of the scale are both reliable and valid. Zhan (2022) concluded that the scale validated in her research is a general instrument that does not consider particular fields of study and only focuses on students' skills and dispositions in the feedback process.

Table 2: Empirical studies on the identification of the components of student feedback literacy

Authors	Methods	Components
Leenknecht, Hompus, and van der Schaaf (2019)	Questionnaire	Feedback-seeking behaviour, such as monitoring and inquiry
Han and Xu (2020, 2021)	Qualitative case study	(1) the cognitive capacity, (2) the socio-affective capacity, and (3) the socio-affective disposition
Molloy, Boud, and Henderson (2020)	Large-scale survey, focus groups, and case studies	(1) committing to feedback comments for improvement; (2) appreciating feedback as an active process; (3) eliciting input to enhance learning; (4) processing feedback input; (5) acknowledging

		and regulating affects; (6) recognising feedback as a reciprocal process; and (7) acting upon feedback information
Li and Han (2022)	Exploratory qualitative research	(1) cognitive readiness (subject knowledge, disciplinary conventions, linguistics, and pragmatic competence); and socio-affective readiness (proactivity, attitudes towards and appreciation of feedback)
Zhan (2022)	Quantitative study	(1) eliciting, (2) processing, (3) enacting, (4) appreciation of feedback, (5) readiness to engage, (6) commitment to change

Most of the empirical studies cited above have been informed by conceptual discussions on the components of student feedback literacy initiated by Sutton (2012) and Carless and Boud (2018). The features identified in the preceding discussions show many similarities, such as seeking/eliciting, appreciating, and enacting feedback information. However, the author contends that the most comprehensive and well-balanced features encompassing student capacities and dispositions belong to Zhan's (2022) study.

2.4.3 Research on the development of student feedback literacy

Adopting educational technology and reflective feedback dialogues, Ducasse and Hill (2019) conducted research to enhance students' uptake of feedback, align teachers' and students' expectations and goals, and support students to engage with feedback actively. The data collection consisted of student surveys administered before and after the intervention, interviews with teachers and students and the recordings of feedback conversations over a 12-week semester. Fifty students, many of whom were enrolled in the Bachelor of International Studies and Diploma of Languages, took part in the research intervention as part of the normal class time. They were administered a pre-intervention questionnaire about their understanding of feedback, motivation, and learning goals. Then, the three-task intervention included in-class writing assignments, in-class quizzes, and textbook exercises. A post-intervention questionnaire about their perceptions and benefits of feedback, uptake of feedback, and self-assessment was administered. Interview data with both teachers and students were also collected. The findings revealed that feedback should be improvement-focused, corrective, and meaningful. Furthermore, after the intervention, most participants agreed that they were more likely to actively engage in the feedback process and act on the comments they received. Student agency was found to increase, and an increasing appreciation of self-assessment was also reported. In addition, the utilisation of e-portfolios was found to improve students' engagement with assessment tasks and contribute to students' feedback literacy.

Using a case study design, Han and Xu (2021) explored Chinese undergraduate students' characteristics and evolvement of feedback literacy in a naturalistic setting and its impacts on their engagement with feedback. Their findings demonstrated that the participants' feedback literacy level developed and changed at a micro-level over time as they regularly got exposed to

receiving, processing, using, and responding to feedback. The data from their study identified two main features of feedback literacy: interpersonal and intrapersonal variations. For instance, intrapersonal variations such as student beliefs, motivation, self-perception, and metalinguistic knowledge have been found to mediate student feedback literacy and engagement with feedback. In terms of interpersonal variations, different levels of students' feedback literacy were acquired across different facets and temporal aspects. Their findings also addressed the central question: "How does students' feedback literacy evolve?" Their results showed that the development of students' feedback literacy is multi-faceted, situated, and emergent based on students' engagement experience with feedback. It is multi-faceted because it involves cognitive capacity, socio-affective capacity, and socio-affective disposition. It is situated because it relies on students' capacities and willpower to engage with feedback. It is emergent because it evolves around students' experience with feedback and their increasing knowledge about feedback. This research concludes that individuals' cognitive and socio-affective capacities and dispositions must be aligned to achieve high levels of feedback engagement.

In another case study, Han and Xu (2020) investigated the dynamic development of student feedback literacy in three Chinese postgraduate students and explored the impact of teacher comments on peer feedback. They found that different characteristics of students' feedback literacy developed at different paces from peer feedback activities they had experienced. This finding is also consistent with their previous study (i.e., Han and Xu, 2019), which indicated graduate evolvement of feedback literacy after exposure to feedback activities. The two common aspects of feedback literacy were obviously identified: cognitive capacities and socio-affective dispositions. In terms of the former, Han and Xu (2020) found that students developed epistemological knowledge to identify good feedback and practical knowledge to

provide such feedback to peers. Socio-affective dispositions such as self-efficacy, positive beliefs about feedback, and increasing trust in peers were also revealed during the study. However, the development of students' feedback literacy varied considerably from case to case. Disciplinary knowledge has been found to be one of the factors that influence such variations. In this study, disciplinary knowledge referred to English competency. Poor language ability, coupled with a lack of motivation and faith in the work, may discourage students from successfully engaging with feedback. Conversely, the study also found that the participants who appreciated teacher feedback and possessed positive beliefs in feedback and teacher authority were motivated to engage in feedback activities. As a result, it can be concluded that the development of various aspects of student feedback literacy grew at different rates. In addition, aside from students' role in feedback processes, teachers' role, particularly their feedback literacy, was also found to facilitate the development of student feedback literacy. For example, the design of dialogic feedback activities that afford opportunities for students to communicate with their peers and teachers to ask questions and provide responses plays a critical part in the students' uptake of feedback. However, this dialogic feedback practice may be constrained by teacher-centred classrooms where students are reluctant to raise questions. If teachers want to foster student feedback literacy, they must personalise their feedback on peer feedback to meet the distinctive requirements of each individual student, such as their skills, beliefs, and motivations. These cases have demonstrated that it is crucial to recognise feedback literacy development as a complex dynamic process including inter- and intra-personal variations. Thus, students' needs, such as capacities, beliefs, and motivations, should be tailored individually.

Carless' (2020) research is one of the few studies that investigated how learners develop feedback literacy in a naturalistic setting over five years without introducing any interventions.

Using a longitudinal qualitative inquiry, he conducted a series of interviews and analysed documents obtained from four Chinese undergraduate students over five years. Drawing on a social constructivist perspective, he found that the students experienced gradual development of more complex orientations to feedback over time. For example, at the beginning of the study, the students reported that they viewed feedback as monologic communication of information. However, their perspective changed in that by their final year, they started to develop a more sophisticated approach to feedback, such as the need to act on feedback and awareness of affective factors associated with the feedback they received. Students were also found to adopt more sophisticated learning strategies over time. For example, Carless found that the students preferred more communication with teachers so that they could obtain feedback they considered valuable and helpful because they reported that sometimes the teachers provided comments that did not address their academic needs. Moreover, the students reported that it was challenging to respond to feedback, particularly the one they received at the conclusion of a course; thus, they found comments at the end of the course unhelpful for their improvement.

Fernandez-Toro and Duensing (2020) repositioned peer marking as a way to enhance student feedback literacy. They combined quantitative and qualitative methodologies to examine 939 UK Open University students' involvement, learning behaviours, and attitudes towards peer marking. 41% of the cohort participated; however, only 17% completed all task components. Peer marking activities were designed as part of formative assessment. Students were asked to mark a previous cohort's two 500-700-word essays. In addition, students were given a peer assessment guide with detailed instructions on how to use it, a description of the grading requirements, and checklists for each requirement. The procedures of the activities included the following: (1) students were instructed to grade two essays based on the provided peer

assessment guide, (2) they compared their own marks with those of others based on the marking criteria, and (3) they discussed their marking in an open forum facilitated by tutors. Fernandez-Toro and Duensing then conducted a thematic analysis of those discussions and discovered that grading and comparing grades elicited critical assessment tactics. First, the findings showed that what the students learned from marking others' work included their understanding of the grading requirements, forming evaluative judgements, and active participation in the activities. Second, what the students learned from comparing their marks to those of others included increasing their tacit knowledge by sharing their interpretations of the marking criteria. Last, in terms of students' perceptions of peer marking, they expressed fear and anxiety about disclosing their marks and comments, and they were hesitant to accept their roles as assessors due to their lack of experience and confidence. However, they managed to provide feed-forward suggestions to their peers to improve their future work. Nevertheless, the findings suggested that there was a lack of evidence that the students would implement the feed-forward comments in their own future work.

Hoo et al. (2022) sought to investigate the existence, scope, and trajectory of student feedback literacy over time in a specific subject at one Singaporean university by using peer and self-assessment interventions. The researchers then collected 237 reflective journals from 79 participants. They analysed them using NVivo software based on the seven components of the student feedback literacy framework developed by Molloy, Boud, and Henderson in 2020. Students were assigned to work in a team of five or six members. The activities included (1) a learning activity that focuses on team bonding through hands-on experience, (2) a collaborative writing task, and (3) a video presentation based on the writing assignment. Their findings revealed the following: (1) there was evidence for every component of students' feedback

literacy, (2) their developmental trace over one semester was discovered, and (3) three principles for curriculum design to develop student feedback literacy, such as conscious design, orchestrated instructional activities, and cumulative and progressive development were also identified. The study confirmed that students' engagement in self- and peer-assessment activities and their responses to questions in their reflective diaries indicated the existence, degree, and growth of feedback literacy.

In an attempt to investigate the effectiveness of a feedback literacy workshop on the development of student feedback literacy, Chong et al. (2022) conducted mixed-methods pilot research in a physiotherapy programme at a Hong Kong university. They employed a pre-test/post-test survey in order to determine the impact of the workshop and identify the perceived change in the participants' feedback literacy. They also conducted a focus group discussion to explore in-depth meanings of the participant's perceptions and experiences. According to the survey results, there was no discernible improvement in the participants' feedback literacy following the training. The qualitative data obtained from the focus group discussions demonstrated that the participants had a mixed response to the effectiveness of the training. However, the researchers identified small behavioural changes in relation to seeking feedback when the participants sought comments from the workshop facilitators for their participation. The researchers attributed this change in the participants' behaviour to the rapport with the workshop facilitators. Thus, it was concluded that rapport could build trustworthy relationships between teachers and students and support students' uptake of feedback.

Man, Kong, and Chau (2022) explored how students developed their feedback literacy after a number of peer review training activities comprising three steps – (1) a briefing session (presenting the benefits and purposes of peer review), (2) modelling session (showing feedback

criteria and procedures), and evaluating (teachers giving comments on peer review). Data from retrospective interviews and peer review comments on writing essays were collected from the participants. The findings were based upon the five-component framework – (1) appreciating peer feedback; (2) understanding more about peer review; (3) engaging proactively with the feedback process; (4) acquiring knowledge from peer feedback; and (5) regulating affects. The results showed that the peer review activities could potentially improve students' feedback literacy. The findings also suggested that the environment played a significant role in that process. The data revealed that students engaged with peer practices beyond their physical classrooms. For example, they resorted to cultural artefacts such as AWE systems, experienced peers, and informal conversations outside class hours to provide more effective feedback.

Table 3: Summary of empirical studies on the development of student feedback literacy

Authors	**Research approach**	**Methods**	**Main findings**
Ducasse and Hill (2019)	Mixed-methods, using technology and reflective feedback conversations as interventions	- questionnaires - teacher and student interviews - documents	- feedback should be improvement-focused, corrective, and meaningful - Student agency and appreciation of self-assessment were found to increase

Han and Xu (2021)	Qualitative case study	- students' draft with written feedback - semi-structured interviews - retrospective verbal reports - class observation - documents	- students' feedback literacy develops and changes at a micro-level over time - feedback literacy has two features, namely intrapersonal and interpersonal characteristics - feedback literacy encompasses cognitive capacity, social-affective disposition, and social-affective capacity.
Han and Xu (2020)	Qualitative multiple case study, using peer feedback activities as an intervention	- students' drafts with peer feedback - teachers' written feedback on peer feedback - interviews - retrospective verbal reports - observation and documents	- students' feedback literacy developed at different paces from peer feedback - aspects of feedback literacy were obviously identified: cognitive capacities and socio-affective dispositions.
Carless (2020)	Longitudinal qualitative	- Semi-structured interviews - Document analysis	- students gradually developed more complex orientations to feedback over time

			- affective factors impacted students' engagement with feedback
Fernandez-Toro and Duensing (2020)	Mix-methods	- students' assignments with peer marking and comments - students' posts in forum discussions	- marking others' work enhanced students' capacities in understanding assessment criteria, forming evaluative judgements, and engaging with the assessment tasks - comparing marks increased students' tacit knowledge by sharing their interpretations of the marking criteria - students expressed fear and anxiety about disclosing their marks and comments
Hoo, Deneen, and Boud (2022)	Qualitative study, using self- and peer-assessment interventions	- students' reflexive journals	- there was evidence for student uptake of feedback - the developmental trace of students' feedback literacy over the course of a semester was discovered, - conscious design, orchestrated instructional activities, and cumulative and progressive

			development for uptake of feedback were identified.
Chong, Chow, and Tsang (2022)	a mixed-methods pilot study	- pre-test/post-test survey, focus group discussions	- no significant change was found in the perceived change of students' feedback literacy between a pre-test and a post-test. - building rapport and a trustworthy relationship could facilitate feedback-seeking behaviour in students
Man, Kong, and Chau (2022)	Qualitative case study, using peer review activities	- retrospective interviews - peer review comments	- peer review activities could potentially improve students' feedback literacy. - the environment played a significant role in the uptake of feedback

Based on the review of the literature from the foregoing, the author has come to the contention that empirical investigation of the development of student feedback literacy in a naturalist setting is sparse and limited. Only two studies (e.g., Carless, 2020; Han & Xu, 2021) have directly addressed this area. Thus, little is understood about how learners respond to feedback naturally over time in a naturalistic setting (Ajjawi et al., 2019; Carless, 2020; Winstone & Carless, 2020). Moreover, more studies cited above were conducted by using an

intervention that focused on individual aspects (i.e., Ducasse & Hill, 2019; Han & Xu, 2020; Hoo et al., 2022). According to Ajjawi et al. (2017), using educational interventions to develop student feedback literacy is unlikely to be effective without taking into account broader contexts and other factors. Ajjawi et al. (2019) also lament that there is no single type of feedback intervention that works and fits in every context and situation. Carless (2019) asserts in his conclusion part that "feedback research and practice might profitably be focused on learner development over the longer term" (p. 63). This is where this study is meaningful and different from the previous ones. It aims to enrich the existing literature by investigating student feedback literacy in a naturalistic setting over a period of time.

2.4.4 Research on factors influencing student feedback literacy

2.4.4.1 Teachers' roles

Numerous studies have found that teachers play an instrumental role in shaping students' active engagement with feedback, thus contributing to the development of their feedback literacy (Hill et al., 2021; Robinson et al., 2013). Providing timely, clear, positive, and instructive feedback to students is indispensable in their effective engagement and uptake of feedback. In his study, Ferguson (2011) reported that students valued timely, clear, positive, and personalised teacher feedback that could guide their future work. Creating conducive and constructive environments which provide students with opportunities to engage in meaningful feedback practices is also part of a teacher's role (Carless, 2022). For example, in his research implication, Carless (2019) concluded that a crucial role of a teacher is to ensure that the syllabus and assessment tasks are designed in spiral orders that allow learners to apply feedback and improve their feedback capacities. Furthermore, Pitt and Norton (2017) found in their interview research that those who considered their teachers a support mechanism tended to approach their teachers for clarification

or feedback on how to upgrade their performance. This could potentially enhance their feedback-seeking behaviour. In addition, Han and Xu's (2020) case study reported that positive feedback could enable students to enhance their epistemological and practical understanding of feedback, develop more favourable attitudes, and boost self-confidence. Their findings also suggested that instructors should create more activities or opportunities for learners to seek clarification on their understanding of feedback. This kind of dialogic interaction of feedback activities between teachers and students can help students improve their feedback literacy even further. Similarly, according to Xu and Carless' (2017) research, cognitive scaffolding and socio-affective support provided by teachers could help students build their peer feedback capacity and appreciate the importance of receiving it. Blair and McGinty (2013) investigated the dialogic feedback practice experienced by 17 international relations and politics students in the UK. They found that feedback dialogues between teachers and students led to positive feedback experiences, improved performance, self-confidence, and increased student motivation. In addition, Carless and Boud (2020) found in their study that teachers may encourage student uptake of feedback by designing assessment activities in such a way that students have opportunities to make better use of feedback. Similarly, Esterhazy (2018) found that course designers should prepare learning activities that afford opportunities for students to make sense of and apply feedback received in a timely manner. For example, Zhang (2021) found that teachers' pedagogical approach (e.g., collaborative approach to writing) coupled with teacher feedback created conducive learning conditions that enhanced student engagement with feedback.

2.4.4.2 Individual students' characteristics

Individual students' different characteristics play an influential role in how students perceive, engage with, and use feedback, playing an integral part in their uptake of feedback (Han, 2019;

Han & Xu, 2019). Those characteristics include learning goals and beliefs, feedback experience, cognitive competence, socio-affective dispositions (e.g., motivation, self-efficacy, confidence, and emotion), and social-relational dispositions (power relation).

Students learning goals, beliefs, and expectations impact their practical engagement with assessment feedback. For instance, Han's (2019) case study on Chinese university EFL students' feedback practice revealed that they react to their teacher's comments only when it aligned with their learning goals (i.e., feedback is suitable for their capacity) and beliefs (i.e., they perceive feedback as useful for learning opportunities). In contrast, in O'Donovan's (2017) study, students entering university brought with them an absolutist belief of knowledge, which was supported by an appreciation for educational practices that place high importance on memorisation and rote learning. Thus, this belief system impacted their expectation of assessment and feedback in university, thus influencing their engagement and satisfaction with feedback (O'Donovan, 2017). For instance, O'Donovan (2017) found that students wanted explicit criteria that provided them with "one best way" of completing an assessment task, and then they demanded that their work be marked by experts and given "unequivocal, corrective feedback." Such an expectation by students would cause dissatisfaction in the feedback practices.

Regarding past feedback experiences, Beaumont et al. (2011) claimed in their study that learners' prior experience with spoon-feeding culture in pre-university courses made them dependent on teacher-input feedback in higher education. This finding is reinforced in the study by Robinson et al. (2013), who reported that learners' over-reliance on teacher-directed feedback resulted from their previous academic studies. Thus, when those students entered university and experienced a self-directed and student-centred learning approach, they reported dissatisfaction with feedback (Robinson et al., 2013). In contrast, students with substantial university experience

have been found to prefer a more learning-centred feedback model to transmission-oriented practice (Wei et al., 2021). For example, in their recent research, Wei et al. (2021) pointed out that senior students are more eager to engage with feedback processes and demand more peer feedback and self-assessment activities. Similarly, Carless (2020) reported that as students became mature and gained more university experience, they developed a more sophisticated approach to feedback such as more proactivity in seeking feedback and advice from teachers.

In terms of cognitive ability, such as epistemological and practical knowledge, Mutch et al. (2018) found in their study that low cognitive ability limited students' feedback literacy. For example, students were found unwilling to participate in feedback activities because they were not confident in their own abilities and were intimidated to approach their teachers (Carless, 2020). In his study, Pitt (2017) reported that underperforming students struggled to comprehend their teachers' feedback language, and they refrained from seeking out teacher support because they thought this would be considered a sign of weakness by their teachers. This finding is also reflected in the study by Winstone et al. (2017b), pointing out that students were reluctant to seek assistance or to ask questions because they did not want to display their ignorance to their teachers. Likewise, Mutch et al. (2018) concluded that students who were unwilling to use feedback had the issue of "competence trust". Competence trust is defined by Carless (2013) as "a person's ability to carry out a task efficiently and effectively" (p.92). Similarly, Pitt and Norton (2017) reported that negative feedback from teachers affected students' competence level in the course, while positive feedback could improve students' self-belief in their competence. In their case study, Han and Xu (2020) discovered that inadequate language proficiency, coupled with low motivation, can potentially impede students' engagement with feedback. In addition, students had difficulties interpreting and comprehending academic terminology in teacher

feedback since they did not possess the capacities and strategies to interpret and use feedback (Robinson et al., 2013; Winstone et al., 2017b). Hence, the lack of cognitive ability to comprehend feedback and inadequate academic skills and strategies to interpret and implement feedback hinder students' successful engagement with feedback.

Regarding socio-affective dispositions such as self-confidence, motivation, emotions, and self-efficacy can potentially influence students' engagement with feedback and feedback literacy. For example, Han and Xu (2021) found in their case study that students did not have the motivation to invest time and effort to make revisions from the feedback received, impacting their full engagement with feedback. Similarly, Pitt (2017) found in his study that a poor grade had a long-lasting impact on students' emotions and motivation, which in turn impeded their cognitive ability to process feedback exchanges, while a good grade increased pride, confidence, and motivation in students. Pitt and Norton (2017) also found in their interview study that learners' confidence was reduced when receiving negative comments, impacting their approach to feedback. Similarly, in Carless' (2020) study, students perceived critical comments as a threat to their identity and self-confidence, so teachers should provide critical comments in a caring, useful, and actionable manner. Han and Xu's (2020, 2021) studies identified the ability to regulate emotions when receiving negative feedback as an essential socio-affective capacity for feedback literacy development. Pitt and Norton (2017) suggested that "emotional maturity, or the ability to control one's own emotions in times of disappointment, needs to be factored in any potential understanding" of students' feedback experience (p. 512). Relatedly, Forsythe and Johnson (2017) discovered that students with a growth mindset were highly motivated to translate feedback into behavioural change. Similarly, van der Kleij (2019) reported in her

survey study that one of the indicators that students have a favourable perception of feedback and a high level of participation is due to their strong self-efficacy.

2.4.4.3 Contextual factors

Contextual factors have also been found to influence the development of student feedback literacy (Man et al., 2022). Those contextual factors may include social, cultural, and educational environments. For instance, with regard to sociocultural context, Winstone and Boud (2019) discovered that local cultures of feedback practice had a significant impact on students' attitudes about feedback and their ability to act on it. Eriksson et al. (2020) examined cultural variation in the effectiveness of feedback in 49 countries. Their results validated the premise that cultures impact how students engage in the feedback process. For instance, feedback is expected to have a greater impact in cultures where students' motivation and growth mindset are prevalent and teachers' authority is more respected (Eriksson et al., 2020). This finding is reflected in Forsythe and Johnson's (2017) study, which demonstrated that students with a growth mindset were highly motivated to engage with and apply feedback. Han's (2019) case study found that contextual resources, from the textual level to the broader sociocultural environment, were shown to provide learning opportunities, but whether students were able and willing to take advantage of them depended on their ability and willingness to recognise and apply them.

2.4.4.4 Socio-material factors

Socio-material factors such as space, time, power relation, and academic tools (i.e., e-portfolios, feedback forms, or cover sheets) have also been found to affect the cultivation of student feedback literacy. For instance, in terms of space, Gravett and Winstone (2019) discovered that learners are more likely to discuss their feedback experience and seek guidance with a learning developer (advisor) in a less intimidating environment, such as in a library, than talking with

their teachers in their office. Blair and McGinty's (2013) research in the UK also indicated that space played a role in the students' feedback experience. They found that learners needed comfortable environments to effectively engage in feedback conversations with their instructors. Blair and McGinty (2013) also found that time is another important material factor that may facilitate or inhibit students' engagement with feedback. For instance, students with numerous personal responsibilities, such as family commitments or employment other than academic work, cannot avail themselves to adequately interact with feedback practices (Gravett, 2022). The notion of power relations between teachers and students as a factor influencing students' agency in feedback has been extensively discussed in the literature. For instance, Small and Attree (2016), investigating students' experiences of feedback, found that students were reluctant or "powerless" to seek further feedback or additional assistance from their teachers due to a power imbalance between them. This finding is reinforced by a more recent study by Zhan (2019), who reported that Chinese learners are less likely to discuss feedback with their teachers because they view their teachers as figures of authority, emphasising a strong cultural norm in China. In addition, Blair and McGinty's (2013) findings also highlighted the power imbalance for students who reported their frustration with the lack of a real conversation with the tutors and viewed their tutors as a figure of authority, thus restricting their capacity to direct their own learning. Similarly, Price et al. (2010) discovered that students had a difficult time engaging with feedback in situations where the relationship between students and teachers was not present. In contrast, Price et al. (2010) concluded in their study that positive student-assessor relationships are at the core of an effective and successful feedback process. Carless (2013) reported that accessible teachers made students feel comfortable approaching, creating a favourable requisite for successful feedback exchanges. Likewise, Carless (2020) found that a sense of closeness in

teacher-student partnership played a vital role in appreciating critical feedback, fostering mutual understandings, and minimising dissonances. These findings are reinforced by a more recent study by Chong et al. (2022), who found in their mixed-methods pilot study in Hong Kong that building rapport between instructors and learners can potentially facilitate students' feedback-seeking behaviour, thus leading to the uptake of students' feedback literacy. This conclusion is reinforced in a recent study by Hill et al. (2021). In terms of tools, Gravett (2022) discusses the impact of such material artefacts on students' engagement with feedback. For example, online tools such as e-portfolios, feedback forms, or cover sheets may present a challenge for students who do not understand how to navigate or use those physical artefacts (Gravett, 2022).

In summary, the empirical studies cited above indicate that developing students' uptake of feedback is mediated by several complicating factors, such as teachers' roles and their feedback literacy, students' profiles, contextual factors, and socio-material factors. There is a general consensus that those challenges should be properly considered to promote student engagement with feedback and effectively cultivate student feedback literacy in higher education. However, most of the empirical studies cited in Section 2.4.3 were conducted in the context of an educational intervention that primarily focused on individual factors. At the same time, less attention has been paid to the broader academic, sociocultural, and socio-material environments. According to Ajjawi et al. (2017), the design of such educational interventions focusing on individual aspects is likely ineffective, causing feedback dissatisfaction in higher education. Hence, this research study aims to contribute to this missing piece in the existing literature by taking into account those factors when investigating the development of student feedback literacy in a natural setting.

Chapter 3: Research Methodology

3.1 Introduction

This chapter aims to detail the research design of the present study to answer the research questions. First, this chapter introduces the justification for an interpretivist research approach and an introduction to the longitudinal case study in Section 3.2 and Section 3.3, respectively. Then, it introduces the context and setting of the study in Section 3.4. After that, Section 3.5 explains how participants were recruited and the rationales behind the recruitment. Section 3.6 specifies the methods of data collection, while Section 3.7 details the procedures for data analysis. Last, the remaining two sections, 3.8 and 3.9, discuss the trustworthiness of data collection and analysis and ethical considerations, respectively.

As elaborated in Chapter One, this study aimed to explore the development of student feedback literacy over one academic year in a naturalistic environment. The study was concerned with the participants' lived experiences with feedback both inside and outside the classroom and how such experiences shaped their feedback literacy. This study also aimed to explore factors that might enhance or constrain the development of their feedback literacy. Thus, the research questions that guided this study were:

Research question 1: How does a group of Cambodian junior university students develop their feedback literacy over an academic year?

Research question 2: What factors facilitate the development of their feedback literacy?

Research question 3: What factors inhibit the development of their feedback literacy?

3.2 Interpretivist Qualitative Research

According to Crowe et al. (2011), researchers can take different approaches when designing case studies. For example, researchers can take critical, interpretivist, or positivist approaches (Crowe et al., 2011). As the present study was concerned with the understanding of the participants' meanings, experiences, and processes as perceived from different perspectives, this study lends itself to an interpretivist orientation (Crowe et al., 2011). Hammersley (2013) describes the features of interpretivist qualitative research as follows:

- A flexible, “inductive”, “abductive”, or data-driven orientation,
- Relatively unstructured kinds of data are used,
- Subjectivity,
- The study of “natural” settings
- Small number of cases studied,
- Verbal rather than statistical analysis of data. (pp. 13-14)

This study fell into most of the above-mentioned features of interpretivist qualitative research. For example, because the present research aimed to investigate how students developed their feedback literacy naturally, this research did not attempt to introduce any intervention to control the context but was conducted in a natural setting (Patton, 1987). Having worked at the selected university for almost fifteen years, the author is very familiar with the context, such as teaching and learning context, assessment tools, and feedback experiences. This awareness enabled the author to gain sufficient details and to see the phenomenon from the insider's perspective. As Miles et al. (2020) put it, "good familiarity with the phenomenon and the setting under study" is one of the good markers of qualitative research (p. 35). In addition, this study attempted to provide a rich description of the phenomenon under investigation from the data

obtained from the participants rather than testing any pre-established theories or hypotheses (Hammersley, 2013). Furthermore, this study used flexible, semi-structured interviews to allow the participants to provide detailed narration and elaboration of their stories and experiences. Moreover, this study was conducted with a small number of cases (six cases) in a naturalistic setting where the author had no control over situations and events the participants encountered or the behaviours they displayed. In sum, the interpretivist paradigm enabled the author to understand the phenomenon more deeply, explore its complexity within a specific context, and address "how" and "why" such phenomenon happened.

3.3 Longitudinal case study

As the main aim of the present study was to investigate the development of feedback literacy in six junior students, the present research adopted a longitudinal study design in order to better understand how students experience feedback and to track changes in their behaviour in response to feedback over time (Anderson, 2019). In this study, the strength of a longitudinal study lies within its prospect of tracing and documenting changes in students' feedback literacy over a period of time (Carless, 2020). Carless (2020) asserts that a longitudinal approach generates an in-depth understanding and exploration of how learners respond to feedback, providing new insight into their feedback literacy development. Malecka et al. (2022) suggest that "Longitudinal naturalistic studies would be particularly useful in elucidating how students' feedback literacy changes in the light of different prompts and opportunities" (p. 12). Similarly, Han and Xu (2021) call for future research to explore the longitudinal development of student feedback literacy in a higher education context other than the Chinese one. In their recent work on feedback literacy, Nieminen and Carless (2023) suggest in their methodological implications

that "Longitudinal studies could track the development of feedback literacy over one's studies or career to unpack its development" (p.1396).

This research was conducted in a naturalistic setting, where there was no intervention introduced to influence the development of student feedback literacy. For example, the data collected in this study was socially and culturally situated, context-dependent, and time-bound (Cohen et al., 2007). However, pure naturalistic research may not be achieved due to the potential influence of data collection methods on participants' feedback literacy in this study.

The present study employed a case study design. A case study is defined as an empirical investigation into a real-life issue (Yin, 2018). The choice to pursue the case study approach was three-fold. First, it is the most appropriate approach to answer the research questions of "how" or "why" (Baxter & Jack, 2008; Crowe et al., 2011; Stake, 2006; Yin, 2018) in the present study. As Yin (2018) puts it, such research questions are concerned with "the tracing of operational processes over time" (p. 10). This notion clearly resonates with the main aim and the primary research questions of this study. Second, the author's motivation was also to study an issue in natural real-world settings and capture participants' views, perspectives and lived experiences (Crowe et al., 2011). Third, this study investigated a contemporary phenomenon, and as Yin (2018) suggests, such investigation made a case study design more appropriate than other designs. Therefore, this design allowed the author to inform a thorough and multi-faceted understanding and exploration of complex social phenomena (Creswell, 2012; Crowe et al., 2011), namely student feedback literacy in the tertiary education setting because the focus of the present research was to uncover the participants' meanings, experiences, events, and encounters in connection to feedback literacy. As Stake (1995) explains, a case study is adopted because

> We are interested in them [cases] for both their uniqueness and commonality. We would like to hear their stories. We may have reservations about some things the people tell us, just as they will question some of the things we will tell about them. But we enter the scene with a sincere interest in learning how they function in their ordinary pursuits and milieus and with a willingness to put aside many presumptions while we learn (p. 1).

Stake (1995) categorises case studies into three: (1) “intrinsic case studies”, (2) “instrumental case studies”, and (3) “multiple or collective case studies”. This research adopted the multiple case study design with exploratory motivation to understand “how” and “why” (Baxter & Jack, 2008; Stake, 2006; Yin, 2018) the phenomenon being investigated occur in a naturalistic environment. As Merriam (1998) explains: "the more cases included in a study, the greater the variation across the cases, the more compelling the interpretation" (p. 40). Likewise, Yin (2018) echoes a similar view that multiple case studies provide more compelling evidence than single case studies; thus, the overall research is considered more robust. As a result, multiple case studies offered a deeper understanding of the social phenomenon and its outcomes and processes (Miles et al., 2020), thus providing a detailed description of how student feedback literacy may change over time and offering a chance for cross-case analysis and synthesis (Crowe et al., 2011; Merriam, 2009; Yin, 2018).

3.4 The context and the setting of the study

The chosen site for the research study was an international relations programme at one of the largest public universities in the capital city of Cambodia. The programme provides a four-year Bachelor of Arts in International Relations. It is a multi-disciplinary programme that covers four interrelated themes: (1) International Relations and Governance Studies, (2) International

Economics and Trade, (3) Region and Area Studies, and (4) International Law and Organization (Information Booklet, 2019-2020).

The theme of International Relations and Governance Studies covers the following main areas—international relations/world politics, comparative politics, international political economy, and foreign policy. Each of these includes the respective history, development, and related issues, as well as major philosophical, theoretical, and methodological approaches to the study of the area. The theme, International Economics and Trade, offers students a deeper understanding of the changing dynamics of global economy, finance and trade. The two prerequisite courses, Principles of Microeconomics and Macroeconomics, aim to provide students with the necessary background in the theory and practice of economic models and concepts. They are the basic building blocks for economic policy analysis and application to real international economic settings. This theme also allows students to draw upon Cambodia's relevant development and economic issues for class discussion and policy analysis. The theme, Regional and Area Studies, aims to provide students with foundations of history, world civilisation, and area studies. Students will be invited to explore intriguing issues and focused studies pertaining to various regions. Last, the theme, International Law and Organizations, includes international law, international organisations, and issues related to international law and international organisations. It covers the history and development and issues pertaining to the application and implementation of international law and the international organisations that work to uphold it.

According to the Information Booklet of the International Relations programme (2019-2020), students who wish to enrol in this programme must sit for an English entrance examination. The entrance examination consists of 100 multiple choice questions organised into

two main parts: (1) general knowledge about contemporary issues and history about Cambodia, ASEAN, and international affairs; and (2) intermediate English proficiency test including grammar, vocabulary and reading. The general knowledge section constitutes 40%, while the English proficiency section constitutes 60%. The reason for the higher percentage of English proficiency is that all courses are conducted in English, thereby requiring students to possess at least intermediate English proficiency.

Teaching staff are divided into two categories. Full-time lecturers teach seven classes every semester, or 21 hours per week, whereas part-time lecturers typically teach two or three classes per semester. The average class size is between 30 and 40 students. During the academic year 2021-2022, there are roughly 1000 students enrolled in this four-year programme. In terms of teaching approach, most teachers adopt a teacher-centred approach where lectures constitute the primary instructional activity. There are also a variety of teaching and learning activities implemented in some courses, such as small group discussions, seminars, simulations, debates, and small presentations.

The rationales for choosing the International Relations programme as a research site were two-fold. First, it is where the author is currently working, so it was easy for the author to gain permission to conduct the study as the author is acquainted with the management and administration teams at the university, as well as most of the faculty members who teach in the department. More importantly, the author is familiar with the overall context of the department and the university as a whole, enabling the author to interpret the data appropriately. In addition, it was convenient to collect data from students and get access to department-based documents. Overall, the author was able to explore student feedback literacy from the emic perspective.

Second, traditional assessment— test-oriented— has been widely practised and implemented in the programme. For instance, there are two primary forms of assessments for each subject: ongoing assessments, which account for 60%, and semester exams, 40%. As for the ongoing assessments, assessment tasks vary depending on the courses. In general, these types of assessments include, but are not limited to, class participation (5%), quizzes (5% to 10%), one mid-term tests (20% to 25%), one written assignments (15% to 20%)), oral presentations (15% to 20%). In some subjects, there are portfolios (5% to 10%), debates (5% to 10%), seminars (5% to 10%), simulations (5% to 10%), and other projects. Different subjects may have different variations of ongoing assessment tasks and weights. In this regard, semester examinations, mid-semester tests, and quizzes account for at least 60% to 70% of the total scores in one course, highlighting a heavy examination-focused system. Students must get at least 50% of the accumulated assessment scores to pass a subject. Below is a summary of assessment types and tasks.

Table 4: Assessment types and tasks in the International Relations programme

Ongoing assessment (60%)*	**Semester examination (40%)**
- Quizzes - Mid-term tests - Class participation - Homework - Written assignment - Oral presentation - Projects - Portfolios	taken by all students at the end of each semester for every subject

- Debate
- Seminars and simulations

**Note: Weights and tasks vary according to different courses.*

Providing feedback to students is a rare practice and is viewed by teachers as time-consuming and unrewarding. Frequently, teaching staff just write brief comments alongside students' grades on their one-time assessment tasks such as essays, tests, and presentations. Advice for future improvement seems to be lacking in the comments. In addition, students typically do not pay attention to or act upon feedback or comments provided by their teachers. In addition, the feedback provided is just a one-off, usually at the end of the task or semester, so students do not have opportunities to use it for subsequent tasks. Moreover, in Cambodian culture, students are taught to obey rules and respect the seniors, especially teachers. It is considered rude, challenging teachers or those in higher authority. Since primary schools, students are dictated by their teachers, who command the class with the highest authority. Students must follow the rules set by their teachers without any questions or resistance. When they enter university, they bring this mindset and attitude. As a result, they do not get a habit of posing questions or seeking feedback from their teachers since this would be seen as challenging the teachers.

3.5 Case selection and recruitment

This study employed the purposeful sampling strategy as it is an appropriate technique to select a small sample for qualitative inquiry (Patton, 2015). Purposeful sampling targets "information-rich" participants who will, in turn, provide relevant information for in-depth study (Patton, 2015). Specifically, this research study used maximal variation sampling (Creswell, 2012;

Lincoln & Guba, 1985; Patton, 2015) to select key informants. Maximal variation sampling refers to "a purposeful sampling strategy in which the researcher samples cases or individuals that differ on some characteristic or trait (e.g., different age groups)" (Creswell, 2012, pp. 207-208). This sampling strategy allowed the author to identify participants who display different characteristics based on their levels of feedback literacy, gender and academic performance to generate in-depth and multiple perspectives and feedback experiences from a wide variety of participants.

To identify potential candidates, the author adapted the Student Feedback Literacy Scale (see Appendix A) developed by Zhan (2022), which consists of six dimensions and 31 items, measured on the six-point Likert scale (strongly disagree, mostly disagree, slightly agree, moderately agree, mostly agree, strongly agree). The survey was used to identify six focal candidates for the further case study. The rationales for choosing this instrument were two-fold: (1) it is the first ever instrument on student feedback literacy that has already been validated, and (2) it is well-balanced and comprehensive in terms of capacities and dispositions to be measured. A pilot test of the survey was conducted as it is a crucial part of the data collection procedures to determine whether the survey items were easy to understand and to adjust them based on the feedback for maximum effectiveness in collecting quality data (Creswell, 2012). The author invited two freshmen and two senior students to complete the survey for testing. One of the freshmen students told the author that there were a few difficult items that he or she could not understand—for example, the word "hypercritical". Thus, the author modified and simplified the survey by changing some words to make it easier to understand. The two senior students informed the author that they did not know what the word "others" in the survey referred to. As a

result, the author revised the statements by including stakeholders such as "teachers, classmates, senior students or websites" in brackets after the word "others".

All (approximately 250) third-year students were invited to complete the survey. The survey was administered to all third-year students at the beginning of a new academic year (2021-2022). The rationales for choosing third-year students include: first, they have extensive academic experience studying at university; second, they would have adequate time to fully contribute to the present study. First-year and second-year students may not have gained substantial university experience yet. Fourth-year students would be occupied with their exit exams in their final years, thus offering limited time to devote full participation in the study. Given that this is a longitudinal project, students must dedicate sufficient time to provide detail-rich data. The survey was prepared in a web-based format and could be accessed through the URL or QR code. However, the author did not administer the survey by himself. The author invited administrative staff to be a gatekeeper in administering the survey, collecting the participants' academic details, and obtaining their consent. As Creswell (2012) puts it, in qualitative research, researchers need to find a gatekeeper who assists them in locating participants, identifying research sites, or providing entrance to a site. As the primary communication in Cambodia is through the Telegram app, the URL and QR code of the survey were sent to the Telegram groups of each class by the gatekeeper. The survey was to be completed between 15 to 25 minutes. After that, descriptive analyses were performed using SPSS version 27 software to compute and compare the means of the six dimensions in the survey. Descriptive statistics were used to determine the students' levels of feedback literacy and to select six key informants for the case study based on their levels of feedback literacy. The author determined three levels of feedback literacy: high, medium, and low. Then, the author

instructed the gatekeeper to approach the identified six informants to obtain their consent for further case study. Since the author is a faculty member at the research site and even though he had never taught the research participants before, some would not have the courage to decline a teacher's request, and some would have accepted to participate in my research unwillingly. To solve this problem, the author also instructed the gatekeeper not to reveal his identity to the eligible participants. However, during the process of reaching out to potential participants, a number of the eligible participants declined to participate in the study due to various reasons. Thus, the author further identified more participants until six finally agreed to participate in the study. The eligible participants were only identified by their Student IDs. The gatekeeper was also instructed not to reveal the names of the students invited and those who declined to participate to the author. Only the names of the ones who finally agreed to participate in the further case study were revealed to the author. Once all the participants consented, the gatekeeper sent them the information sheet and consent form via their personal Telegram accounts. The student participants were clearly informed that their participation in the case study was entirely voluntary. Consent forms for the survey and case study can be found in Appendix F and H respectively.

The six key informants, selected as the major cases to be investigated, identified by pseudonyms, were Adam and Angela, with high student feedback literacy; Becky and Bella, with medium student feedback literacy; and Charlie and Chloe, with low student feedback literacy. As Creswell (2012) puts it, “It is typical in qualitative research to study a few individuals or a few cases. This is because the overall ability of a researcher to provide an in-depth picture diminishes with the addition of each new individual or site" (p. 209). Stake (2006) also posits that “the benefits of multi-case study will be limited if fewer than, say, 4 cases are chosen, or more than

10" (p. 22). Similarly, Miles et al. (2020) suggest five cases as a minimum requirement for multiple-case sampling. As a result, in order to find a more balanced ground, coupled with some practical considerations such as time constraints and the amount of collected data (Silverman, 2022), the author decided to go with six participants—not too few and not too many.

In qualitative research, the selection of samples is done in a manner that "yields the most relevant and plentiful data—in essence, *information-rich*—given your topic of study" (Yin, 2016, p. 93). The nature of qualitative research is to maximise the range of information available and broaden the scope of perspectives on the phenomenon being investigated (Lincoln & Guba, 1985). Lincoln and Guba (1985) call this sampling strategy "maximum variation sampling". As a result, when selecting the key participants, the author included as many criteria and variations as possible to achieve such a purpose. The six cases were divided into three different groups with different levels of feedback literacy (i.e., high, medium, and low levels of feedback literacy), different genders and different academic performances (i.e., based on their GPA reports from the previous year). The rationale for selecting participants with different levels of feedback literacy, gender and academic performance was to maximise the scope and range of information and to generate rich descriptions of the participants' feedback experiences. This diverse pool of participants also allowed the author to compare data across cases, thus providing a better understanding of their feedback literacy development and portraying multiple perspectives to present the complex dimensions of the phenomenon. For example, Adam was a male high-achieving student who scored high on the Student Feedback Literacy Scale. Angela was a female high-achieving student with high feedback literacy. Becky was a male low-achieving student with medium feedback literacy, while Bella was a female medium-achieving student with medium feedback literacy. The last group included Charlie and Chloe, who were low-performing

students with low feedback literacy. The author classified the participants not only based on the survey results but also on the comments provided by the teachers who taught them in their sophomore year. For example, one teacher told the author Charlie was a passive and average student who did not engage much or ask questions in the class. Angela was a high-achieving student who was active and willing to share ideas and ask questions. Because the author had never taught them before, there were no power relations at play. Moreover, they had been informed that their participation would not affect any aspect of their studies.

Table 5: Biographic details of the six key informants

Name	Gender	Major	SFLS Means	GPA (in Year Two)
Adam	M	International relations	5.84	3.40
Angela	F	International relations	5.39	3.65
Becky	M	International relations	4.10	2.50
Bella	F	International relations	3.90	3.00
Charlie	M	International relations	3.14	2.75
Chloe	F	International relations	2.59	2.70

3.6 Data collection methods

This section describes various qualitative methods adopted to collect in-depth and rich data from the participants. Those methods included entry interviews, diary keeping, post-diary interviews, and retrospective exit interviews. Table 6 lists the alignment between research questions and data collection methods.

Table 6: Relationships between the research questions and the methods of data collection

Research questions	Data collection methods
1. How do a group of Cambodian junior university students develop their feedback literacy over an academic year?	- 6 Entry interviews - 42 Diaries (7 per each participant) - 42 Post-diary interviews (7 per each participant) - 6 Retrospective interviews
2. What factors facilitate the development of their feedback literacy?	- 42 Diaries (7 per each participant) - 42 Post-diary interviews (7 per each participant) - 6 Retrospective interviews
3. What factors inhibit the development of their feedback literacy?	- 42 Diaries (7 per each participant) - 42 Post-diary interviews (7 per each participant) - 6 Retrospective interviews

3.6.1 Entry interviews

Entry interviews were conducted before the participants began their diary writing. The purpose of these interviews was to capture students' general understanding of feedback, such as the definitions, purposes, and benefits, and their previous feedback experiences. The survey data was used as a source to elicit their thoughts about how they dealt with feedback experiences. In addition, the entry interviews also aimed to introduce the study and its purpose, explain the diary guidance in a detailed and clear manner, and build rapport with the participants.

The protocol for entry interviews containing open-ended questions was developed to elicit rich responses from the participants. The entry interviews were semi-structured and conducted in both the participants' native language (Khmer) and English, as Cambodian students

like to code-switch between Khmer and English. Each participant underwent only one entry interview. All entry interviews were audio-recorded with the permission and consent of the participants. The interviews lasted at least 30 minutes for each participant. The author audio-recorded the interviews using both his mobile phone and laptop so that there was a backup in case one device did not work properly (Braun & Clarke, 2013). All the recordings were kept both on the Cloud and on the author's personal laptop. After each interview, the author made field notes (Braun & Clarke, 2013) to record other details of each participant's responses and reflect on his reaction. The entry interview protocol can be found in Appendix D.

3.6.2 Diaries

Solicited (researcher-directed) written diaries were used as one of the primary data collection methods for the case study. The focal participants were invited to write down their thoughts, experiences, and emotions for a certain amount of time based on specific prompts in the diary guidance (Braun & Clarke, 2013; Hyers, 2018). Several rationales for choosing diaries as a main data collection method can be put forward. First, because case studies involve rich data, diaries are an ideal technique for generating such information (Hyers, 2018) and are suitable for a longitudinal study for tracking experiences over continuous time (Braun & Clarke, 2013; Milligan et al., 2005). Second, diaries as a form of reflective narratives were chosen because of their "capacity to capture phenomena of interest on a regular basis, in context, and over time," and the data derived from diaries are "rich and compelling" (Hyers, 2018, p. vii). In addition, diary research is often used to get "more accurate" representations of human experiences (Hyers, 2018, p. 24). As Braun and Clarke (2013) put it, “Diaries can be used to answer a wide range of qualitative research questions: about experiences, understandings and perceptions, accounts of practice, influencing factors and construction" (p. 147). As Ajjawi et al. (2019) suggest,

longitudinal diaries can be used as a methodological approach to conducting naturalistic research where students record their feedback experiences, such as eliciting, processing, and enacting feedback. Thus, reflective diaries were considered an appropriate method for recording students' experiences with feedback, exploring how students develop their feedback literacy over time in a naturalistic setting, and identifying the influencing factors impacting student feedback literacy development (Carless, 2019; Steen-Utheim & Hopfenbeck, 2019).

The main requirement was for the focal participants to record their impressive and meaningful feedback experiences both inside and outside the classroom (Esterhazy, 2018, 2019; Jensen et al., 2023). The participants wrote their diaries responding to the five "Wh" question words (i.e., when, where, what, who and how) and to reflect on the factors contributing to their reaction to the feedback encounter. Diary guidance and comprehensive instructions were developed and made clear and easy for the participants to understand (Braun & Clarke, 2013; Hyers, 2018). The guidance for the diary can be found in Appendix B. Information such as when to write, how to return, and how frequently was provided in the guidance. In order to give the participants freedom and scope to record their experience and to give open-ended responses, semi-structured diaries were used. For pilot testing (Creswell, 2012), the author invited two junior students to write one diary, and they told the author that the guidance was easy to understand and that they could write one based on it. In this study, the participants were required to write one diary per month over two semesters. As a result, the author collected seven diaries per participant over two semesters, totalling 42 diaries for all the participants. Each participant was recommended to write their diary at their own time, pace and place to record their impressive feedback experiences. In order to prevent any adverse effects on the focal participants' studies and performance, the author did not collect the diaries during the final exam

seasons. Each diary was collected at the end of each month, even though some of the participants sometimes submitted their diaries late. The submission was done in soft copies via the Telegram app. All the participants wrote their diaries in English. All soft copies of the diaries collected from the participants were kept strictly confidential and stored in the author's personal laptop.

Because research participants need to feel comfortable and safe in describing their own experiences to outsiders, building rapport with them is critically important (Hyers, 2018). Thus, the author regularly contacted and communicated with the research participants through face-to-face meetings or text messages via the Telegram platform to build trust and rapport. This helped maintain their interest and motivation and provided an opportunity for them to ask questions for clarification (Braun & Clarke, 2013).

Table 7: Diaries collected from each participant

Diaries	**Months**	**Notes**
First diary	October	Start of semester one
Second diary	November	
Third diary	December	
Fourth diary	January	End of semester one
Fifth diary	February and March	A two-week break in February and semester one examinations
Sixth diary	April and May	A two-week vacation in April
Seventh diary	June	End of semester two

3.6.3 Post-diary interviews

Post-diary interviews were conducted with each informant to obtain complementary information from the six focal cases after submitting their monthly diaries. The author tried to arrange the interviews as soon as they submitted the diaries. The purpose of conducting post-diary interviews was to allow the author to obtain the informants' detailed experiences and perspectives and provide the researcher with considerable amounts of useful information and explanatory insights into students' experiences with feedback, thus providing meaningful responses to research questions (Creswell, 2012; Hancock & Algozzine, 2006). The interviews were conducted as follows: The participants' diaries on feedback experiences were used to prompt their detailed feedback experiences with their instructors and peers inside and outside the classroom, including how they understood, engaged with and responded to the feedback they received and how they felt about such experiences. The author also followed up on the influencing factors their diaries might not have explicitly expressed.

An interview protocol consisting of open-ended questions was created to elicit favourable answers from the informants. Open-ended questions permit the informants to describe their direct and detailed experiences and express their viewpoints freely (Creswell, 2012; Hancock & Algozzine, 2006). The open-ended questions aimed at investigating "how" and "why" student feedback literacy developed over one academic year. The author booked a private meeting room on campus to ensure the participants would feel comfortable. In addition, it was convenient for both the author and the participants. Post-diary interviews were done in both English and Khmer, as they tended to code-switch during the interviews to convey clearer messages. The author also conducted a pilot test for the interview protocol. For instance, the author invited two junior students to have pilot interviews, which went smoothly without any difficulties or problems.

Post-diary interviews were semi-structured and conducted every month after the submission of each diary, totalling seven interviews for each participant. In total, 42 individual post-diary interviews were carried out. The interviews lasted from 25 minutes to 70 minutes. The author tried to make the interviews as casual as possible, like an informal conversation, so the participants would feel at ease and share their candid responses. The author observed that they engaged in the conversations in a friendly and cheerful manner as they were laughing and joking with the author. The repeated interviews also developed trust and rapport, encouraging the participants to talk openly and candidly about their feedback encounters and the affective dimensions behind those experiences (Carless, 2020; Grinyer & Thomas, 2012). The author audio-recorded the interviews using both his mobile phone and personal laptop to have a backup (Braun & Clarke, 2013). All the recordings were kept both on the Cloud and on the author's personal laptop. After each interview, the author immediately played and fast-forwarded the recordings to check if everything was clear and audible. Second, the author wrote the field notes and summarised all the main points mentioned during the interviews as the memory was still fresh, so the author could get most, if not all, of the main ideas from the participants. Field notes were also used to reflect on the author's own personal thoughts regarding the data. If there was any part that the author needed clarification or further information, he sent them a text message through the Telegram app for member checking. Moreover, as another way of member checking, before the author began another interview with the participants, the author would always clarify or confirm what they had said or described in their last interview. The protocol for the post-diary interviews can be found in Appendix C.

3.6.4 Exit interviews

Exit interviews were retrospective interviews conducted at the end of the data collection stage. The goal of exit interviews was to get a deeper understanding of the participants' viewpoints on their experiences with feedback and to assess the degree to which their perceptions about feedback and feedback literacy had changed or evolved over the course of one year. The exit interviews focused on three themes: (1) to ascertain students' perceptions of their overall feedback experience in the diaries, (2) to reflect on their feedback development trajectory over one year, and (3) to explore the underlying factors for such development. The exit interviews were done in both English and Khmer. All exit interviews took approximately 50 to 60 minutes. Each participant underwent only one exit interview. The exit interview protocol can be found in Appendix E.

3.7 Data analysis

Thematic analysis was adopted to analyse interview transcripts and diary data for its flexibility and potential to identify patterns and to generate a "thick description" of data (Braun & Clarke, 2006). Thematic analysis refers to “a method for identifying, analysing and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 79). As the purpose of the present study was to understand the participants' lived experiences, thoughts, and reactions across a set of data, thematic analysis is appropriate and useful to achieve such a purpose (Braun & Clarke, 2022a; Flick, 2014; Kiger & Varpio, 2020). The nature of a qualitative orientation places emphasis on the meanings shared within a particular context, multiple realities, and researchers' subjective interpretation (Braun & Clarke, 2022b; Braun et al., 2019; Hammersley, 2013). This approach to understanding human realities is characterised as reflexive thematic analysis (RTA), which is a form of thematic analysis focusing on researchers’ reflexivity and subjective interpretation of

data (Braun et al., 2019). Thus, RTA was used to interpret observations and identify the most likely conclusions and explanations to answer the research questions. RTA strongly emphasises "the researcher's role in knowledge production" (Braun & Clarke, 2019, p. 594). RTA is "about the researcher's reflective and thoughtful engagement with their data and their reflexive and thoughtful engagement with the analytic process" (Braun & Clarke, 2019, p. 594). That is, RTA acknowledges the reflexive influence of the author's subjective interpretation based on his social and personal characteristics and takes into account the author's previous underlying theoretical assumptions (Braun & Clarke, 2022a, 2022b; Hammersley, 2013) because in qualitative research, eliminating these elements is virtually impossible (Hammersley, 2013), and it should be acknowledged that educational researchers carry with them into the field a whole set of preoccupied theories and frameworks about feedback (Boud & Dawson, 2023). As Gibbs (2018) notes, "Inevitably, qualitative analysis is guided and framed by pre-existing ideas and concepts" (p. 7). Thus, the rationale for using the reflexive approach to thematic analysis in the present study was that RTA allowed the author to analyse and interpret the qualitative data in a manner that respects the subjectivity of the participants' feedback accounts and experiences while at the same time acknowledging the author's subjective and reflexive influence of the data analysis and interpretation. As Stake (2006) puts it, case study design "is often subjective" (p. vii) and places great emphasis on researchers' personal experience and positionality. Moreover, in qualitative research, researchers are considered research instruments as they collect data and modify their data collection methods (Kvale & Brinkmann, 2009; Miles et al., 2020). Thus, researchers' experience, subjectivity, and familiarity with the setting under study are important tools for the whole data collection and analysis process.

Furthermore, RTA allowed the author to combine deductive and inductive data analysis approaches (Braun & Clarke, 2019, 2021). It might not be possible to do an analysis based on a purely deductive or inductive approach (Byrne, 2022). However, it can be predominantly inductive or deductive (Braun & Clarke, 2021). As the purpose of this study was to understand the participants' meanings, experiences, and perspectives, an inductive orientation to data analysis was predominant. Hence, this study predominantly pursued inductive analysis based on open-coded and data-driven meanings in combination with a degree of deductive approach to ensure that open coding allowed the author to identify themes conducive to answering the research questions. As Braun and Clarke (2022a) note, "data analysis is *always* underpinned by theoretical assumptions" (p. 9). Braun and Clarke (2022b) further explain that in qualitative analysis, "we bring with us all sorts of perspectives, theoretical and otherwise, to our meaning-making, so our engagement with data is never purely inductive" (p. 56). The data analysis processes were conducted concurrently with the data collection processes. This allowed the author to think about the data that had been collected and make changes to the procedures to collect better data (Miles et al., 2020).

The author independently analysed the data using the six steps of reflexive thematic analysis and interpretation by Braun and Clarke (2006, 2013, 2018) as stated in the following processes:

(1) familiarising with the data,

(2) generating codes,

(3) developing themes,

(4) revising potential themes,

(5) naming themes, and

(6) writing up the report.

First, in the familiarisation stage, the author tried to engage and immerse himself rigorously and deeply with the data by repeatedly listening to and transcribing the audio-recorded interviews verbatim. In addition, the author read and re-read the transcribed interview data and the participants' diaries to become deeply familiar and intimate with the data. The transcription was done during the data collection so the author could adapt and clarify further information. The author himself did the transcription in English. The author employed "naturalised transcription" (McMullin, 2023), a transcription method that enables the author to exclude instances where the focal participants misspoke, repeated the words, or corrected themselves. As the present study aimed to understand the participants' lived experiences with feedback, the author believed that complete verbatim transcription was unnecessary. Thus, the author corrected grammar mistakes, omitted repetitions, and removed non-verbal cues such as laughter to capture a more accurate representation of the intended messages the participants had presented. During the data collection process, the author regularly reviewed the interview transcripts to check whether rich "on target" and meaningful data were generated from the collected data (Braun & Clarke, 2022a, p. 24). After familiarisation with the data, the author freed himself from the data for a while and took some time to get involved in critical and reflexive engagement by asking questions about the data and the self (Braun & Clarke, 2022b).

Second, the author started creating codes in Nvivo version 12. A code is defined as “a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (Saldaña, 2013, p. 3). Coding is a process of labelling codes to represent certain sentences or paragraphs depending on their related features (Saldaña, 2013). The author conducted two rounds of coding: (1) assigning codes

to sentences or paragraphs and (2) consolidating similar codes into categories. First, assigning initial codes was conducted on a semantic, open, and data-driven basis, as the author employed an inductive approach of reflexive thematic analysis. These initial codes were mainly descriptive. The author simply described and summarised what the focal participants wrote in the diaries and said during the interviews. At this initial stage of data analysis, the author refrained from using his own judgement, previous knowledge and experiences, and any theoretical concepts to describe what was said by the participants. This way, the author's biases were minimised, increasing the validity. Second, the author categorised initial codes based on their similarities and relationships.

The third step was to develop potential themes derived from codes and categories. According to Braun and Clarke (2006), "A theme captures something important about the data about the research question and represents some level of patterned response or meaning within the data set" (p. 82). The themes in response to research question one were developed based on the six-dimension framework of Zhan's (2022) Student Feedback Literacy Scale as the guiding framework, while the themes in response to research questions two and three were drawn on Chong's (2021) model of student feedback literacy informed by an ecological perspective. According to this model, two distinct categories of factors determine the degree to which students can develop cognitive, affective, and behavioural engagement with feedback: contextual factors and individual factors (Han & Hyland, 2015; Henderson et al., 2019c). In this part of the data analysis, the author employed a deductive approach of reflective thematic analysis. Thus, the themes were produced at the intersection of the author's theoretical assumptions, analytic resources and skills, and the data themselves (Braun & Clarke, 2019). The author studied the relationships between different codes or categories and collated or grouped relevant codes or

categories into themes (Braun & Clarke, 2006). Sub-themes were also developed. Within-case analysis was conducted by identifying each participant's developmental trajectory in relation to their particular feedback experiences and the underlying factors that shaped such development. The purpose of within-case analysis was "to describe, understand, and explain what has happened in a single, bounded context (Miles et al., 2020, p. 95). Next, cross-case analysis or selective coding was conducted to identify similarities and differences between cases, and potential influencing factors contributing to the development of their student feedback literacy were also identified. As Miles et al. (2020) laments, one advantage of doing cross-case comparisons and analysis is to increase "*generalizability or transferability to other contexts*" (p. 95, italics in original). However, caution shall still be made when generalising the study findings to other settings, particularly with different socio-economic environments and educational systems. That being said, generalizability was not the aim of this study, yet hopefully, the findings would inform researchers, teachers, and students alike about the experiences they might encounter and the influencing factors that might contribute to the development of student feedback literacy in general. To this end, this study can be used as a baseline to translate those experiences to another similar context. Conducting a cross-case analysis also helped the author identify specific circumstances in which findings occurred, allowing them to more broadly categorise how those circumstances are related (Miles et al., 2020). This, in turn, resulted in deeper understandings of and explorations into the phenomenon.

The next step was reviewing themes and sub-themes. In this step, the author reviewed and refined the candidate themes developed in the third step. This step involved discarding irrelevant themes, breaking down themes into small ones, collating several themes into major ones, and creating new themes. Then, the author started naming themes. In this phase, the author

conducted further refinement of themes in order to generate consolidated themes, create working titles for each individual theme, and organise themes into a logical and coherent account. Sub-themes were also developed to portray a large and complex theme and show the hierarchy of meanings. The fourth and fifth steps were conducted repeatedly till the author was satisfied with the final themes. The final step was the write-up of the report. This step involved conveying the story of the data in an understandable, concise, logical, and coherent manner.

Table 8: An example of the reflexive thematic analysis

Excerpts	Codes	Categories/sub-themes	Themes
- I read through my paper again but didn't know where I did wrong. I mean, what you write, you think it's right. When you received that score, I was like, where did I lose my eight marks? It still makes sense when I read it [mid-term paper], so I don't know where I lost my eight marks. Because my score was high, too, I didn't take the time to bother. (Adam)	The importance of score	Exam-oriented culture	Socio-cultural factors
I think the teacher's advice is correct because the teacher has experienced that before me, so I followed her advice. (Angela)	Trusting teacher's advice	Teacher authority	
Now, we are working on the second draft. The first draft is just an outline with the main points. After receiving the feedback from the teacher, we start working on the second draft. (Charlie)	Working on the second draft	Staged formative assessment	Instructional factors
I felt like the [in-class] discussion helped us a lot regarding our process to complete the work. Along the way, we gave feedback to each other on our ideas and suggestions, and then we were able to complete the research proposals in time. (Bella)	Class discussion with peers	Collaborative activities	
- If I have the sample, I read it, break it down into small chunks, and analyse it, and I follow the sample. And I started to realise what I should write or include. (Angela)	Analysing the sample	The use of exemplars	

For the last few weeks, my relationship with my friends is better… I don't know, but I feel I have changed because now I seek more advice, feedback and clarification. I am not afraid [to ask for feedback]. (Becky)	Improved relationships with peers	Positive relationships with others	Interpersonal factors
My group wanted to conduct research on the US-China conflict over Taiwan, but when we proposed to the teacher, he said the topic was good, but there has been no conflict yet between the US and China, so it would be a difficult topic for us. Then he suggested we change the topic of what has happened already but not widely conducted. (Angela)	The teacher suggested changing the topic.	Clear and specific feedback	Textual factors
When I really think about it [the feedback], it's just useless. I mean, the feedback is just useless because he didn't point out where we can improve. (Adam)	Feedback without suggestions for improvement	Feedback with/without suggestions for improvement	

3.8 Trustworthiness

Trustworthiness is the term used by qualitative researchers to substitute validity issues in quantitative research (Teddlie & Tashakkori, 2009). Trustworthiness refers to the extent to which the investigator must convince the readers that the results of the investigation are worthwhile (Lincoln & Guba, 1985). Trustworthiness entails that the findings must be consistent with the data obtained in order for readers to believe that the conclusions are valid (Merriam, 2009). Since qualitative research is based on different assumptions about reality and worldviews, there are also different criteria to judge the validity and reliability of a study (Merriam & Tisdell, 2016). For example, Lincoln and Guba (1985) coined the terms credibility, consistency/dependability, and transferability to ensure the trustworthiness and test the quality of qualitative research. This study addressed the concern of trustworthiness based on Merriam and Tisdell's (2016) criteria, which include internal validity or credibility, reliability or consistency,

and external validity or transferability. This study also undertook several strategies to enhance its validity and reliability throughout the whole process of data collection and data analysis.

Internal validity, or credibility, refers to how accurately the findings are congruent with the truth or reality (Merriam & Tisdell, 2016). Maxwell (2012) refers to validity in a more straightforward manner as “the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account” (p. 122). In order to increase the internal validity, Merriam and Tisdell (2016) ask several questions— “How congruent are the findings with reality? Do the findings capture what is really there? Are investigators observing or measuring what they think they are measuring?” (p. 242). One of the most common strategies for enhancing this type of validity is triangulation (Maxwell, 2012; Merriam & Tisdell, 2016; Patton, 2015). Triangulation decreases the likelihood of systematic bias and chance associations and enables the author to arrive at the conclusions more accurately (Maxwell, 2012). Similarly, Patton (2015) posits that "triangulation, in whatever form, increases credibility and quality by countering the concern (or accusation) that a study's findings are simply an artefact of a single method, a single source, or a single investigator's blinders" (p. 674). This study adopted the strategy of triangulating data sources and data collection methods to ensure trustworthiness and to increase internal validity (Crowe et al., 2011). For example, this study employed several data collection methods such as dairies and semi-structured in-depth interviews. For the triangulation of several data sources, the author compared and cross-checked the data collected from the above-mentioned methods to ensure the correctness of the data (Merriam & Tisdell, 2016). Another strategy used in this study for increasing internal validity or credibility is respondent validation, commonly known as member checking (Maxwell, 2012; Merriam & Tisdell, 2016). Respondent validation refers to systematically allowing the participants to double-check and

approve the data and conclusions (Maxwell, 2012). This is a vital method to maximise the accuracy of data analysis and interpretation, avoid misinterpreting what the participants say and do, and discover the researchers' biases and misunderstandings (Maxwell, 2012; Stake, 2006). All of the participants in this study were given copies of their interview transcripts and initial findings for their review to ensure the accuracy of data collection and interpretation. All of them reported being satisfied with the initial findings without any comments. Third, long-term engagement and repeated interviews with the participants generated detail-rich data that revealed the complexities of student feedback literacy and allowed the author to validate observations and draw valid conclusions, all of which contributed to an increase in the study's trustworthiness (Maxwell, 2012; Merriam & Tisdell, 2016).

Reliability, or consistency, deals with “the extent to which research findings can be replicated” (Merriam & Tisdell, 2016, p. 250). Yin (2018) also explains that reliability is concerned with whether the same methodological procedures in one study can produce the same consistent findings and conclusions in a future study (Yin, 2018). However, Merriam and Tisdell (2016) caution that replication of the findings is a challenge in social sciences because human behaviour and experience are not static and that different qualitative researchers may arrive at different interpretations of the same data set. Thus, Merriam and Tisdell (2016) postulate that reliability or consistency can be ensured if the findings presented in a study are consistent with the data collected. This study pursued several strategies for enhancing reliability, such as triangulation, the researcher's positionality, and the audit trail. Triangulation has been described above. As for the researcher's positionality or reflexivity, the author has clearly described his experiences, personal belief systems, values, and assumptions in Chapter One to make it visible for readers to understand his interpretation of the data and outcomes (Ortlipp, 2008). An audit

trail is a detailed and documented record of the entire study process (Merriam & Tisdell, 2016). As Yin (2018) suggests, for multiple case study research, researchers can ensure the reliability of a study by making the procedures as explicit as possible and using a case study protocol. In this study, clear and detailed procedures of data collection processes were described above, and diary guidance, as well as interview protocols with a standard set of questions, were made explicit in the appendices. Moreover, the author kept reflective journals about his experiences, thoughts, reflections, and any decisions made during this study (Ortlipp, 2008).

External validity, or transferability as suggested by Lincoln and Guba (1985), is concerned with whether a study's findings can be applied and generalised to other contexts (Merriam & Tisdell, 2016; Yin, 2018). Lincoln and Guba (1985) suggest that a researcher must provide a detailed data presentation to ensure transferability. This suggestion resonates with Merriam and Tisdell (2016), who explain that a "rich, thick description" of the setting, the participants, and the findings needs to be provided to increase external validity or transferability. In this study, the author has in details described the setting and the participants in this chapter, and the findings with evidence from the diaries and interviews in the following chapter to allow readers to compare with their own situations to see whether the findings in this study can be applied to their contexts. Another strategy suggested by Merriam and Tisdell (2016) is the use of maximum variation sampling to select key informants. As explained in Section 3.5, this study adopted this type of sampling strategy by including as many variations as possible to select key informants.

Table 9: Strategies used to enhance validity and reliability in this research

Strategies	Description
Triangulation	Using multiple sources of data and multiple data collection methods to confirm the findings
Member checking	Inviting the participants to check and read tentative findings and interpretations
Prolonged engagement with the participants	Interviewing the participants for one whole academic year
The author's reflexivity	Keeping reflective journals and regularly conducting critical self-reflections about the data, data collection processes, and any possible biases and personal assumptions.
Maximum variation sampling	Purposefully seeking as many variations as possible regarding the selections of the participants.
Audit trail	Making the procedures as explicit as possible and using a case study protocol
Rich, thick description	Providing a detailed description of the setting, the participants, and the findings

3.9 Ethical considerations

Several ethical issues were thoroughly addressed throughout the whole process of the current study. First, an ethical review was obtained from the Education University of Hong Kong. Information regarding the research title and purposes, description of the study, methods and procedures, participants, and research status were provided. Second, a consent form that details

the research purpose, research methods, and data collection procedures was developed. This study used two consent forms: one for the survey participants and the other for the case study participants. Consent forms were provided to each participant at the beginning of the survey and the case study, who could decide whether to participate in the study. Third, the issues of anonymity and confidentiality were taken into the highest consideration. All the participants were assured that all of their personal particulars and responses provided would be treated with utmost confidentiality. In addition, the names of the lecturers mentioned by the participants in the diaries and interviews were treated with utmost confidentiality and anonymity. Only numerical data from the survey were revealed, and pseudonyms were used for all the cases to protect the participants' identities. All collected data, including survey responses, interview recordings and transcripts, diaries, and other relevant academic documents, have been stored in a secure cabinet in the researcher's office. Electronic files have been saved in password-protected folders. Following the completion of the doctoral dissertation, all collected data will be deleted within five years. Fourth, it has been observed that the focal participants have also benefitted from prolonged engagement in the research process. The participants might benefit from keeping diaries and being interviewed in ways that make them aware of the importance of feedback literacy on both their academic journeys and future endeavours.

Chapter 4: Findings

This chapter presents the key findings from the qualitative data analysis collected over one academic year. It begins by reporting the developmental change over one academic year based on the six dimensions of student feedback literacy: eliciting, processing, enacting, appreciation of feedback, readiness to engage, and commitment to change. Then, it presents factors influencing the participants' feedback literacy development. The findings below stem from the analysis of the participants' monthly diaries, post-diary semi-structured interviews and retrospective interviews to gauge the development of their feedback literacy and uncover influencing and inhibiting factors in the process.

4.1 Adam

4.1.1 Background

Adam was a high-performing student with a 3.4 overall GPA in Year Two. The author sought more academic information about him from other lecturers through informal and casual conversations. Based on the information from the lecturers who taught Adam, he was a curious and enthusiastic student who was never afraid of asking questions and sharing his opinions in class. His fellow classmates regarded him as an active and outstanding student whom they approached for academic advice.

Adam scored very high in all six dimensions of the Student Feedback Literacy Scale survey distributed at the start of the present study. His overall mean score across the six dimensions was 5.84. Based on the survey results, it can be implied that he possessed high feedback literacy. Adam claimed he was not a shy student who always sought feedback and assistance from his teachers and was never hesitant to ask questions. For example, in the entry interview, he stated, "I think there is always room for improvement. So I will seek for it. I don't

want to be the best or perfect person. I just want to do better, to be a better student." Moreover, he mentioned that he never had difficulties comprehending the feedback he received. He would constantly seek additional clarifications by stating, "If I don't understand their feedback, I would ask [for further clarification]?" In addition, he claimed during the entry interview that he would use the feedback he received from his teachers to improve his work. For instance, he highlighted his prior experience, "We started to revise our work, revise our paper again. Once we find out the problem, exactly like what he [his teacher] said, we would change it. Then, we realise that it [his paper] is better."

As for his feedback dispositions, he claimed he felt happy when receiving positive feedback. At the same time, he said negative feedback was more difficult to deal with, especially the feedback delivered with emotions. To him, negative feedback means "feedback mixed with emotions. Once you get emotions involved in feedback, it becomes negative." In addition, he expressed his appreciation for feedback values as he stated, "There is always room for improvement … we all need feedback to improve ourselves." He also demonstrated his willingness to engage in the feedback process by seeking feedback from his teachers, allocating sufficient time to revise his work, and regulating his emotions well when receiving criticism.

Overall, it can be assumed that based on the survey and entry interview data, Adam possessed high feedback literacy regarding feedback skills such as eliciting, processing and enacting. In terms of feedback dispositions, he demonstrated his appreciation for feedback value, readiness to engage in the feedback process, and commitment to revise his work according to the survey and entry interview data. Below are the detailed findings about Adam's feedback literacy development over one academic year.

4.1.2 Developmental trajectory of Adam's feedback literacy

4.1.2.1 Eliciting

Adam experienced fluctuations in his eliciting competence throughout his junior year. The results showed that there were occasions where he tended to elicit feedback and clarification from different human and non-human sources, especially from the Internet and his teachers, to broaden his understanding of a subject matter and improve his performance. For example, in the second post-diary interview, he sought different sources of information, such as websites on a research project topic given by his teacher. Then, he sought feedback from the teacher on his research outline. His feedback eliciting is illustrated in the following quotation:

> I found three or five website resources, and I basically explained to him [the teacher] how I would write my essay, like my part and stuff. At the same time, he gave feedback like, 'You can't just focus on your part; just government interventions. You gotta look at another point. That would be lessons learned.' (Adam, second post-diary interview, December 10th, 2022)

In addition, Adam approached his teacher to seek clarification when the teacher returned his team's reflection paper with some unclear feedback. He reported, "He [the teacher] drew red circles around some parts of my term paper." He claimed he did not understand the feedback and immediately asked the teacher for clarification. In this instance, he demonstrated his eliciting ability to seek out feedback from his teachers. In addition, Adam also elicited information from non-human sources, such as the sample provided by his teacher. For instance, in one of his courses in semester two, before he started writing one of his position papers, he consulted and elicited key aspects from the sample in order to better understand what to include in the position paper. This is illustrated in the following quote:

> I did [go through the sample] even though the sample she gave is not related to the topic we focused on, we could look at how the sample is structured, what aspects to include, how to use wordings, and also what parts should be given more emphasis. For example, if the recommendation part is given more emphasis, we could write more about it and introduce more recommendations, and we focus less on other parts because it is just a one-page paper. (Adam, fifth post-diary interview, April 21st, 2023)

However, the results also revealed that there were instances where he did not approach his teachers to seek out feedback on his work, especially at the end of the semester. For example, in the fourth post-diary interview, his teacher returned his mid-term test paper with some question marks and short feedback such as "I don't understand" and "too much extra information". Adam claimed that he did not seek further explanation from the teacher. Similarly, at the end of semester two, in the seventh post-diary interview, when the teacher returned his mid-term test paper with only the word "okay" and scores, Adam did not approach his teacher to seek further feedback for improvement. He reported, "I didn't know where I did wrong … I was like where I lost my eight marks … but because my score was high, I didn't take time to bother."

4.1.2.2 Processing

The data analysis showed that Adam developed high processing competence throughout his junior year. He could make sense of and judge the quality of his teachers' feedback. For example, in the first post-diary interview, when being asked about how he judged the quality of feedback, he reported, “I basically ask myself why – why did he [the teacher] give this feedback? why did she [the teacher] give this feedback? – and reflect on my performance and my answer”. Similarly, in the second post-diary interview, Adam analysed questions and comments from his peers after he finished his oral presentation. For instance, he described his experience after his

presentation in one course, “Basically, by the end of the entire thing including the Q and A part, we realised our own mistakes, realised that this is what we missed." He claimed that the questions he received from his peers allowed him to identify what was lacking in his presentation. He continued in the second post-diary interview by saying, "Sometimes you may think that the question or comment they asked you throughout the Q and A part is true. It might be better than your own argument. So yeah, you have to take that into consideration."

In addition, the results demonstrated that Adam conducted evaluative judgement on the quality of the feedback he received before acting upon it. He elaborated on this experience in one of the courses in the second semester in the sixth post-diary interview as follows:

> I received feedback from her [his teacher] through Microsoft Teams, and then I did go through the feedback to see what I did wrong or what was missing. And then I felt really happy even though she did not elaborate that much. At least she gave us a hint of what I could think of when writing our next position paper, which will be on the Russian-Ukraine crisis. (Adam, sixth post-diary interview, June 22nd, 2023)

4.1.2.3 Enacting

In terms of the enacting dimension, Adam was not consistent in implementing the feedback he had received. He applied the feedback when he was given an opportunity to revise his work in staged formative assessment designs. For example, in the second post-diary interview in December (mid-semester), he took his teacher’s feedback into consideration and implemented the feedback when his teacher told his team to include lessons learned in his research paper. He mentioned, “We did discuss [the feedback] to include in our research project.” In the fifth post-diary interview, he revealed that he received a piece of spoken feedback on his simulation

performance in class from his teacher in a nice and polite manner and implemented the feedback right away in class. He elaborated on this as follows:

> I did make a mistake. I raised a motion to organise a formal and informal debate for 20 minutes. Then, she [the teacher] said it was wrong. She explained when we raise a motion, we need to choose only one activity, which is either formal or informal debate. We could not raise two activities in one motion … So then, whenever I raise a motion, I just pick only one activity, such as opening an informal debate or drafting a resolution and stuff like that. (Adam, fifth post-diary interview, April 21st, 2023)

His enacting behaviour was further evidenced in the following quotation in another course after he received spoken feedback from his teacher:

> I knew what he [the teacher] wanted me to do, and then we discussed the topic again among our team members. We introduced the topic of food insecurity among children in Prey Veng province to him again because one of my teammates comes from Prey Veng, so we can collect primary data from that province. Then the teacher said “Okay” to our topic. Then, we prepared research questions and sub-research questions. (Adam, fifth post-diary interview, April 21st, 2023)

However, there were also times when he did not apply the feedback, especially when he received unclear feedback and one-off-task or end-of-semester feedback. For example, in the fourth post-diary interview at the end of semester one, his teacher returned his mid-term paper and gave a few comments by circling some parts in the paper and writing, "I don't understand." He stated that the teacher "didn't explain whether our content is good or not… he didn't give us concrete explanation like if our content is good, or if we need more examples…" As a result, he

disregarded the feedback. This feedback experience led to his frustration towards unclear feedback and his inaction towards feedback at the end of the semester.

4.1.2.4 Appreciation of feedback

The data demonstrated that Adam developed a higher appreciation of feedback values on his learning outcomes. At first, Adam seemed to consider feedback just as someone else's perspective on his work, thus disregarding it occasionally. For example, he stated during the entry interview, "In Years One and Two, it's just that you don't really care much about the feedback. You just think that's their view, and that's my view." However, his perception of feedback values has changed as he progressed from disregarding feedback when it was incompatible with his perspective to valuing others' perspectives on his work. This change was clearly evident near the end of semester one in the third post-diary interview: "Right now, you start taking, you start understanding other people's points of view. You start to listen to other people's points of view because sometimes their views or arguments are even more valid than yours."

In essence, Adam's display of growing appreciation of feedback value can be summarised in the following quotation:

> Compared to one year ago, I didn't even know that feedback was that important in my life. But then, over a year, instead of thinking that way now, feedback has actually helped me improve instead of pulling me down. Instead of ignoring it, you start to take the feedback into consideration, not just from the teachers but from everyone else outside the school. The feedback has helped build me into a better person overall. So, it is really good. I think it is really useful. (Exit interview, August 10th, 2023)

4.1.2.5 Readiness to engage

Adam's emotional readiness to engage in the feedback process fluctuated throughout the whole academic year. At some points, he was willing to receive and accept feedback from his teachers, even if it was negative criticism. For example, when he received critical comments on his presentation in class in the sixth post-diary interview, he reported feeling grateful for the feedback. He stated, “I always believe that people have room for improvement… We were happy when he congratulated us … and gave critical feedback to make it useful for our next presentations as well.”

There were occasions where he reported being defensive when receiving negative comments on his work. As stated in the second post-diary interview, he showed his frustration and anger at times: "Sometimes you just like go out of your hand to feel a bit angry with the teacher, especially when he gives critical or more harsh feedback." This instance showed that he was emotionally unready to receive and accept critical comments from his teachers. He also reported that he tended to feel embarrassed when receiving critical comments or questions. During one feedback experience at the beginning of semester one, his teacher challenged him by giving critical comments and asking several critical questions that he could not answer, which made him feel embarrassed in front of the whole class. For instance, in the second post-diary interview, he highlighted, "Some questions are hard to answer … so basically overall feeling embarrassed." These instances appeared to affect his readiness to actively engage in the feedback process with his teachers.

Similarly, in the fifth post-diary interview, Adam expressed his frustration and anger when he received comments from his teachers in an aggressive tone. This experience thus affected his emotional readiness and response to feedback, leading to an inactive engagement

with feedback. Thus, he lost an opportunity to learn from the feedback. He described his experience, "The way he gave feedback was a bit aggressive. Maybe he was disappointed in us. I don't know. Maybe he put his emotions into it, and we wondered why the teacher shouted at us." Likewise, in the exit interview, he appeared to show emotional resistance towards negative comments, "I still remember him giving harsh feedback and stuff. It was not that great. He was strict, so the way he portrayed his feedback was really strict, aggressive all the time."

4.1.2.6 Commitment to change

Based on the data analysis, Adam's commitment to change appeared inconsistent throughout the junior year. There were times he displayed a commitment to revise his work based on the feedback he had received. He invested more time and effort to allocate resources to broaden his knowledge and revise his work. For example, after his research teacher told his team to include lessons learned in his research paper, he mentioned that he tried to gather more information by conducting online research to address his teacher's feedback.

In addition, Adam spared more time to review his paper against the guidelines before submitting his revised work to his teacher. In the sixth post-dairy interview, after receiving feedback on his first position paper in a simulation-based course, he reported that he did more and deeper research into the position of the country he was representing and reviewed his paper against the teacher's guidelines. The following quotation demonstrates his commitment to reviewing his work:

> After receiving feedback on the first position paper, we actually did deeper research into the new topic and also defended our country’s interest even stronger. For example, instead of using our own personal opinion towards the issue, we quoted the speech by the

president of the country we represented. We searched for the actual solutions our country proposed. (Sixth post-diary interview, June 22nd, 2023)

However, as mentioned earlier in the Enacting part, Adam did not invest time and effort to make changes to his work or even seek further clarification, especially at the end of semesters when he received unclear, one-off, or no feedback. For example, in the seventh post-diary interview, he reported receiving his mid-term test without any feedback and did not seek further comments or improve his work.

4.1.3 Factors facilitating Adam's feedback literacy development

4.1.3.1 Instructional factors

Teacher assessment practices have been found to significantly influence the development of Adam's feedback literacy throughout the whole academic year. Adam reported that a few of his teachers designed assessment tasks in several stages, and he had to submit a few parts of the assessment until the final product was produced. In this way, he had an opportunity to seek clarification and feedback and to act upon the feedback to improve his work incrementally. In the following excerpt taken from his March diary, he shared about his research project where he had to work with his teammates, starting from refining a research topic and writing research questions:

> Today, we have our first in-class session with our research teacher. We presented our research topic to him, and we had a discussion about it. He gave feedback to our team that the topic was too wide and general and that we had to narrow it down. The topic that we gave him was "The Food Insecurity in Cambodia", and he told us it was too broad and we needed to narrow it down to the part of a province and specific target groups. We then

> considered his feedback and changed it to "Food Insecurity among children in Prey Veng province" for easier data access and information gathering. (March's diary)

In addition, he also appreciated the way his teacher communicated assessment expectations clearly and provided him with a sample that he could use to improve his work. For example, in the fifth post-diary interview, he reported that the teacher "gave us clear guidelines and samples, and we just looked at the sample and followed it. She also explained what aspects need to be included [in the paper]".

4.1.3.2 Textual factors

The characteristics of feedback, such as the types of feedback and the tone of feedback, influenced how Adam experienced and responded to the feedback he received. For example, Adam received a mixture of both written and spoken feedback. However, in the exit interview, he mentioned that he received spoken feedback more and preferred spoken feedback to written feedback. He described his experience in the exit interview as follows: "I prefer spoken [feedback]. I love it to be direct and stuff." In addition, verbal feedback is typically timely as the teachers provide immediate feedback on students' performance and work in the class.

Adam also appreciated the way one of his teachers gave feedback to him and his classmates in a nice and polite manner by stating:

> The simulation [class] is fun to do, and the second thing is that she is not giving feedback in an aggressive way even though we keep making many mistakes. She doesn't scold us or give us harsh feedback. She gives it politely in a way that we can accept it without hurting our emotions, and we are willing to change because that feedback is really helpful. (Fifth post-diary interview, April 21st, 2023)

4.1.4 Factors inhibiting Adam's feedback literacy development

4.1.4.1 Socio-cultural factors

Based on the data, a strong exam-oriented culture in Cambodian higher education appeared to be an inhibiting factor in Adam's engagement in feedback processes, thus affecting the development of his feedback literacy. For instance, he tended to ignore his teachers' feedback on several occasions when he received satisfactory results. In addition, he did not seek further clarification on his work to improve his performance because he received good scores from his teacher. This experience can be summarised in the following quotation:

> I read through my paper again but didn't know where I did wrong. I mean, what you write, you think it's right. When you received that score, I was like, where did I lose my eight marks? It still makes sense when I read it [mid-term paper], so I don't know where I lost my eight marks. Because my score was high, too, I didn't take the time to bother. (Seventh post-diary interview, August 10th, 2023)

In addition, the dominance of the exam-oriented culture seemed to cultivate a mindset in Adam where he placed greater importance on his scores or marks at the end of the semester rather than his own personal academic progress. The data suggested that Adam appeared to revise his work to get better results rather than using feedback for personal learning development. For example, in the second post-diary interview, he said, "If we revise [based on the feedback], we might get an extra score." He continued, "For the time being, score first. You need to pass." Similarly, Adam narrated in the sixth post-diary interview when asked why he revised his position paper:

> Because we wanted to see whether we included all the points in the guidelines, whether we missed anything, or whether we had to add anything, or maybe it was too much

information because she requested a one-page position paper. We just wanted to meet the requirements of a position paper. We wanted to do well and get good scores.

This superficial use of feedback appeared to imply that he disregarded the learning values of feedback and primarily focused on getting good results at the end of the semester.

4.1.4.2 Instructional factors

Certain teacher assessment practices hindered Adam's engagement with feedback, which impeded his development of feedback literacy. In such assessment practices, no assessment guidelines and dialogic opportunities for communication were provided. For example, Adam reported that some of his teachers did not provide assignment guidelines and room for dialogues to ask questions and seek clarification. In addition, he mentioned in several post-diary interviews that his teachers did not clearly communicate their expectations about an assessment task (Third post-diary interview). The following excerpt demonstrated one of the assessment designs he had:

R: Did he [the teacher] give the guidelines?

P: Guidelines? No. We have ten groups and ten ideologies. Pick one and you do a presentation on those topics.

R: He did not mention any aspects that you need to include in your presentation.

P: No. He just said based on the textbook. *(R: researcher; P: participant)*

4.1.4.3 Textual factors

Receiving unclear and one-off feedback at the end of the semester appeared to negatively influence Adam's response to feedback. For example, in the fourth post-diary interview at the end of semester one, his teacher returned his mid-term paper and gave a few comments by circling some parts in the paper and writing, "I don't understand." He reported that the teacher "didn't explain mostly why our content is good or not… he didn't give us concrete explanation

like if our content is good or we need more examples." He added that the feedback was not “useful” because it was given at the end of the semester, and he could not do anything about it. This instance demonstrated that giving feedback too late at the end of the course appeared to be ineffective and helpful for student learning. In addition, in the exit interview, he recalled his experience of receiving short and unclear feedback, such as "very good" on his work, such as mid-term tests, and claimed that such feedback was not helpful for his learning. These feedback experiences sum up his frustration towards unclear feedback and his inaction towards feedback at the end of the semester.

In addition, receiving feedback that did not provide any actionable suggestions appeared to impede Adam’s feedback literacy. His experience of receiving such feedback was reported in the sixth post-dairy interview when the teacher returned his mid-term test paper and reflection papers without any suggestions for improvement. For example, he reported, “When I really think about it [the feedback], it’s just useless. I mean, the feedback is just useless because he didn’t point out where we can improve. I have those mid-term papers and reflections returned by my teachers.”

Receiving feedback in an aggressive manner appeared to impede Adam’s emotional readiness to engage with feedback and negatively contributed to his feedback uptake. At the early stage of the current study, Adam emphasised that receiving feedback in an aggressive tone from teachers was considered harsh criticism. In the fifth-post diary interview, he narrated his feedback experience of receiving feedback in an aggressive tone in one of his courses, resulting in his frustration and anger. This in turn led to his inactive engagement with the feedback.

4.1.5 Summary of Adam's feedback literacy development

Even though Adam believed that he already possessed high feedback literacy (based on the survey results), the results have also shown that the development of Adam's feedback literacy was unbalanced and complex, signifying a multifaceted and situated nature of feedback literacy. First, his eliciting competence appeared to fluctuate throughout the academic year. For example, there were occasions when he elicited feedback information from different sources and sought clarification from his teachers. There were also occasions where he did not seek feedback, particularly when he received good scores on his summative assessment at the end of the semester. Regarding his processing skills, he developed his evaluative judgement on the quality of feedback. He reportedly judged the feedback he received from others and, at times, rejected it when he found it not useful. His enacting ability was found to be inconsistent, mainly depending on the opportunities created for him to further act upon the feedback. For example, when he received end-of-semester or no feedback, he appeared to ignore the feedback. Another area of improvement was his higher appreciation of the value of feedback on his learning outcomes. His readiness to engage with feedback appeared to fluctuate throughout the year. There were occasions when he was able to manage his emotions when receiving critical feedback. There were times when he became defensive. His commitment to change seemed to be inconsistent as well. He was found to display commitment and motivation to revise his work based on the feedback he had received in a multi-stage assessment task. He did not make an effort or invest time to improve his work further in a one-off task such as mid-term tests.

Several contextual factors were found to influence the development of Adam's feedback literacy. Contextual dimensions such as instructional and textual factors positively contributed to his feedback uptake. Instructional factors include staged formative assessment tasks and the

provision of clear guidelines and exemplars. Textual factors include face-to-face verbal feedback and the tone of feedback delivering. In contrast, contextual factors such as socio-cultural, instructional, and textual factors seemed to inhibit Adam's feedback literacy development. For example, a strong exam-oriented culture appeared to prompt him to focus more on grades rather than personal learning. Certain instructional practices such as the lack of clear guidelines also impeded his feedback uptake. The provision of feedback without further suggestions for improvement also negatively affected his active feedback engagement and uptake. Delivering feedback in an aggressive tone also appeared to inhibit his active feedback engagement and emotional readiness.

4.2 Angela

4.2.1 Background

Angela was a high-performing student based on her overall GPA in her sophomore year. The author sought more academic details about Angela from other lecturers who had taught her in Year Two. Angela was considered an active student who exhibited a proactive approach to her studies, demonstrating a willingness to engage with teachers and seek their guidance and assistance. Her previous teachers hinted that she never left her work undone and completed her assessment tasks diligently.

Angela scored relatively high in all six dimensions of the Student Feedback Literacy Scale survey, distributed at the start of her junior year. Her overall mean score across the six dimensions was 5.39. Thus, the survey results indicated that Angela possessed high feedback literacy. As for her perception of feedback, Angela viewed feedback as information or criticism from other people for improvement. Her view of feedback was illustrated in the entry interview

at the beginning of the present research: "I think feedback is information, or criticism from someone to other people. Its aim is to improve that person's ability … like the person might do something wrong … and that we can learn from that feedback." In the same entry interview, Angela mentioned that she mostly received feedback from teachers. She would seek feedback and teacher assistance when she did not understand lessons and assignment guidelines. When receiving negative feedback, she felt angry, but at the same time, she managed to contain her anger and consoled herself so that she could learn two perspectives simultaneously. She also admitted that listening to other people's ideas was important, displaying her appreciation for feedback on her work.

What motivated her to seek out help from others was her intrinsic motivation. She mentioned, "I come to class to learn something, so if I come to class and sit quietly without understanding anything, it is a waste of time and money, so no matter how scared I am, I still find the courage to ask." Another factor that encouraged her to seek assistance was the desire to perform well on a midterm or final exam. Additionally, she aimed for the Honors Program during her final year. The Honors Program is a program that offers to high-achieving students based on their cumulative overall GPA in Year Two and Year Three. Those students are eligible to write a thesis as part of the challenging requirement for the completion of their Bachelor's degree. As a result, grades play an essential role in that process.

In summary, based on the survey results and entry interview, it can be assumed that Angela possessed high feedback literacy capacities and dispositions.

4.2.2 Developmental trajectory of Angela's feedback literacy

4.2.2.1 Eliciting

The results suggested that Angela's ability to elicit feedback improved in general throughout her junior year, with minor fluctuations in between. Initially, she expressed during the entry interview at the start of her junior year that she primarily accepted whatever comments provided by her teachers, be it short or unclear. For example, when asked whether she would seek further feedback on her work when her teachers only gave short or no feedback, she said she "never" did that. However, as she progressed, she reported actively seeking out feedback information on her performance when she did not receive any feedback or short positive feedback from her teachers, as evidenced in several post-diary interviews. The following quotation demonstrated her eliciting ability after she conducted an in-class presentation:

> After the presentation, there came a Q&A session where classmates and the teacher would ask us questions. After that, the teacher said only a few words like "The presentation is good. The flow is good." But when we finished the class, I approached him to ask for more positive and negative feedback from him. (Angela, second post-diary interview, December 1st, 2023)

In the third post-diary interview, she approached the teacher to ask for positive and negative feedback on her group presentation's performance in her political ideology class because her teacher just said, "Everything is fine", and did not give any further feedback at the end of the presentation. Similarly, in the fourth post-diary interview, she approached the teacher for more feedback when she received no feedback on the critical thinking questions part of her mid-term test. As she shared:

> For critical thinking questions, I didn't receive good scores on that, so it made me want to know my mistakes. I didn't receive good scores on that part, and I didn't receive any feedback on that part as well. So, I wanted to know my mistakes and how to fix my mistakes. So, I approached the teacher for feedback. (Angela, fourth post-diary interview, February 14th, 2024)

Angela developed some sophisticated skills and strategies to solicit feedback from both human and non-human sources. In the first post-diary interview in November, she reported that she printed her homework in PDF files and approached her teacher in person during break time to seek feedback on her work. She said, "I brought my PDF file and asked him in person to clarify whether my answer is correct or not." In addition, Angela developed strategies to actively seek out feedback from non-human sources such as AI-content generator tools and Google Scholar. However, she clarified in the sixth post-diary interview that she did not engage in a mere act of duplicating content from AI tools and inserting it into their work; instead, she tried to grab the main ideas, wrote her own work, and searched for more evidence from the Google Scholar website instead.

Despite Angela's notable improvement in eliciting competency, there were occasions when she failed to actively seek feedback, particularly when she perceived her teachers as unapproachable. This can be exemplified in the final exit interview when she admitted that she would instead seek feedback from her peers or seniors when encountering strict and serious instructors.

4.2.2.2 Processing

The data revealed that Angela developed sophisticated strategies for interpreting and evaluating feedback information from both human and non-human sources. According to the interview data,

as she progressed throughout her junior year, she was able to make sense of, critically evaluate, and use feedback information to improve her performance. She demonstrated high evaluative judgement on the feedback she sought from her teachers on several occasions. For instance, she evaluated her performance against her teacher's feedback in the third post-diary interview when the teacher said, "Everything is fine". She did not believe her teacher's feedback because she believed there must be some feedback for improvement, as she observed that one of her teammates could not answer the audience's question. In the sixth post-diary interview, she was able to judge her teacher's feedback and implemented the feedback to improve her performance in a simulation-based course:

> I think her feedback was useful because, at first, I was worried that I had nothing to debate with other countries, so my score would not be good in this course. I wanted to debate but had nothing to debate at first because I didn't know my country's position clearly. But when she [the teacher] gave us the feedback, I could find some information about Gabon's position and also engaged in the debate. Then, I felt relieved. (Angela, Sixth post-diary interview, June 20th, 2023)

In addition, she was able to evaluate and analyse the sample provided by her teacher to her advantage. As she highlighted in the sixth post-diary interview, "If I have the sample, I read it, break it down into small chunks, and analyse it, and I follow the sample, and I start to realise what I should write or include." This academic judgement activity helped further improve her capacity to make sound evaluative judgements and allowed her to better appreciate quality work.

Moreover, one of the key learning strategies used by Angela was taking notes of information she observed from others' performance and feedback information her teachers gave to others and using such information to improve her performance. This strategy involved

appreciating the importance of feedback on her learning, which is one of the key components of student feedback literacy. In the fourth post-diary interview, she expressed, "When I listened to the teacher giving feedback to other groups, I extracted feedback information to improve my team's performance so that I would not make a lot of mistakes." Similarly, she reiterated the above strategy at the end of her junior year in the following quotation in the exit interview, "Now, when teachers give feedback to others, I also take note of the feedback and compare the feedback with my work to improve my work."

4.2.2.3 Enacting

The findings revealed that Angela developed different strategies for translating feedback information into action. Evidence showed that she engaged in activities where she implemented the feedback she received from others to enhance her work and performance. For instance, in the first post-diary interview, she approached her teacher to ask for feedback about her online homework. After she received the feedback, she revised her answer in her file and kept it for further reference. In addition, she utilised the comments she acquired from her presentation in semester one to enhance her following presentation in semester two. For example, during the third post-diary interview, Angela indicated that she gained insights from the feedback, specifically on the ineffectiveness of including excessive information on her slides. Consequently, in the subsequent semester, as she reported in the fifth post-diary interview, she made a conscious effort to create concise and meaningful slides to enhance her presentations' overall appeal.

When asked how she monitored her progress after completing an assignment and implementing the feedback information, Angela reported that the feedback from various sources

helped her improve her learning and understanding. She reported such experience in the following quotation:

> I realise that I understand more about the literature review part because it was my responsibility. I feel confident that if I am to write the literature review for an IR topic again, I can do it thanks to the suggestions from my research participants, AI and Google. (Angela, sixth post-diary interview, June 20th, 2023)

Her overall enacting ability can be summarised during the exit interview as she highlighted, "In the past, when I received feedback, I didn't think about how to implement it. But now, when I receive feedback, I think of the next steps to take to improve my work."

4.2.2.4 Appreciation of feedback

Angela reported an enhanced appreciation of feedback on her performance and her learning in general. As she reported in the third post-diary interview on how she could learn from peer feedback, "I think it's [peer feedback] interesting because since Year One until now, it's my first time, and I think it's good because it makes me know that when one group gives feedback to other groups, I can learn."

Angela further acknowledged a changing perception towards the value of feedback on her learning and personal growth at the end of her junior year. As she reflected in the seventh post-diary interview:

> I have changed my perception. I realise that the feedback I have received has helped me improve my learning, so now I appreciate the importance of feedback on my learning. I wish the teachers would give more feedback on presentations, written assignments or mid-term tests. (Angela, seventh post-diary interview, August 1st, 2023)

In essence, Angela showed her appreciation of the feedback she obtained in the exit interview as she expressed:

> Before, I thought feedback was something teachers criticised me for. It was my bad point. I didn't want to receive feedback. In the past, in Years One or Two, I had the belief that when I received a lot of feedback, my score [performance] would be bad. I thought feedback was all about my mistakes. Also, I felt ashamed when I received feedback. Now, I chase for feedback from teachers. Now, I have the belief that feedback is to help me improve my learning because I am not perfect, and there is always room for improvement, so I want to know my weaknesses so that I can overcome them. (Angela, exit interview, August 1st, 2023)

4.2.2.5 Readiness to engage

The data highlighted Angela's increased readiness and open-mindedness to receive feedback from different sources. Initially, she shared her experiences of receiving some negative feedback on several occasions from her teachers, yet she also reported being able to manage her emotions effectively. That means she did not let negative feedback demotivate her to further improve her learning. Instead, she acknowledged the importance and value of negative feedback on her performance and personal development and tried to elicit more feedback for improvement. As she expressed throughout the whole academic, she was not only emotionally ready to receive both positive and negative feedback, but she also sought opportunities to engage in the feedback process by actively seeking out feedback from different sources such as her teachers, her classmates, as well as AI-content generator tools. For instance, as she shared in her third post-diary interview,

> I want some feedback rather than not, especially in the case of presentations. I also want feedback from my classmates because I want to know whether the audience understands my content or not, whether they get the meaning of our presentations or something like that. (Angela, third post-diary interview, January 3rd, 2023)

Her improved emotional readiness to engage in the feedback process can be summarised in the exit interview as follows:

> Before, I was also ready to receive [negative feedback], but at the same time, I felt ashamed of receiving it. But now, I no longer feel that way and am fully ready and willing to receive critical comments. I even seek critical comments from my teachers. (Angela, exit interview, August 1st, 2023)

4.2.2.6 Commitment to change

Angela's commitment to change appeared to grow gradually, with occasional fluctuations throughout her junior year. Even though she reported on several occasions that she tended to procrastinate a lot towards the end of her junior year and seemed to develop a habit of laziness (exit interview). This might be due to the excessive workloads at the end of her junior year and exhaustion, which was common at the end of the semesters. Despite this, she still managed to revise her work based on comments and advice she obtained from others in the multi-stage assessment tasks. For example, at the end of semester one, she claimed that she would use the feedback to implement in semester two as she described her commitment in the fourth post-diary interview:

> For the feedback that I received this semester during the seminars or presentations, I can apply it in the second semester. For example, if there is a seminar, I know what to do, what to include, and how to organise a debate. For the feedback on mid-term papers, I

> realise that my answer has to be straight to the point to get good scores. So, in order to do that, I have to note down the main points the teachers explain in class to prepare well for mid-term tests. (Angela, fourth post-diary interview, February 14th, 2024)

Similarly, Angela demonstrated volition to invest time and effort to implement suggestions from her teacher in the sixth post-diary:

> After he [the teacher] gave us some suggestions, we got some ideas to kickstart our assignment. We also discussed among ourselves and gave each other ideas… So, we prioritised this assignment, spent time looking for more information online, and managed to finish our draft in three days. (Angela, Sixth post-diary interview, June 20th, 2023)

4.2.3 Factors facilitating Angela's feedback literacy development

4.2.3.1 Socio-cultural factors

An exam-oriented culture in Cambodian higher education resulted in Angela cultivating a more profound dedication to seeking and enacting feedback efficiently. For instance, she highlighted her feedback experiences in the third post-diary interview in the following quotation:

> I think because their feedback is good, and it also allows me to know that if I have other presentations, whether at school or work, I need to keep them short and meaningful, something like that. And try to avoid a lot of words in the slides. One more thing is that it benefits the group's score as well. (Angela, third post-diary interview, January 3rd, 2023)

In addition, in the fourth post-diary interview, she claimed that she observed other people's performance and implemented the feedback "to get a good score and to perform better". Similarly, she reported in the fifth post-diary interview as follows:

> I needed to follow my teacher's advice in order to get a good score on my assignment, or I might get stuck along the way because he said there was not much literature about my topic, so I might lose motivation and abandon my research. (Angela, fifth post-diary interview, March 10th, 2023)

Furthermore, teacher authority also contributed to how Angela responded to feedback, thus improving her feedback literacy. The data analysis showed that Angela trusted her teachers' expertise in the subject matter and enacted the feedback she had received to improve her work. For example, in the fifth-post diary interview, she mentioned, "I think the teacher's advice is correct because the teacher has more experience than me, so I follow her advice." Similarly, in the seventh post-diary interview, she reaffirmed her trust in her teachers: "I always accept the feedback from the teachers because I think they are knowledgeable."

4.2.3.2 Instructional factors

The data analysis demonstrated that certain teacher assessment practices positively contributed to Angela's feedback literacy. She reported that some of her lecturers designed an assessment task in multiple stages, and she was required to submit an outline, a first draft, and a final draft. She emphasised that multiple draft assessment tasks helped her learn better because she could use the feedback and advice to revise and improve her work. For example, she described her experience receiving feedback on how to narrow down her research topic from her research teacher in semester two. She reported how she learned from the feedback and applied the feedback for improvement. This experience can be illustrated below:

> He [her research teacher] gave feedback on my research topic, which was too broad, and he gave me hints on how to narrow down the scope to a more specific one. As a result, with his feedback, I could narrow my topic… I think the feedback I got is good because it

> let me realise that a topic that is too wide cannot be researched. Moreover, because of his feedback, I know how to narrow down the scope of another assignment topic for another course, which made it easy to complete. (Angela, exit interview, August 1st, 2023)

In addition, the design of collaborative assessments, such as collaborative group work, appeared to be a facilitating factor in promoting Angela's feedback literacy. Angela highlighted her experience in engaging in dialogues with her teachers, who designed activities that promoted active feedback discussions, such as eliciting and enacting feedback. For instance, she narrated an experience where she learned from her teacher's feedback on her draft written assignment and was able to make revisions accordingly:

> In semester one, lecturer Vicha (pseudonym) called for my group to see him at his desk and gave spoken feedback by pointing to where it went wrong in our written assignment and what needed to be changed. I think this approach was good because my teammates and I went to see him together so someone could take note of his feedback while the rest could listen attentively. Also, he gave specific feedback on parts where we needed to revise. Moreover, when we had questions, we could ask him face-to-face spontaneously. (Angela, exit interview, August 1st, 2023)

The feedback experiences above provided Angela with opportunities to interact with and negotiate the meanings of her work with her teachers and peers. In this regard, she could seek clarification on her work and apply the feedback for further improvement. These experiences thus contributed to the uptake of her feedback.

Moreover, her teachers' utilisation of exemplars further enhanced Angela's feedback literacy growth. For example, in the sixth post-diary interview, she mentioned that one of her teachers provided her with a sample of a mission report; she analysed it and used it as a

reference. She reported, "If I have the sample, I read it, break it down into small chunks, and analyse it, and I follow the sample. And I start to realise what I should write or include."

4.2.3.3 Interpersonal factors

Angela's good relationships with her teachers positively contributed to her active feedback engagement and feedback uptake. She often reported being more willing to approach easy-going and friendly teachers and ask for feedback and clarification. As an example, she expressed such a view in one of her courses in the second post-diary interview:

> I feel that we are not teachers and students. We are just like grandfather and grandchild. He explains, he cracks jokes, and he also considers us like his grandchildren. When we ask questions, he cracks jokes. So, we think we can approach him when we have any problem or doubt. (Angela, second post-diary, December 1st, 2023)

Positive relationships with her teachers created trust in her teachers' expertise and experience. In turn, she was more inclined to value her teachers' feedback, thus promoting her active engagement in the feedback process such as eliciting and enacting feedback. As she stated in the fifth post-diary interview, "I think the teacher's advice is correct because the teacher has experienced that before me, so I followed her advice." Thus, the interpersonal factor was also found to influence her feedback literacy, as she reported being comfortable with teachers whom she found easy-going and friendly.

4.2.3.4 Textual factors

Receiving specific and clear feedback on her work was an important aspect of Angela's feedback literacy development. She reported acknowledging the significance of specific feedback on her learning process. For example, in semester one, she mentioned she liked how one of her teachers gave feedback on her work by stating that "he gave specific feedback on parts where we needed

to revise". She reiterated her appreciation of specific feedback in the final exit interview as follows:

> He gives specific and clear feedback. For example, he gave feedback on my research topic that it was too broad and gave me hints on how to narrow the scope to a more specific one. As a result, without his feedback, I would not have been able to narrow down my topic. (Angela, exit interview, August 1st, 2023)

4.2.4 Factors inhibiting Angela's feedback literacy development

4.2.4.1 Instructional factors

The findings showed that some of Angela's teachers did not provide sufficient feedback in her junior year. The data revealed that she received more feedback in her freshman and sophomore years than in her junior year. She reported receiving less and less feedback in her junior year. For example, in the seventh post-diary interview, she reported, "I feel disappointed because I feel I don't know whether my work is right or wrong; I don't know what to improve." During the exit interview, she also expressed her frustration at getting little or no feedback: "I received less and less feedback. Sometimes, I didn't receive any feedback." This experience appeared to affect her active engagement with feedback.

In addition, the data showed that a few of her teachers did not provide assessment guidelines. The lack of clear assessment guidelines appeared to lead to her misunderstanding of an assessment task, thus affecting her assessment and feedback engagement and her emotions. For instance, she appeared to express dissatisfaction in one of her courses in semester two when her teacher did not provide any assignment guidelines. In the sixth post-diary interview, she reported, "I think it is better to be provided clear guidelines and expectations from the teacher. He just explained verbally to us."

4.2.4.2 Interpersonal factors

The findings demonstrated that Angela was afraid of engaging in the feedback process with teachers who looked unfriendly and serious, which affected her engagement with feedback. For instance, she reported in the entry interview at the beginning of her junior year that she was afraid to approach teachers who looked serious and unwelcome for advice and feedback. She reiterated such an experience in the second post-diary interview in her law class, where the teacher seemed strict and unfriendly. This trait continued until the end of her junior year, and she maintained that her engagement with feedback was contingent upon her teachers' personalities. As an illustration, she reported in the final exit interview, "If I observe that the teacher looks serious and is not friendly, I don't dare to ask too. I might seek help from senior students or other classmates instead."

4.2.4.3 Student belief of feedback

The data analysis appeared to suggest that Angela viewed feedback as information transmission from teachers to students and the sole responsibility of the teachers. This view seemed to somewhat affect her engagement with feedback, thus mediating her feedback literacy development. The data showed that Angela received more feedback in her freshman and sophomore years than in her junior year. As a result, she continued her expectations of receiving feedback from her teachers rather than actively engaging in the feedback process for her own improvement. In contrast to her expectations, she reported receiving less and less feedback in her junior year. For example, in the seventh post-diary interview, she reported that:

> I feel I receive less and less feedback. In Years One and Two, I feel like I received a lot of feedback, and I felt teachers showed care and concern about our work. They gave feedback on presentations and written assignments. As I move to a higher year, I receive

> less and less or even no feedback. (Angela, seventh post-diary interview, August 1st, 2023)

She continued that she felt disappointed when receiving little or no feedback at all because she claimed she did not know whether her work was right or wrong. She assumed that her teachers in her junior year must be very busy; thus, she at times refrained from seeking feedback or suggestions from them. This led to her frustration and inactive engagement with feedback.

4.2.5 Summary of Angela's feedback literacy development

The results demonstrated that Angela's feedback literacy development went through an upward trend with some minor occasional fluctuations in between. First, her eliciting competence appeared to improve in general over time, with some small fluctuations in between. For example, she reported approaching her teachers and seeking feedback, advice, and clarification when she faced difficulties with her assessment tasks. However, she exhibited reluctance to seek feedback from strict and serious teachers who seemed to be unapproachable. In terms of processing competence, the evidence showed that she exhibited processing ability and developed strategies to interpret and evaluate feedback from both human and non-human sources. In addition, Angela employed several strategies to effectively translate feedback information into actionable steps. The evidence suggested that she actively participated in activities where she applied the comments she received from others to improve her work and performance. Angela indicated a greater appreciation for feedback on her performance and learning in general. The results revealed Angela's increasing willingness and openness to actively participate in feedback discussions with her professors and peers. As mentioned earlier, she was emotionally prepared to receive both positive and negative feedback. Angela's dedication to change appeared to grow

gradually with minor fluctuations during her junior year when she showed commitment to make revisions based on the feedback she had received. In addition, she exhibited a habit of laziness at the end of the semester.

Several contextual and individual factors mediated Angela's feedback literacy development. Contextual elements include socio-cultural, instructional, interpersonal, and textual factors. For example, a strong exam-oriented culture appeared to enhance her active engagement with feedback, such as eliciting and enacting. Instructional factors such as the design of multi-stage assessments played a significant part in her feedback engagement and uptake. Her positive relationships with others further promoted her active feedback engagement. Receiving specific feedback also enhanced her feedback uptake. Conversely, when she encountered strict and serious teachers, she appeared to avoid participating in the feedback process. Insufficient feedback appeared to impede her feedback engagement. Student belief about feedback was found to negatively affect her feedback engagement and uptake in a way that she viewed feedback as information transmission and was waiting to receive feedback rather than trying to elicit feedback when her teachers gave little or no feedback on her work.

4.3 Becky

4.3.1 Background

Becky was a low-performing student during his sophomore year, as evidenced by his overall GPA. Based on accounts provided by his former lecturers in his sophomore year, the author characterised him as a reserved and quiet learner who seldom engaged in classroom activities such as posing queries or expressing his thoughts.

In terms of his perceived feedback literacy, Becky possessed medium feedback literacy based on the result of the Student Feedback Literacy Scale survey. His overall mean score across the six dimensions was 4.1. When asked about his perception of feedback during the entry interview at the early stage of the current research, he mentioned that feedback was a response to his performance. He emphasised that building good relationships with students is one of the teachers' roles in making effective feedback exchanges. As for the students' roles in the feedback process, he stated that students had a lot of roles to play, such as listening to teachers and being active in class. He reported experiencing difficulty in understanding teacher feedback. For example, he mentioned in the entry interview that "It's like at first we understand, but then when we think about it again, we get confused and don't know what to do". Thus, he also faced difficulty in applying the feedback he had received. He believed personal commitment was the most important factor in making his learning and feedback experiences more meaningful. He stressed, "What is important is me myself. If I try to use the feedback, try to make sense of it, I think it is great. So I think the most important factor is myself." He emphasised that "To be honest, what I am thinking now is giving feedback or not is fine for me." He tended to refrain from seeking help until he had exerted his utmost effort. He acknowledged the value of feedback yet preferred to do tasks independently before seeking help. He also reported exhibiting readiness to engage and commitment to make changes only when given an opportunity.

Based on the survey results and entry interview, it can be assumed that Becky's feedback literacy varies across the six dimensions. He scored lower in his feedback competencies such as eliciting and processing than in the feedback dispositions such as appreciation of feedback and readiness to engage in the feedback processes.

4.3.2 Developmental trajectory of Becky's feedback literacy

4.3.2.1 Eliciting

The analysis of the findings strongly indicated that Becky's eliciting competence has improved significantly. At the outset, he claimed during the entry interview that he seldom solicited feedback or sought assistance from his teachers and classmates. Instead, he relied more on himself to execute academic tasks and solve learning challenges. He reiterated the same comment during the final exit interview: "In the past, I tried to do everything on my own without seeking out feedback or suggestions from others…" As he advanced through his junior year, he started to develop a habit of asking for assistance and clarification on his work and performance. For example, in his January diary, he narrated his experience of soliciting information about his assignment as follows:

> I asked the lecturer about the assignment that I was going to do. Then, the feedback he gave me was understandable. I was a bit happier because I could get to understand more about that [the task]. The feedback eased me a bit more in understanding the assignment that I was going to do. (Becky, the diary for January)

Similarly, in his diary for March, Becky narrated his experience of approaching the teacher to ask for feedback as follows:

> I asked for feedback from a lecturer. I was done with my work, and I wanted to know if it was okay. Then, I decided to ask him, and he gave me great feedback, which was easy for me to understand. Moreover, I wasn't afraid to ask him at all as he really wanted to help us with our work. I felt happy and comfortable while asking him and after finishing asking him. (Becky, the diary for March)

His improved eliciting ability was also evidenced at the end of his junior year when he reiterated his experience in the following illustration:

> I think it [feedback] is the process that I need to continue to do to improve myself, that I need to seek feedback. In the past, when I received feedback, I mostly just ignored it. Now, I think it is important to seek and apply feedback for improvement. This year, I didn't receive a lot of feedback, but I asked for a lot of feedback. (Becky, exit interview, August 9th, 2023)

4.3.2.2 Processing

The evidence from the interview and diary data revealed that Becky demonstrated a significant increase in his processing competence with small variations throughout the whole academic year. His processing competence was evidenced in his ability to make better sense of the feedback information and explanations given by his teachers and peers. At the beginning of the research, he reported finding it difficult to understand his teacher's feedback because of his limited English proficiency. For instance, as he wrote in his diary for November:

> My teammates and I got feedback from the lecturer when submitting the first draft of a written assignment. We needed to make some changes in the first draft. When I got the feedback, I wasn't really sure if what I understood from the lecturer's feedback was correct. (Becky, the diary for November)

During the course of his junior year, he cultivated a promising approach of observing the performance of his peers and extracting key elements to reflect on his performance and identify better learning strategies for himself. For instance, as he highlighted in his experience in the fifth post-diary interview, "I mostly compare their performance with my performance and see what areas I can improve. Sometimes, when I observe a good aspect of a presentation from my

classmates, I also try to imitate them to improve myself." In addition, he evaluated his work by comparing it against his friend's work and exemplars. As an illustration, in semester two, he reported his feedback experience as follows:

> When I wrote my position paper, I noticed that my paper was not good enough, so I read my friend's paper to get some more ideas to include to make my paper better, and I revised my position paper accordingly. That's how I solve problems related to my study. (Becky, fifth post-diary interview, April 10th, 2023).

In another feedback experience in semester two, he demonstrated his evaluative judgement on his work against the sample provided by his teacher, as illustrated in the following quotation:

> First, I read the sample, and then I analysed paragraph by paragraph to understand the purpose of each paragraph. Then, I tried to write my mission report based on the structure and purpose of each paragraph. I think what I did was not wrong, but I also think it might not be perfect. What was important was that I could complete the task based on the sample. (Becky, sixth post-diary interview, June 14th, 2023)

The above feedback experiences showcased Becky's improved processing competence as he analysed, reflected on and judged the feedback information, assessment requirements, and samples he obtained from others. His processing competence can be overall summarised in the following quote at the end of his junior year:

> I reflect on the feedback I received on my presentations, and I will keep doing the same thing in the future. When I receive more key tips to improve my future presentations, I will apply them. In the past, I ignored the feedback, not even reflecting on it to improve my future work. (Becky, exit interview, August 9th, 2023)

However, there were small fluctuations in his processing competence during his junior year. The fluctuations occurred when he reported that he could not understand his teacher's assessment guidelines due to his poor English proficiency. This instance indicated a small regression period of his feedback literacy development.

4.3.2.3 Enacting

The data analysis showed Becky's enhanced capacity to turn feedback into action by adopting new learning strategies to improve his learning outcomes, as evidenced in the later stage of his junior year. In the early stage of the current research, he admitted that he did not implement feedback to improve his work. This comment was made again during the exit interview when he reiterated his past feedback experience: "Before, I just ignored the feedback unless it was required by the teacher to revise my work for grading." As the research progressed, the data revealed several instances where he acted upon his feedback to revise his work for better results. Below is an example of when he applied the feedback:

> After I chose a topic related to the Russia-Ukraine War, I decided to approach the teacher in the class to comment on my topic. He said the topic was okay, but he also gave me suggestions to revise it a little bit to make it better and more specific. And I understood and acted on his comments and revised my topic." (Becky, fifth post-diary interview, April 10th, 2023)

Similarly, in the same interview, he applied his teacher's feedback to make his simulation performance more engaging, as illustrated in the following quotation:

> The teacher said we should be active during the debate. When one delegate raises a motion or idea that matches our country's stand, we can support and provide reasons for the support to make your debate more active. When any delegate finishes his or her

> speech, we can also provide supplementary information. And I followed his feedback. (Becky, fifth post-diary interview, April 10th, 2023).

His overall enacting competence saw significant improvement throughout his junior year, and this competence can be summarised in the final exit interview, "In the past, as I said, I tended to ignore feedback. I procrastinated. But now I have changed a lot. I feel feedback helps broaden my knowledge, and I try to apply feedback, and the outcome gets better. It means I make progress."

4.3.2.4 Appreciation of feedback

The data revealed that Becky displayed a higher value of feedback on his learning and personal improvement after he witnessed his progress. Earlier in his junior year, he articulated that he did not realise how important it was to his learning and personal development. Now, his perception of the significance of feedback has changed, and he realised how important feedback is for his improvement after observing his own progress when he started implementing the feedback he received from others. As he commented, "I see the value of feedback. Feedback has helped me a lot over this year."

He reiterated a similar account of his feedback experience in the final exit interview as follows:

> I didn't realise how important it was for my improvement because I didn't apply the feedback. But now, I know how important it is for my improvement because I see my progress when I keep seeking and applying feedback. (Becky, exit interview, August 9th, 2023)

After one academic year, the findings demonstrated that Becky developed a deeper appreciation of feedback on his learning and personal development as he witnessed his own

progress. This experience can be summarised in the following quotation during the final exit interview:

> I think my perception towards feedback has changed. Previously, I was the person who didn't seek out feedback. But after getting exposed to feedback, I feel the feedback really has helped me a lot. When I ask for feedback, people give me feedback, so I have more courage to ask for more feedback. (Becky, exit interview, August 9th, 2023)

4.3.2.5 Readiness to engage

The findings indicated that Becky became more ready to play an active role in the feedback process and more open-minded to receiving both positive and negative feedback. Initially, he reported that he was only waiting to receive feedback from his teachers. He admitted he did not seek and apply feedback, as mentioned earlier. As he progressed throughout his junior year, he realised how important the feedback was and then started to be more proactive in seeking and enacting feedback. This means that he played a more active role and sought opportunities to engage in feedback exchanges with his teachers and peers to ask questions, clarify his understanding of the assessment tasks, and seek advice and suggestions.

In addition, Becky was able to regulate his emotions more effectively when he received negative feedback. He became more open-minded and accepted and learned from his mistakes. For instance, as he stated at the end of semester one during the fourth post-diary interview, "Even if it is negative feedback, I will accept it as long as it addresses my weaknesses."

Based on the accounts he narrated throughout the research process, it is clear that Becky displayed a more active attitude in the feedback exchange with his teachers and peers, as he expressed in the exit interview, "I feel I have changed a lot in this aspect. I am more willing and confident to seek more feedback. I play a more active role in seeking feedback now."

4.3.2.6 Commitment to change

The data analysis revealed that Becky exhibited more commitment to revising his work and changing his learning strategies based on the feedback information. According to the interview data, he mentioned a couple of times that, in the past, he often ignored feedback. Thus, he did not make an effort or invest time in making changes. This showed the lack of his past commitment to translating feedback into action to improve his learning. As time passed, he demonstrated a growing commitment and willingness to invest more time and attention to reflect on and apply feedback. For example, he showcased his effort and a greater sense of responsibility and engagement in his work in the sixth post-diary interview as follows:

> I didn't read only one sample. I read many samples. I also read my friend's mission report when they finished theirs and submitted it to the Telegram group. Everyone can read one another's samples. So I could access my friends' mission reports and use them as samples. I also read other samples from Year Two. So, my effort made me understand how to approach the task and complete the mission report. My effort paid off. (Becky, sixth post-diary interview, June 14th, 2023)

In addition, Becky also changed his learning strategies by giving up procrastination and promptly implementing the feedback as soon as possible. For instance, he highlighted his commitment in the seventh post-diary interview, “Last semester, I tended to procrastinate, but now I manage time to do my work as soon as possible. I don’t put it off till next time or procrastinate like before. Then I have more time to review and double-check my work before submission.”

His growing commitment and willingness to change was also evidenced in the exit interview, where he summed up his feedback experience: "Mostly I implement the feedback I

receive as soon as possible. I don't procrastinate. Before, I just ignored the feedback unless it was required by the teacher to revise my work for grading. So now I adjust my learning strategy."

4.3.3 Factors facilitating Becky's feedback literacy development

4.3.3.1 Socio-cultural factors

Socio-culturally, the exam-oriented culture in Cambodian higher education appeared to positively contribute to Becky's development of feedback literacy. Getting good results and performance was seen to motivate him to seek, process and apply feedback in several instances throughout the academic year. For example, he shared his experience in one of his courses where he took up his teacher's feedback and applied it to make his team's performance better, as evident in the following quotation:

> It [feedback] is quite useful because, during the first debate, the teacher also explained to us more about what to do to be active during the debate. For example, the teacher said we could raise a motion to support or not support ideas or speeches made by other delegates. When I received such feedback, I also implemented it during the debate to make my group more active and engaging in the simulation. (Becky, fifth post-diary interview, April 10th, 2023)

In addition, the findings demonstrated that teacher authority appeared to influence how Becky responded to feedback he had received. He was found to be more receptive to feedback because he believed in his teacher's expertise in the subject matter. This, in turn, created a conducive environment for feedback dialogues for him to interact with his teachers in the feedback process, where he was receptive to feedback and felt empowered to utilise it for his academic development. For instance, as he highlighted his experience in his research course in the fifth post-diary interview, "I think I trust my teacher's expertise. He is knowledgeable in

research, so I decided to approach him. And I could understand his explanations and suggestions, and then I followed his comments."

4.3.3.2 Instructional factors

The data analysis revealed that the teacher assessment practices, such as the design of multiple-draft assessment assignments, significantly contributed to the development of Becky's ability to understand, utilise, and appreciate feedback. He reported that several of his teachers structured the assessment tasks in such a way that he had to submit an outline, an initial draft, and a final document. In this process, he was given feedback on each draft by his teacher, which, in turn, afforded the opportunity for him to comprehend the strengths and flaws of his work. With each iteration, Becky gained exposure to receiving feedback and modifying his work multiple times, ultimately enhancing his capacity to comprehend and implement feedback. By way of illustration, Becky narrated his assessment and feedback experiences in the following quotation:

> At that time, we were discussing assignments in our group in our research course related to research questions, sub research questions… but we were still not completely sure whether we did it right or not. Then, I decided to ask him [the teacher] to check our work. Then he gave feedback that our research questions were broad … and he even gave us some examples of more specific research questions. We understood, and we revised the research questions. (Becky, fifth post-diary interview, April 10th, 2023)

Providing exemplars, another crucial part of teacher assessment practices, was discovered to enhance Becky's feedback literacy development. Becky reported that some of his teachers provided exemplars along with an assessment task. In this case, he used exemplars to his advantage by reading them repeatedly and analysing them to identify the quality aspects of the exemplars. This process allowed him to enhance his evaluative judgement and promote his self-

assessment, which are essential dimensions for feedback literacy. For example, in the sixth post-diary interview, he said, "Before I started writing the mission report, I read the sample the teacher sent us in the Telegram group. I followed the structure of the sample." In the same interview, he highlighted his experience of analysing the exemplar and following its structure: "First, I read the sample, and then I analysed paragraphs by paragraphs to understand the purpose of each paragraph. Then, I tried to write my mission report based on the structure and purpose of each paragraph."

Becky's feedback literacy appeared to develop around the design of collaborative activities such as group discussions and group assignments that usually took place in formal classroom settings where he had opportunities to solicit feedback and ask for clarification on his understanding and assessment tasks. The formal classroom settings provided dialogic interaction with his teachers and classmates where he could negotiate the meaning of feedback information, ask further questions, clarify misunderstandings, and raise his concerns. This kind of dialogues between him and his teachers further reinforced his active role in the feedback processes and his appreciation of feedback, thus ultimately contributing to the uptake of feedback in the long run. For example, in the second post-diary interview in the first semester, he reported approaching his teacher during class to ask for feedback on his assignment topic after discussing it with his teammates. He mentioned, "After our discussion, we approached the teacher for comments. Even though we finished the task, we were not sure whether it was correct. Then, the teacher gave us feedback on including this and that. Then, we realised that is it." In another feedback experience in the second semester, he once again reported approaching his teacher to ask for feedback on his research topic while working with his teammates. In the fifth post-diary interview, he stated, "I decided to approach the teacher in the class to comment on my topic. He said the topic was okay,

but he also gave me suggestions to revise it a little bit to make it better and more specific. And I understood and acted on his comments and revised my topic."

4.3.3.3 Interpersonal factors

Becky's engagement with feedback and the development of his feedback literacy appeared to be facilitated by interpersonal factors such as the relationships and interactions with his teachers and classmates. For example, he reported in the fourth post-diary interview, "To be honest, I feel happy because there are many helpful friends around me who are there to help me out when I face any difficulties." In numerous feedback encounters, he reported seeking feedback and suggestions from his classmates and appreciating their helpfulness in providing feedback and advice to improve his learning outcomes. Thus, he felt safe and valued, which prompted him to engage more actively in feedback exchanges with his classmates, thus contributing to the cultivation of his feedback literacy by eliciting, processing, and appreciating feedback. As an example, he expressed in the fourth post-diary interview at the end of semester one, "For the last few weeks, my relationship with my friends is better… I don't know, but I feel I have changed because now I seek more advice, feedback and clarification. I am not afraid [to ask for feedback]."

He reiterated his similar experiences of seeking feedback and assistance from his classmates in the fifth post-diary interview, "First, I think they are knowledgeable; they have extensive general knowledge, so I decided to ask them. Second, we are friends, and they are easy-going to approach, even though we are not that close."

Becky's positive relationships with his teachers were a driving force in his active engagement with feedback and the development of his feedback literacy. In the fifth post-diary interview, he mentioned, "I feel comfortable approaching and asking him [his teacher]. He is

easy-going and willing to help us, so it makes us not afraid of asking him." Becky's good relationships with teachers also allowed him to acknowledge the benefits and value of feedback on his learning performance and to increase his motivation and willingness to actively seek out more feedback. As he expressed in the final exit interview, "When I notice that teachers are happy and enthusiastic in helping me or answering my question, I am more comfortable seeking more feedback."

Overall, establishing strong connections with teachers enhanced Becky's ability to understand and utilise feedback effectively. This is achieved through the cultivation of trust, the provision of individualised feedback, the promotion of feedback discussions, and the enhancement of motivation. When asked in the exit interview what factors facilitated his active engagement in the feedback process, he summarised his experiences in the following quotation at the end of his junior year:

> Because of the relationship with other people. As I said, whenever I ask for feedback from teachers, especially my classmates, they show enthusiasm in answering my questions and helping me. It makes me want to ask more. I try to build more confidence to seek feedback and assistance from others. (Becky, exit interview, August 9th, 2023)

4.3.3.4 Student belief of feedback

Becky's perception of feedback values played an important role in the development of his feedback literacy. For example, he mentioned at the final stage of the research that his perception of feedback changed a lot in his junior year. He recognised the significance of feedback and appreciated its value in enhancing his learning performance. This, in turn, increased his motivation and eagerness to actively pursue additional feedback and utilise it to enhance his progress. As he expressed in the final exit interview, "I see the value of feedback. Feedback has

helped me a lot over this year." The belief in the effectiveness of feedback is an essential prerequisite for cultivating feedback competencies and dispositions.

4.3.3.5 Personal learning motivation

Becky's overall improved feedback literacy revolved around his personal learning motivation for academic success. He often reported looking upon his high-performing classmates as a role model for his hard work and commitment towards self-improvement. As a result, he proactively engaged in numerous cue-seeking behaviours, observations, self-assessment and reflection, and the utility of feedback information. For instance, he developed an awareness of observing his classmates asking questions and applying feedback. This inspired him to follow in their footsteps, thus motivating him to do the same. By way of illustration, he narrated his experience in the following example:

> I want to be a better student and improve myself. That is one of the factors… Also, I feel that I am surrounded by good students, and when I observe their performance, such as in presentations, it makes me want to be like them. So, my desire to improve myself started to develop. Listening to others helps me develop my critical thinking skills, and that is also the reason I try to ask more questions or seek opinions from others. (Becky, sixth post-diary interview, June 14th, 2023)

4.3.4 Factors inhibiting Becky's feedback literacy development

4.3.4.1 English language proficiency

Based on the data analysis, Becky's English language proficiency was one of the inhibiting factors in his development of feedback literacy. Initially, Becky admitted that he had poor English proficiency, one of the main factors that refrained him from engaging in meaningful

feedback dialogues with teachers and his classmates. As a result, he tended not to seek feedback and ask for clarification from them. For example, in the first post-diary interview at the beginning of semester one, when asked whether he engaged in constructive conversations with his teachers in class, he reported having difficulty doing so due to his limited English proficiency. He mentioned, "I could not express my ideas well, could not find words to say." Similarly, he reported difficulties understanding the assessment guidelines in the second post-diary interview. He stated, "My English is also limited. I am not able to understand the guidelines." In the sixth post-diary interview, he reiterated that the English language was still one of his weaknesses in communicating with his teachers and classmates alike.

4.3.5 Summary of Becky's feedback literacy development

The results showed that Becky's feedback literacy significantly improved over time in all six dimensions of the feedback literacy scale despite minor fluctuations in the processing competence. First, Becky showed significant improvement in his eliciting competence as he advanced towards the end of his junior year. For example, he developed an awareness of asking for teacher feedback and clarification when he faced difficulties in his assessment tasks. This demonstrated that he took higher responsibility for learning than waiting for teacher feedback. Second, his processing competence also improved with minor variations. The evidence indicated that he could make better evaluative judgements on his work and those of others. However, he also experienced hurdles in his processing competence due to his poor English proficiency. Third, in terms of his enacting competence, he developed strategies for translating feedback into action. For example, he cultivated a promising approach of observing the performance of his peers and extracting key elements to improve his performance. As he witnessed his progress by

implementing feedback he had received, he started to develop a higher appreciation of feedback. He reported realising how important feedback was to his personal learning growth and motivation. Monitoring his progress, he also started to play a more proactive role in the feedback process and be more open-minded to receiving criticism on his work. He also exhibited a greater commitment to revising his work by investing more time and effort and giving up procrastination. Overall, the findings indicated significant improvement in Becky's feedback literacy development as he progressed throughout his academic year.

Both contextual and individual factors mediated Becky's significant improvement in feedback literacy. Contextual factors include socio-cultural factors, instructional factors, and interpersonal factors. For example, the data suggested that some of his teachers designed an assessment task in multiple stages, where dialogic opportunities were given to him to actively engage in feedback dialogues with his teachers and peers, thus contributing to improving his eliciting, processing and enacting competencies. Instructional design, such as teacher assessment practices and collaborative activities, was also found to contribute positively to his feedback literacy development as those instructional factors generated more opportunities for dialogues, sense-making and evaluative judgement. Positive interpersonal relationships with his classmates and teachers were one of the main facilitating factors in his feedback uptake. Individual factors, such as his learning motivation and belief about feedback, also played a key role in Becky's feedback literacy development. Besides, his limited English language proficiency was found to inhibit Becky's feedback literacy development. Because of his poor English language proficiency, he was not able to communicate effectively with others and to understand assessment guidelines on a few occasions.

4.4 Bella

4.4.1 Background

Bella was a medium-achieving student based on her GPA obtained from her sophomore year. As the author had never taught her before, the author tried to obtain more information from other lecturers about her overall performance and personality in class. The author was told she was a reserved and quiet student, yet she put effort into studying hard.

In terms of her perceived feedback literacy, Bella possessed medium feedback literacy based on the result of the Student Feedback Literacy Scale survey administered at the beginning of her junior year. Her overall mean score across the six dimensions in the survey was 3.9. When asked about her perception of feedback during the entry interview, she considered feedback as an opinion and a feeling people give to her work, either good or bad. The purpose of feedback was for her development. She mentioned that her role as a student was to listen to teachers' instructions and follow and receive feedback. In addition, she also stated that she received a lot of generic feedback on her group works such as presentations and written papers. However, she felt individual feedback was not sufficient. She said, "I think it's a lot of work as well for a teacher to give feedback to students individually. So that is why they decided not to do it at all." She only received the results [scores] for individual works such as quizzes and mid-term tests. However, she admitted to wanting feedback on her quizzes and mid-term tests.

Based on the entry interview regarding her prior feedback experiences, she encountered difficulties in understanding her teacher's feedback and in applying the feedback. For example, in the entry interview, she reported that her teacher once put three question marks on your paper, and she felt it was a little aggressive and did not understand the feedback. However, she did not seek clarification from the teacher. She admitted that she was not the type of person who was

brave enough to talk to people who were superior to her. Instead, she just tried to do research online or ask her classmates for help. Moreover, sometimes, she just ignored the feedback because she did not know how to revise her work based on it, or it was not required to be revised. In addition, she preferred the teachers to give feedback privately because she would feel insecure and unconfident about her understanding and intelligence. Furthermore, she was not ready to receive any critical comments, but she would accept them if there were any.

In sum, Bella demonstrated limited feedback literacy in some dimensions such as eliciting. In terms of her feedback dispositions, she exhibited an appreciation for feedback on her work. However, she seemed not actively engaged and committed to the feedback process with her teachers.

4.4.2 Developmental trajectory of Bella's feedback literacy

4.4.2.1 Eliciting

The analysis of the interview data and diaries indicated that Bella's eliciting competence seemed to fluctuate throughout her junior year. There were times when she tended to seek feedback, assistance and clarification from her teachers, especially when given an opportunity in the formal class settings. Bella was willing to seek feedback and clarification from her teachers when dialogic opportunities were made available to her. For example, in the third post-diary interview, she reported asking for teachers' feedback several times during an in-class consultation session where she had an opportunity to engage in dialogues with teachers. To illustrate, she reported, "I think we actually received lots of feedback from him [her teacher] because we asked for his feedback twice, and since there were many mistakes regarding our structures, we needed to change." Similarly, she reported in her diary for May that her research teacher offered in-class

consultation space where she could seek clarification and ask questions regarding the standards of an assessment task.

However, the data also showed several occasions when Bella did not elicit feedback information. For instance, as she expressed in the entry interview at the beginning of her junior year, "Honestly, I'm not the type of person who is brave to talk to people who are superior to me. So, I tend not to seek feedback from them but from my friends instead because I feel like I can express my thoughts better." She added, "Sometimes I don't seek feedback … if I were to seek it out of purpose, I don't." Similarly, in the fifth post-diary interview, she reiterated her experience: "I'm sure my work, like my position papers or country reports, is not good, but I don't know how to ask for feedback from her [the teacher]." These instances showed she was not good at communicating with her teachers to seek feedback or assistance when dialogic opportunities did not exist. Instead, she reported her preference for approaching her classmates or seniors whom she felt comfortable with, as she revealed in the following quotation:

> I still don't have the courage to seek feedback and help from teachers. I am the type of person who doesn't want to annoy others. I am afraid people would be annoyed if I ask too much or seek help too much, so most of the time, I don't seek help from people, but if people ask me for help, I help them. (Bella, exit interview, July 27th, 2023)

4.4.2.2 Processing

The findings indicated that Bella exhibited a significant increase in her ability to process feedback information, such as making sense of feedback, reflecting on her work and judging its quality against the standards and exemplars. Initially, she admitted that she had a difficult time comprehending and interpreting teacher feedback. For instance, in the entry interview at the beginning of the present study, she reported, "I think there was like a time that I didn't

understand it [the feedback] … I think the way he [her teacher] gave feedback to students was a bit confusing." In addition, the data from the feedback literacy survey showed she had low processing ability as she chose "mostly disagree" on the statement "good at analysing feedback from different people". The data from the entry interview also confirmed that she was not "good at analysing" feedback. As she progressed through her junior year, she transitioned from not understanding and ignoring feedback to reflecting on and implementing it. In addition, she also developed a strategy for evaluating and comparing her work against the samples. As an illustration, she highlighted her development at the end of semester one as follows:

> When I compared my score [of the mid-term test] to my friend's, my friend had a higher score than mine. When I did, I looked over her comprehension answers, and she raised good arguments and made many good points, so I kind of understood why I got a lower score than hers. (Bella, fourth post-diary interview, February 14th, 2023)

In addition, she developed a strategy of observing other people's performance, evaluating it, and putting it to good use to improve her work. For instance, in the seventh post-diary interview, she reported, "I noticed a team which approached the video [presentation] in a discussion form like Q&A and interviewed each other, and I thought that was really good as well."

As a result, it can be concluded Bella exhibited a growing capacity to comprehend and process feedback information as she progressed throughout the whole academic year. Her processing ability was evident at the end of semester two in the following quotation:

> In the past, when I got feedback, okay, no bother. But then, nowadays, when people give me feedback, it takes me a minute to process it and then analyse it and how I can improve myself or improve the work itself. In the past, I was overwhelmed by the feedback and

> didn’t understand it. Right now, I manage to slowly know how to process everything and analyse it. (Bella, exit interview, July 27th, 2023)

4.4.2.3 Enacting

The data demonstrated how Bella developed from a passive recipient who took feedback at face value to an engaged and proactive user of feedback. At the early stage of the current research, she found it difficult to implement feedback because she didn't know how to approach feedback (entry interview). As a result, she tended to ignore the feedback and did not even seek clarification from her teachers. As she progressed to the later stages of her junior year, she became a more active user of feedback. The whole different experience was illustrated in the following quotation:

> When the teacher gave the feedback to other groups, we actually made some changes to our research questions a few times as well. When he gave feedback to other groups in class, we listened and took note of it, and we changed our research questions a few times because of that as well. (Bella, fifth post-diary interview, April 10th, 2023)

In a similar experience in the sixth post-diary interview, she reported how she learned from the feedback her teacher gave to others and implemented the feedback to improve her performance. This experience was evident in the following quotation:

> This teacher specifically doesn't want us to read anything from our scripts or phones or laptops. So when someone focuses too much on reading, the teacher would ask them to put their phones down, so I've learned from that. I tried to remember my own [presentation] part without looking at any script. (Bella, sixth post-diary interview, June 8th, 2023)

Furthermore, she employed the feedback she acquired from semester one to inform her learning approach in semester two. For example, she reported in the seventh post-diary interview, "I followed the teacher's feedback from last semester by focusing on and writing the research objectives before formulating research questions."

Based on the results from the data analysis, Bella gradually developed herself into a proactive user of feedback throughout her junior year. This development demonstrated her growing agency and confidence in translating feedback into action to improve her work and performance.

4.4.2.4 Appreciation of feedback

The findings revealed that Bella displayed a higher appreciation of feedback and recognised its usefulness in her present performance and future endeavours. For instance, she initially considered feedback as someone's opinion of her work and performance, whether good or bad. She defined feedback in the entry interview at the beginning of her junior year: "People feel something towards your work or your action, and they would give their opinion on it." This statement seemed to suggest that she did not understand the purpose of feedback. However, her perception changed at the end of her junior year when she expressed during the exit interview, "In the past, I thought that feedback in a way formally criticised your work. Now I understand more about the importance of it and the purpose of it." She often found the feedback information helpful to revise her work and enhance her performance.

Bella did not only understand the value of receiving feedback but also gradually acknowledged the importance of giving feedback to others, as she reported in the exit interview that:

> I used to feel like I didn't need to say much in order not to hurt people, but nowadays, when I hear people giving feedback or there is a space to give feedback, I find myself joining the space and engaging more in giving feedback to other people and also receiving feedback from other people as well. (Bella, exit interview, July 27th, 2023)

The above instance demonstrated that she displayed and developed a growing appreciation of different viewpoints on her work and peer feedback on her work as she reported in her May diary that in her Model United Nations course, she and her classmates gave each other a lot of feedback on the process of drafting a resolution.

Bella's feedback experiences over one academic year allowed her to capture the positive side of feedback and recognise its value as she reported in the exit interview:

> I thought feedback in general was negative; feedback in general was bad. But then I realised that feedback also has a positive side as well. I feel like I've learned a lot from receiving and also giving feedback. I feel like when receiving feedback, I can see different perspectives because sometimes I forget this or that in my work. (Bella, exit interview, July 27th, 2023)

4.4.2.5 Readiness to engage

According to the data analysis, Bella's readiness to engage with feedback generally increased over her junior year. Initially, based on the survey and entry interview data, she admitted that she was not ready to receive criticism and was not actively involved in the feedback process. As she progressed along the two semesters, she displayed increasing proactivity in soliciting feedback, particularly from her peers, and effectively implementing the comments to enhance her work and performance. For instance, she highlighted her experience in the fifth post-diary interview in semester two:

> I learned how to give feedback and was ready to respond to feedback. For example, I have to make posters and content regarding a specific topic, and I submit my work two days before the deadline in case there is any feedback so that I can make changes before the deadline. (Bella, fifth post-diary interview, April 10th, 2023)

Since her perception of feedback has gradually changed from being a passive receiver to a more proactive giver and user, she has also increasingly "become more open-minded" to effectively and meaningfully engage with feedback. The final exit interview illustrated her readiness to engage with feedback: "In the past, I felt annoyed when people told me to make any changes. Then I realised this is the process of improving. I learn to be more open-minded to receive negative criticism."

4.4.2.6 Commitment to change

Bella exhibited an upward trend in her commitment to translating feedback into action. She invested personal time to make changes or revisions to enhance her work, changed her learning strategies, and took responsibility for her improvement and learning. The data analysis revealed that Bella gained momentum in her commitment to translating feedback into action for her improvement. Initially, when she got feedback, she did not care about it unless required to make changes, as she claimed in the exit interview, "In the past, when I got feedback, okay, no bother…" This experience proved that she lacked the commitment to respond to feedback. Now, she reported investing more time and trying to overcome difficulties by looking for additional resources to respond to feedback. Specifically, she highlighted her experience in the second post-diary interview:

> I was the second group to present … and then the teacher gave feedback to the first group … I learned from the feedback, so we decided to approach things differently for

> our presentation… so we just decided to conduct more research online and take the data, evidence and more examples from the websites. (Bella, second post-diary interview, December 1st, 2023)

In this experience, Bella learned from others' mistakes and tried to overcome hesitation to respond to feedback to avoid repeating the same mistakes. Similarly, as she progressed till the end of her junior year, she maintained the momentum in her commitment to investing her time to make changes as she described her experience in the sixth post-diary interview: "I researched more about foreign policy and the theory [of foreign policy] he [her teacher] told me to include. And I tried to look for all the sample papers that used that theory in Google." In the exit interview, she narrated a similar account of her commitment to change: "My teammates sometimes don't review their parts carefully. For example, they don't check grammar mistakes or plagiarism. So I have to check everything, put everything into GuillBot to check grammar mistakes or plagiarism, and then paraphrase where necessary."

4.4.3 Factors facilitating Bella's feedback literacy development

4.4.3.1 Socio-cultural factors

Cambodian exam-oriented culture played a crucial role in Bella's uptake of feedback. Such a culture motivated her to work hard to get good results in her assessments and exams at the end of the semester. As a result, she tended to accept and act upon feedback to revise her work. For example, in the third post-diary interview, she reported acting on the feedback from her teacher because "I wanted to satisfy him and also get good scores from him". She reiterated in the same interview that "I think we all wanted to have like good scores because after he [the teacher] gave us feedback, he mentioned that our paper would have had a very low score if we submitted it like

this." In addition, in order to get good scores, Bella observed others and tried to identify her weaknesses so that she could avoid in order to improve her performance. Thus, she could direct her attention to and amend those areas and mistakes, resulting in enhanced learning outcomes. As she highlighted her experience in the sixth post-diary interview:

> In the IS308 course, we were told [by the teacher] to have group activities or after-presentation activities, but the first group, I think, forgot to do it, so that sort of taught all of us the lesson in a way to remind us all to include activities in our presentation as well, so I tend to pay attention to other groups' presentations because I want to avoid the mistakes myself as well. Moreover, I just want to perform well and get a good score. (Bella, sixth post-diary interview, June 8th, 2023)

4.4.3.2 Instructional factors

It was evident from the data analysis that teacher assessment practices played a crucial role in Bella's feedback uptake. First, how her teachers designed assessment tasks mattered for Bella's feedback literacy development. She reported that some of her teachers designed a multi-stage or chained assessment task requiring her to submit her work in multiple drafts. It was found that this kind of assessment design allowed her to self-assess her work against the assessment criteria and to make changes based on her self-assessment and the teachers' feedback, thus contributing to the uptake of her feedback in the longer term. For instance, in the third post-diary interview, she reported that her teacher "required us to submit [a first draft] so that he can give us his thoughts before we submit a real one, the final one." During the process, she could seek feedback and clarification from her teacher by mentioning that "we seek a lot of help from him".

Bella reiterated similar experiences at later stages of her junior year, where she was able to seek out feedback and make revisions during multi-stage assessment processes. In the sixth

post-diary interview, she reported, "I was able to ask him more questions regarding where we should make changes for the research assignment. As of right now, he told me to send the Google Docs link [of the draft] so he could check and give comments on the paper."

Overall, the design of multi-stage assessment tasks provided dialogic opportunities for Bella to engage in the feedback process, such as asking for clarification, seeking feedback, giving feedback, and acting on feedback, thus contributing to the uptake of feedback. Her uptake of feedback in such learning environments is evident in the exit interview as she reported that "Some teachers also require us to submit first drafts and second drafts, so after the first draft, we are given feedback to change so we can choose what they tell us to revise our work and submit the final draft. But if there are no multiple stages, it is just one-off feedback."

Collaborative activities such as group assignments and small group discussions were found to enable Bella to engage in peer feedback activities where she was not only receiving but also giving feedback to her peers. The peer feedback was found to contribute to her self-reflection and evaluation of her work. As an example, she reported in her June diary in her research course that "I felt like the [in-class] discussion helped us a lot regarding our process to complete the work. Along the way, we gave feedback to each other on our ideas and suggestions, and then we were able to complete the research proposals in time." In addition, collaborative assignments helped promote her self-reflection and self-assessment of her learning, as she reported in the following quotation:

> We had a discussion among our teammates, and when the teacher gave feedback to other groups, we actually used it to make some changes to our research questions a few times as well. When he gave feedback to other groups in class, we listened and took notes of it,

> and we changed our research questions a few times because of that as well. (Bella, fifth post-diary interview, April 10th, 2023)

Another instructional activity that contributed to Bella's uptake of feedback was offering in-class consultation spaces. She reported that consultation spaces provided by one of her teachers afforded opportunities for her to seek feedback and acknowledge the importance of feedback on her work and performance. In the sixth post-diary interview, she said, "I think back in semester one of Year Three, I also had consultation space with teacher Vicha [pseudonym] regarding our written assignment. I think it was very helpful for written assignments specifically. I hope that would be a consultation space."

4.4.3.3 Interpersonal factors

Bella emphasised that relationships with others were one of the main factors that positively influenced her feedback uptake. She reported seeking feedback and advice only from people, be it her classmates or teachers, with whom she felt comfortable. For example, if she had good relationships with her teachers, she was more likely to play an active role and take up feedback exchanges with them. Good relationships were also found to promote trust between Bella and others, which in turn influenced her receptiveness to feedback. By way of illustration, she highlighted her feedback experience in the exit interview at the end of her junior year as follows:

> One of the factors is the relationship with other people. In my opinion, if I have a good relationship with the person giving me feedback, I am more likely to be receptive to their feedback. I am also more likely to trust their feedback and see it as helpful. (Bella, exit interview, July 27th, 2023)

4.4.3.4 Textual factors

Receiving specific feedback allowed Bella to understand feedback better, which led to the application and appreciation of feedback. For instance, specific feedback provided by her teachers enabled her to better understand the task requirements and make more knowledgeable choices regarding her subsequent actions. For instance, she highlighted her feedback experience in the following quotation:

> In the IS309 course, even though he didn't teach us much, I feel like his feedback sort of helped us a lot. I think he took 20 minutes to explain everything to us, and he read through everything and gave us feedback, so the feedback that I took notes from him was a lot because he gave out a lot of feedback. IS309 teacher gave hints or recommended this method or something like that. (Bella, exit interview, July 27th, 2023)

In addition, specific feedback boosted her learning motivation and appreciation of feedback on her learning outcomes. For example, she reported in the exit interview, “If I receive feedback that is specific, actionable, and timely, I am more likely to find it helpful. I am also more likely to see it as a valuable opportunity to learn and grow.”

4.4.3.5 Personal learning motivation

The data analysis revealed that Bella exhibited strong motivation for self-improvement and a desire to enhance her learning outcomes. She repeatedly mentioned in the interviews that "I feel the need to improve”. Thus, she increased her efforts to play an active role in the feedback process by eliciting feedback information, asking for clarification, and acting upon feedback. For example, she reported in the exit interview, "Now I feel the need to make changes, to improve my work, so even though the teacher says my work is good, I still feel there is not much

evidence, and maybe he is too busy to read through everything, then I feel the need to add.” In addition, she became more open-minded to both positive and critical feedback.

4.4.4 Factors inhibiting Bella’s feedback literacy development

4.4.4.1 Instructional factors

Bella's feedback literacy development was hindered to some extent by her teachers' assessment practices. As mentioned earlier, she seemed to play an inactive role in the feedback process when her teachers did not create any dialogic opportunities to interact with feedback. For example, she repeatedly acknowledged that she was not the type of person who would approach teachers for comments or communicate with them about assessment tasks. With the absence of dialogic chances, she admitted that she often did not seek feedback from her teachers. Instead, she chose to seek feedback from her trusted classmates with whom she felt comfortable. In the exit interview at the end of her junior year, she admitted, "I still don’t have the courage to seek feedback and help from teachers. I am the type of person who doesn’t want to annoy others.” Thus, it can be assumed that Bella's feedback literacy development was contingent on how her teachers designed assessment tasks and in-class activities that may or may not promote dialogic opportunities for her to actively engage with feedback.

In addition, Bella reported that some of her teachers did not provide samples and clear guidelines for an assessment task. Thus, she often found it challenging to understand the expectations of her teachers and what quality work would look like. For example, she reported in the seventh post-diary interview that her research teacher did not provide a sample of a typical research proposal she was supposed to produce, which led to her confusion and misunderstanding. She stated, "The teacher didn't give us a sample… So I didn't know the

structure of a research proposal he wanted, and I didn't know what to include." In addition, she continued that her teacher did not give the guidelines or explain what to include in a research proposal. She expressed, "He just told us to follow the textbook."

Moreover, her teachers' sudden shifts in assessment deadlines influenced Bella's meaningful engagement with feedback. The unexpected changes in deadlines appeared to disrupt her engagement in the assessment and feedback process and impede her ability to cultivate these feedback skills, such as eliciting, processing and enacting. For example, she reported at the end of semester one in the fourth post-diary interview, "When we were told to submit this and that in short days, I was sort of surprised to know about the submission, so overall, I think it was quite challenging for me at the end of the semester… Basically, I had no clues."

4.4.4.2 Interpersonal factors

Interpersonal relationships with her teachers mediated Bella's feedback literacy development. When she observed that her teachers looked serious or unfriendly, she refrained from communicating with them. In addition, she reported in several feedback experiences that some of her teachers were hard to approach off campus. As a result, she was not able to contact them to ask for clarification or feedback on her assessment tasks. For example, in the third post-diary interview, she mentioned, "During the process of creating an outline [for the major assignment], the teacher was hard to approach." This experience resulted in the lack of dialogic opportunities, affecting her abilities to seek, process and enact feedback to improve her assignment. In the same interview, she expressed, "I think to me if the teacher looks a bit intimidating or serious, like his way of speaking or personality a bit straightforward and very serious, I would not know how to approach them either."

4.4.5 Summary of Bella's feedback literacy development

The results above suggested that Bella's feedback literacy improved significantly in certain areas and varied with some fluctuations in other areas over one academic year. For example, based on the analysis of the interview data and diaries, it appeared that Bella experienced variations in her ability to elicit feedback during her junior year. Her ability to elicit feedback appeared inconsistent, as she acknowledged that she would seek feedback from her peers more than her teachers. Regarding processing competence, the results suggested substantial progress in Bella's capacity to make sense and interpret feedback. She transformed herself from being unable to understand feedback to effectively reflecting and actively implementing it. In terms of her enacting competence, the data revealed Bella's transformation from a passive recipient who accepted feedback without question to an actively involved and proactive user of feedback. In addition, the results indicated that Bella exhibited a greater level of appreciation for feedback and acknowledged its value concerning her current performance and future pursuits. She frequently found the feedback she had received valuable for revising her work and improving her performance and comprehension. As for her readiness to engage, the data analysis suggested that Bella's willingness to engage in the feedback process showed a general improvement during her junior year. For example, she demonstrated her readiness and receptiveness to receive feedback and embrace constructive criticism of her work. However, there were some fluctuations where she seemed to play an inactive role when she perceived her teachers as intimidating and strict. Last, Bella showed a consistent increase in her commitment and effort to convert comments into actionable steps.

A number of contextual and individual factors were found to influence Bella's feedback literacy development. For instance, the socio-cultural factors, such as the need for good grades,

appeared to motivate her to work hard with feedback. Instructional factors such as the design of staged assessment tasks allowed her to actively participate in the feedback process by seeking clarification, providing comments, and taking action based on the feedback received. Moreover, collaborative activities and the provision of consultation spaces appeared to enhance Bella's appreciation, understanding and utilisation of feedback. Positive interpersonal relationships played an important role in her feedback uptake. Textual factors such as receiving specific feedback on her work enabled her to better comprehend the feedback, subsequently facilitating the implementation of the feedback. Individual factors such as personal learning motivation also positively contributed to her feedback uptake. However, a few factors seemed to inhibit Bella's feedback literacy development to a certain extent. Those include the design of specific assessment tasks and interpersonal relationships with her teachers. For example, she was less likely to approach strict and serious teachers for feedback and advice.

4.5 Charlie

4.5.1 Background

Charlie was considered a low-achieving student based on his GPA obtained from his sophomore year. The author tried to obtain more academic information from other lecturers about his overall performance and personality in class. Charlie was considered a quiet student who consistently showed a lack of engagement in class. He was seen as demonstrating a lack of effort in his academic work, and as a result, he achieved low grades in his sophomore year.

Regarding his perceived feedback literacy, Charlie can be regarded as possessing a relatively low level of feedback literacy based on the Student Feedback Literacy Scale survey result. His overall mean score across the six dimensions in the survey was 3.14. In the entry

interview, he considered feedback as a response or comment, both negative and positive, provided by teachers. According to him, the roles of the teachers in relation to feedback included creating tasks for students to complete and giving feedback based on students' performance. The role of the students was to engage with teachers, to be responsive, and to complete assessment tasks. However, when asked whether he sought feedback from his classmates and teachers, he mentioned that he rarely did so, and when his classmates gave him some feedback, he did not take it seriously either. In addition, Charlie expressed that he found it difficult to comprehend the feedback provided by his teachers. Consequently, he neglected to review his work or seek clarification. He also mentioned that he faced challenges in implementing the feedback due to a heavy academic workload, especially towards the conclusion of the semester, by stating in the entry interview that "Sometimes we don't have time to revise our work because we have a lot of tasks to complete. We need to focus on urgent tasks… or sometimes it would take so much time and thinking. We leave the feedback behind." Regarding feedback dispositions, he appeared to disregard the importance of feedback and showed a lack of willingness to actively participate and fully commit to the feedback process.

Overall, it can be concluded, based on the survey data and entry interview, that Charlie possessed low feedback literacy. The following sub-section reported on the developmental trajectory of his feedback literacy over one academic year.

4.5.2 Developmental trajectory of Charlie's feedback literacy

4.5.2.1 Eliciting

The findings indicated that Charlie's eliciting competence appeared to improve in general, with occasional variations throughout his junior year. At the early stage of the current research, Charlie repeatedly expressed his reluctance to communicate with his teachers and classmates to

seek out assistance and feedback. He repeatedly reported that he did not communicate with others to solicit useful information or feedback to improve his performance. For example, he mentioned he "rarely" approached his teachers or classmates for help, as he believed that "it is not important to approach anyone". This example illustrates the lack of his eliciting ability and limited awareness of the importance of seeking assistance and feedback.

As the current research progressed, Charlie demonstrated a growing awareness and capacity to solicit feedback information and ask his classmates and teachers for assistance. For instance, in the fourth post-diary interview at the end of semester one, he reported seeking out help from his teammate on his group assignment by stating that "When I felt it [the assignment] was too difficult for me, I chatted to my classmate via Telegram [app] to ask him about the assignment". This instance proved that he became more proactive in communicating with others to seek assistance and valuable information to improve his work and performance. The change in his cue- and feedback-seeking behaviour was more evident in the final exit interview when he reported as follows:

> In the past, I dared not communicate with all of my teachers, and I communicated with only my close friends, but now I can communicate with all my teachers and classmates. If I have any problem or question related to assignments or lessons, I can confidently communicate with them. (Charlie, exit interview, August 1st, 2023)

As a result, the data analysis demonstrated that Charlie's eliciting competence improved over time as he progressed throughout his junior year. Such development can be summarised in the following quotation:

> Compared to the past, I think my feedback behaviour has changed. I seek more feedback from other people. For example, when I want to know something, I seek comments or

suggestions from classmates and teachers. So I think I have improved in that aspect. (Charlie, exit interview, August 1st, 2023)

Even though Charlie reported improving his eliciting competence, the data showed occasional fluctuations where he did not seek feedback from his teachers. For example, he did not seek further feedback from his teachers when they returned his mid-term tests or written assignments without any feedback at certain periods in his junior year. He mentioned that he was used to not getting feedback on those assessment tasks, so it was not normal for him. For example, as he reported in the second post-diary interview, "When he [the teacher] gives feedback, I feel positive. But when he doesn't give any feedback, I feel normal… Like yesterday, I didn't feel the need to get his feedback." On other occasions, he refrained from communicating with others, especially his teachers, to seek feedback or assistance due to his poor English proficiency.

4.5.2.2 Processing

The findings suggested that Charlie demonstrated a significant increase in his processing ability, such as making sense of, judging and interpreting the feedback information he received. Initially, in the entry interview at the start of semester one, he reported struggling to understand his teachers' comments. This feedback experience can be illustrated in the following excerpt:

R: Have you encountered difficulty understanding feedback?

P: Mostly, it happened in year one.

R: Can you elaborate?

P: First, the teacher listed the requirements, and she gave feedback. Then, we got confused and did not know what to do based on her comments. Mostly, we just got confused by ourselves. The teacher already told us to do this, but we did different things.

R: What was the comment?

P: I don’t remember.

R: But you did not understand the comments?

P: No

The above experience demonstrated his lack of competence in understanding and interpreting his teachers' comments. However, as he was exposed to receiving more and more feedback throughout the year, he exhibited an ability to make sense of the feedback information. For example, he reported in the sixth post-diary interview that he was able to make sense of the feedback information on his presentation performance.

Moreover, Charlie started to engage in reflexive practices to interpret and judge the quality of feedback to improve his comprehension of a subject matter. For example, in the fifth post-diary interview, he reported judging his classmate's comments on his idea and realised that his idea was wrong. He mentioned, "I realised my example was wrong, and I agreed with him, and then we continued discussing other issues." In addition to evaluative judgement, he demonstrated an increased capacity to interpret the standards of quality work. For example, when asked about his improvement in interpreting assessment criteria in the exit interview, he mentioned, "In the past, I was not good. But now, I can interpret the criteria of assignments."

In addition, Charlie also observed other people's performance to inform his strengths and weaknesses in order to improve his performance. As he highlighted his experience in the sixth post-diary interview:

> We need examples before we start a task. I think group one had some strengths that we could follow… For example, they gave examples outside the textbook, so we tried to follow this approach by giving easy-to-understand examples from our knowledge and

> understanding rather than examples from the textbook … we tried to think of examples that are easy to understand and that everyone is familiar with. (Charlie, sixth post-diary interview, June 6th, 2023)

4.5.2.3 Enacting

According to the data analysis, Charlie exhibited an increasing ability to convert feedback into actionable steps to enhance his performance. Initially, in the entry interview at the beginning of his junior year, he reported encountering difficulty in applying his teachers' feedback, particularly at the end of the semester, by stating that "Sometimes, we don't have time to revise our work because we have a lot of tasks to complete. We need to focus on urgent tasks… We leave the feedback behind." In the sixth post-diary interview, he recalled his past experience of not applying feedback by stating, "In the past, when I got feedback, I didn't act on it and kept doing the same old stuff I used to do." These experiences highlighted the lack of strategies and time management to turn feedback into action. However, as he progressed, he realised the benefits of implementing feedback to improve his subsequent performance. As a result, he went on a transformation process by seeking opportunities to enact teacher suggestions. For instance, he reported applying his research teacher's feedback in the third post-diary interview as follows:

> It is a research paper. We chose our topic about alcoholism. So, we created our content, indicators, and variables. Then, we approached the teacher for comments. Then the teacher said our content was good. But he gave feedback on one point. He said it was not right because we combined two points into one. So he said we could not combine the two points together. We need to separate them. Then, I realised that this was it. It was like I understood his feedback instantly. Then, after getting the feedback, we revised our content accordingly. (Charlie, third post-diary interview, January 2nd, 2023)

This example illustrated his growing sense-making ability and his increasing agency to utilise feedback for meaningful learning experiences. Similarly, in the fourth post-diary interview, he reported receiving feedback on his presentation, such as refraining from reading the script and improving his gestures. He then applied this feedback from one course to another to enhance his presentation performance. The following excerpt showcased his evolving enacting competence:

> R: Did you apply the feedback from your International Law presentation in this Global Governance presentation?
>
> P: Yes, I applied. On Monday, I presented in International Law class, and on Wednesday, I presented in Global Governance. In Global Governance, I didn't have any script. To improve my gesture, I held a pen in my hand and made gestures and eye contact while I was explaining. So, I applied the feedback from IL in that aspect.

In addition, Charlie developed and tried out a new approach to implementing feedback. He described this experience in the fifth post-diary interview as follows:

> We revised our country report by creating a new file rather than revising the old file because it was easier when we did the simulation in class. So, we added new information in the new file. For example, when we debated the issue of Myanmar, we had the information in our file. (Charlie, fifth post-diary interview, April 3rd, 2023)

The above evidence demonstrated that Charlie's enacting competence improved significantly throughout his junior year, as the quotations highlighted instances where he turned feedback into actionable steps and strategies to improve his performance. His overall enacting competence can be summarised in the following excerpt:

> R: In the past, after you received feedback, what did you do?

P: In the past, after I received feedback, I ignored it because it affected my emotions. I didn't want to revise or make changes or anything.

R: What about now?

P: Now, after I receive feedback, I feel the need to make changes and improve because I feel embarrassed. So now I define feedback in a different way. This way helps me improve.

4.5.2.4 Appreciation of feedback

The results indicated that Charlie demonstrated an improved appreciation of the value of feedback. Initially, at the early stage of the current research, the data seemed to suggest that he did not appreciate feedback on his learning, as he reported in the second post-diary interview that "When he [the teacher] doesn't give feedback, I feel normal." This early experience appeared to suggest that he did not understand the role and usefulness of feedback, thus leading to an inactive role in the feedback process. However, as the study developed, his perception of feedback evolved from negative to positive, as he came to appreciate its significance as a useful information resource and a driving force for academic enhancement. For example, in the fourth post-diary interview at the end of semester one, he started to demand more feedback from both teachers and classmates by stating, "I want more feedback. I want more feedback on my writing ability." In addition, he also recognised the importance of feedback on his subsequent tasks, as he reported in the fifth post-diary interview, "It [feedback] was useful and important for my next task." He elaborated on this experience, "When we followed his feedback, it was easier for us to conduct the simulation the following week. When we had sufficient information, we could have a lot of ideas to debate and discuss during the simulation". These instances demonstrated his increasing awareness of the benefits of feedback on his learning outcomes.

Feedback from others allowed him to recognise his weaknesses for further improvement. When asked about how feedback helped him recognise his weaknesses, he narrated his experience as follows:

> Yes, especially the first feedback he gave, which made me realise that I have poor research skills, writing ability, and organisation skills. For example, I was not able to organise the information well for the readers to understand. I realised my weaknesses; that's why I approached him [his teacher] for further feedback and advice to improve my weaknesses. He also said I should use language that the audience finds easy to understand. For weekly tasks, he said I should write concisely, not long. For monthly tasks, I should write using general language, not technical language. (Charlie, sixth post-diary interview, June 6th, 2023)

As a result, getting exposed to receiving feedback over time allowed Charlie to understand the formative purposes of feedback, recognise his strengths and weaknesses, and play a more proactive role in the feedback process. The exhibition of his deeper appreciation of feedback was clearly evident in the exit interview when he summarised his changed perception: "Now my perception has changed, and I understand the importance and value of feedback on my learning. When I learn from feedback, I make progress, so I try to seek more feedback, and I value feedback more."

4.5.2.5 Readiness to engage

Based on the findings, it was observed that there was a noticeable change in Charlie's readiness to engage with feedback. Initially, he was not able to regulate his emotions well when he received negative feedback. For example, he reported his experience in the third post-diary interview as follows:

R: What do you mean when you said you could not accept the teacher's feedback?

P: The feedback affected my feelings. It made me feel bad.

R: Which feedback affected your feeling the most this month?

P: I think the feedback on my test. When I read the feedback, it affected my feeling.

Moreover, in his final exit interview, he admitted, "In the past, I think feedback was criticism of my work that would affect my feeling, effort and motivation." He expressed, "In the past after I received feedback, I ignored it because it affected my emotions. I didn't want to revise or make changes or anything." This example illustrated his emotional unreadiness and resistance to accept negative comments from others. However, as he progressed, he displayed a more active involvement in asking for clarification and suggestions and seeking opportunities to interact with his teachers and peers regarding his learning. As an illustration, when he received feedback on his example from his peer, he displayed a more mature reaction and was able to regulate his emotions by accepting criticism of his idea. He reported his experience in the fifth post-diary interview as follows:

> I thought about my example again, and I felt angry at first because I tried to find a convincing example, but he said it was not true. At first, I felt angry. Then I thought for a while and then realised his feedback was reasonable… I realised my example was wrong, and I agreed with him. Then, we continued discussing other issues. (Charlie, fifth post-diary interview, April 3rd, 2023)

4.5.2.6 Commitment to change

According to the findings, Charlie showed greater volition to utilise feedback by devoting more time and effort and conquering difficulty to find additional resources for further improvement on his learning outcomes. As elaborated above, at the early stage of the current study, he reported

that he often ignored feedback when he encountered difficulty in implementing it and when it affected his feelings; as a result, he did not revise his work based on the feedback he obtained. These experiences illustrated the lack of commitment to change. A few months into his junior year, he started to change his learning strategy by taking note of feedback he received and observed from others to improve his performance. In addition, he devoted more time and effort to locating information and online resources to act on his teacher's feedback. For example, he highlighted his experience in the fifth post-diary interview:

> We implemented his [teacher's] feedback because it was important for us when we conducted the simulation, so we had to gather more information related to Myanmar as the teacher told us to do so because we would have more information and more ideas to debate with other groups representing different countries during the simulation. (Charlie, fifth post-diary interview, April 3rd, 2023)

Charlie showed a higher level of commitment to enhancing his performance based on the feedback he received by taking note of feedback and investing more time and effort into conducting further studies. Towards the end of his junior year, his perception towards feedback changed, and he defined feedback in a different way. For example, he described his commitment as a student in the feedback process in the exit interview as follows:

> I try to make changes and revise my work, or I can also ask for more suggestions and advice from teachers or classmates. If possible, we can bring our revised work to teachers to check again whether it has improved so that I know whether we have improved or not. (Charlie, exit interview, August 1st, 2023)

4.5.3 Factors facilitating Charlie's feedback literacy development

4.5.3.1 Socio-cultural factors

A strong focus on scores in an exam-oriented culture in Cambodian higher education was found to positively contribute to Charlie's feedback literacy development over time. Charlie was motivated to work hard in order to boost better academic outcomes. As a result, he reported asking questions, seeking feedback and clarification, and acting upon the feedback. For example, in the fourth post-diary interview, he mentioned that one of the main factors that he used his teacher's feedback was getting a "good score" on his presentation performance. In another feedback experience in a simulation-based course in semester two, he reported following his teacher's feedback because he wanted to improve his performance results. He stated, "When we followed his feedback, it was easier to conduct the simulation the following week. When we had sufficient information, we could have a lot of ideas to debate and discuss during the simulation, and it could also improve your performance score".

A result-oriented environment was found to positively contribute to Charlie's feedback literacy development as he highlighted his experience in the exit interview, "I want to have good academic performance in class, so I have to take feedback provided by teachers on my work, my assignments or presentations into consideration and action."

4.5.3.2 Instructional factors

Teacher assessment practices played a crucial role in Charlie's feedback literacy development. The data analysis showed that his teachers designed assessment tasks and in-class activities that provided an opportunity for him to interact with and implement feedback. It was observed that a formative assessment task that was designed in multiple stages contributed to the growth of Charlie's feedback literacy. Such assessment tasks allowed him to engage in dialogic feedback

interaction with his peers and teachers and to apply feedback in his subsequent work to improve his learning outcomes. For instance, in the second post-diary interview, he highlighted his experience by stating, "Now, we are working on the second draft. The first draft is just an outline with the main points. After receiving the feedback from the teacher, we start working on the second draft." Formative assessment tasks were found to provide Charlie with timely feedback, enabling him to make necessary revisions for enhancement. In addition, during the formative assessment process, he was given opportunities to actively participate in the feedback process and elicit and apply the feedback for improvement.

Collaborative learning activities such as in-class group discussions and group assignments designed by teachers were found to facilitate Charlie's uptake of feedback over time. Those activities allowed him to learn from his peers' perspectives, give feedback, make sound academic judgements on his work and understanding, and act upon the feedback. For instance, he shared his experience in the diary for October about the self-evaluation of his understanding: "She [his classmate in the same group discussion] shared her answers with me. I felt my answers lacked details and needed her parts. When she shared her answers in the group, I included her answer in my answer." In the first post-diary interview, he elaborated on the benefits of group discussions: "I think it is one factor that can improve knowledge or relationship with classmates. They share their new ideas. It also changes the class environment, and we are in the mood to study. We obtain new knowledge from classmates." Similarly, in the fifth post-diary interview, he reported seeking assistance from his teammates when he encountered difficulty in finding relevant information for their papers. For example, he expressed, "Because it was a group work, I could approach my teammate for assistance." These instances illustrated how collaborative

learning tasks offered opportunities for Charlie to engage in self-evaluation, peer feedback, and cue-seeking activities, which are the key elements of student feedback literacy.

The following experience summarised Charlie's active engagement in the feedback process that potentially influenced his feedback literacy:

> An example would be group discussions. First, the teacher gave us the questions, and we discussed them in the group and took note of our discussion. Then, we shared ideas with the class, and the teacher commented on our ideas. Then, I used his comments or feedback to revise my answers or ideas. I have done that several times. (Charlie, exit interview, August 1st, 2023)

4.5.3.3 Interpersonal factors

The findings indicated that Charlie's enhanced relationships with his classmates and teachers were key in advancing his ability to seek, process and utilise feedback effectively. By establishing better relationships, he was able to actively participate in meaningful conversations with his classmates and teachers. He reported not having close relationships with his classmates in Year Two because classes were conducted online during the COVID-19 pandemic. As physical classes resumed, he began to establish good relationships with his peers. For example, at the end of semester one, in the fourth post-diary interview, he said, "In semester one, I had one close friend who made my study easier and my relationship in the class better, so I want to continue my actions to semester two." When he moved to semester two, he continued building positive relationships with people around him. As a result, in his diary for April, he wrote, "I learned that good teammate and great group work are important for good accomplishment we want." Similarly, in the exit interview at the end of semester two, he reported appreciating better

relationships with his classmates and teachers. As an illustration, he highlighted his relationships with others in the exit interview as follows:

> The second factor is my improved relationship with my classmates, making communicating with them, asking questions, and debating easier. In Year Two, I was not close with my classmates because we had online classes during the Covid-19 pandemic. (Charlie, exit interview, August 1st, 2023)

4.5.3.4 Textual factors

The analysis demonstrated that Charlie was able to make sense of feedback information and act upon it when he received specific feedback on his work and performance. Receiving specific feedback on his performance allowed him to easily identify his areas for improvement, thus leading to better comprehension of the feedback information, effective implementation, and a stronger appreciation of feedback. For example, in his November diary, he appreciated one of his teachers who gave specific feedback with ideas for improvement by stating, "I expect the lecturer to provide such clear explanation with some possible suggested ideas for the future improvement". In addition, he reported in the sixth post-diary interview as follows:

> Yes, because he gave specific feedback on specific aspects of our performance, so it is easy to understand. For example, he provided us with specific feedback on our performance in terms of time management, how well we transitioned from one presenter to the next, how well we explained the chapter to the class, and how well we engaged the audience in our presentations. So, giving feedback on specific sections like this makes it easy to understand the feedback. (Charlie, sixth post-diary interview, June 6th, 2023)

Receiving negative feedback that pinpointed his weaknesses and areas of improvement enriched Charlie's feedback experiences and enhanced his feedback literacy. In the exit interview, he reported:

> I think in Year Three, I learned from negative feedback rather than positive feedback. Negative feedback informs me of my shortcomings and awakens me to the fact that I need to progress, so I address my weaknesses for improvement. So, I think even though negative feedback makes me frustrated, it allows me to learn and improve myself. (Charlie, exit interview, August 1st, 2023)

Charlie equally appreciated the positive feedback he received from his teachers. For instance, in his October diary, he wrote, "Positive feedback usually gives me energy to work on tasks". In addition, he repeatedly mentioned in several interviews that positive feedback kept him motivated in his learning. For example, in the sixth post-diary interview, he reported, "I believe my performance was not perfect, but the positive feedback gives me confidence and motivation to continue doing subsequent tasks for the rest of the semester."

4.5.3.5 Personal learning motivation

The findings revealed that Charlie possessed intrinsic motivation for academic improvement, facilitating his active engagement in the feedback process, such as eliciting feedback information from various sources and applying it for further improvement. As a result, he was more receptive to feedback and saw feedback as a learning opportunity to improve his understanding and skills. In addition, he was intrinsically motivated to actively seek out, analyse, and use feedback.

In the exit interview, he expressed that the main factor in his active engagement with feedback was his "personal motivation to improve and develop himself". He continued: "I want to develop and improve my skills, such as writing skills and research skills, so I must learn from

the feedback provided by my instructors on my writing tasks, and I can see the feedback has really helped me improve."

4.5.4 Factors inhibiting Charlie's feedback literacy development

4.5.4.1 Textual factors

In some instances, Charlie reported receiving surface-level feedback from his teachers. Surface-level feedback that he obtained included vague feedback or praise and encouragement, which did not provide specific areas for further improvement. Such surface-level feedback appeared to reduce the effectiveness of feedback and hinder his understanding of how to improve his performance. In addition, vague feedback did not provide opportunities for deep engagement and reflection on his work, thus constraining the development of feedback literacy. As an example, he reported in the exit interview that "Teachers mostly gave surface feedback and did not indicate specific areas of students' weaknesses."

4.5.4.2 Prior feedback experiences

The lack of feedback, especially on written works in previous years, was discovered to have negatively contributed to Charlie's feedback literacy development. Such experiences fostered his conviction that feedback was not necessary and that he was doing fine without it. As a result, he missed opportunities to learn from feedback and realise the value of feedback on his learning outcomes. For example, in the seventh post-diary interview, he reported, "I get used to not receiving assignments and mid-term tests since year one. Most teachers don't return assignments and mid-term tests. And I don't think it is a problem for me." In some instances, during his junior year, he reported that he did not elicit feedback from his teachers when they did not give any, thus impacting his eliciting competence. In addition, without feedback information, he could not acquire self-assessment and self-reflection skills, which are important to developing student

feedback literacy. When asked how he felt when teachers did not give him feedback on his work, he simply said, "I feel normal". This example indicated a disregard for the significance of feedback.

4.5.4.3 English language proficiency

The findings showed that Charlie's feedback literacy development was, to some extent, influenced by his English proficiency. He reported that he was not confident approaching others, particularly his teachers, to seek feedback and assistance because he could not communicate effectively in English. For example, he reiterated his experience in the exit interview: "I dared not communicate with all of my teachers [regarding feedback], and I communicated only with my close friends." This example seemed to demonstrate his inactive engagement in the feedback process, inhibiting his feedback literacy. However, towards the end of his junior year, he revealed that his English proficiency seemed to improve a little, such as his speaking ability. For instance, in the exit interview, he said, "My language proficiency has improved, such as speaking, so I have more confidence to communicate with my classmates and teachers. Now I can communicate with all of my teachers and classmates."

4.5.5 Summary of Charlie's feedback literacy development

In summary, the data analysis revealed that Charlie's feedback literacy improved with occasional fluctuations in some dimensions of feedback literacy over one academic year. First, regarding eliciting competence, Charlie developed his ability to actively seek feedback and request assistance from his peers and teachers to enhance his academic performance in general. However, the data also showed that there were instances in which he did not elicit feedback, particularly on his mid-term papers and written assignments. Second, the results indicated that Charlie had a notable improvement in his cognitive capacity, namely in his ability to

comprehend and process the feedback he received. Charlie began practising self-reflection to analyse and evaluate the feedback he received in order to enhance his understanding. Third, Charlie exhibited a growing capacity to transform criticism into practical steps that could be utilised to improve his performance. Fourth, based on the findings, Charlie exhibited an enhanced appreciation for feedback values. This was evident from the fact that he acknowledged the significance of feedback from diverse sources regarding his performance and observed his progress after implementing feedback. With regard to his readiness to engage, some changes were observed. As for his commitment to change, Charlie demonstrated development in this area over time.

A number of contextual and individual factors mediated the development of Charlie's feedback literacy development. Contextual factors facilitating his feedback literacy development include socio-cultural, instructional, interpersonal and textual factors. Socio-cultural factors such as exam-oriented culture motivated him to work hard and engage in the feedback process to get better results. The study identified strong academic performance and scores as contributing to enhancing Charlie's feedback literacy. The design of multi-stage formative assessments provided him with dialogic opportunities to elicit and enact feedback for improvement. Additional aspects that had an impact were the interpersonal connections he formed with both his peers and teachers. For instance, positive relationships played a role in improving his ability to understand, process, and use feedback effectively. Furthermore, there was evidence indicating that when he received specific feedback on his performance, he was prompted to take meaningful action based on that feedback. His personal learning motivation was also another factor leading him to play an active role in the feedback process. However, Charlie's feedback literacy development was also

inhibited by textual factors such as receiving surface-level feedback, his prior experiences with feedback, including the lack of feedback from previous years, and his English proficiency.

4.6 Chloe

4.6.1 Background

Chloe was considered a low-achieving student according to her GPA in her sophomore year. Chloe was considered a quiet and introverted student who often did not engage with her teachers in class, such as asking questions, seeking clarification or feedback and sharing ideas. The lack of engagement and effort in her academic life was seen as a contributing factor to her low performance.

Chloe's feedback literacy can be considered low, as indicated by the Student Feedback Literacy Scale survey results. The average score she received across all six dimensions in the survey was 2.59. She defined feedback as the teacher's reaction to students' work such as assignments. In the entry interview, she admitted that at times she did not understand her teachers' feedback, and it was difficult for her to identify what kind of mistakes she made. In addition, she also reported she was not brave enough to approach her teachers for clarification or to ask for feedback when there was none. She claimed that she mainly sought feedback or help from her classmates. In terms of enacting feedback, she found it challenging to revise her work because she did not know how to improve. She also mentioned that she did not apply the feedback if there was no further submission.

Chloe acknowledged that several teachers failed to provide feedback on written work, but she expressed empathy towards them and stated her understanding of their busy schedules. She also indicated that she was content without feedback. Therefore, it can be assumed that she

appeared to disregard the significance of feedback on her performance and was unwilling to actively participate in the feedback process. In addition, the entry interview indicated that she was not emotionally ready to receive critical feedback. When asked how she would feel when receiving critical feedback, she reported, “Of course, I’m kind of sad and angry as well. When we try to complete our task, people say it is not correct. I’m kind of angry because it is not worth our effort.” Overall, it can be inferred that Chloe demonstrated a limited level of student feedback literacy, as indicated by the data collected from the survey and the entry interview.

4.6.2 Developmental trajectory of Chloe’s feedback literacy

4.6.2.1 Eliciting

According to the data analysis, it can be observed that Chloe’s eliciting competence saw improvement with occasional variations during her junior year. At the beginning of the current research, she evidenced multiple occasions of being a passive recipient of feedback, waiting for teacher feedback rather than being a proactive actor in the feedback process. She frequently refrained from seeking useful information or assistance from her teachers regarding her understanding and work, and she described herself as an introverted student "who finds it hard to start a conversation" with teachers. For example, she reported in the third post-diary interview that "I never approach the teachers." However, as the study developed, small changes in her eliciting competence were observed when she started seeking feedback from her trusted friends on her work. For example, in the fifth post-diary interview, she reported, "I asked my friends to check my presentation slides to see if they are readable or to read my presentation summaries or scripts to see if they make sense. I would double-check and revise if they say my scripts don't make sense." She continued in the same interview, "We also have to submit summary papers, but before that, I also asked my classmates to check my summary papers to see if they understand.”

In the sixth post-diary interview, she narrated her experience of soliciting feedback from her friends on her presentation performance:

> Basically, I just asked my friend sitting next to me whether I spoke too fast or not because I always talk fast during presentations. My friend always says I put on too many gestures during my presentations. But that's the way I make myself less nervous. Also, my friend said there was too much information. (Chloe, sixth post-diary interview, June 21st, 2023)

The data also showed that Chloe started to solicit helpful information about her task and seek a sample. In the seventh post-diary interview, she highlighted, "I asked one of my teammates for more details about the topic and the questions. Then I started doing research on my assigned questions, preparing my script, and also shared my part in the Google.doc with my teammates." In the same interview, she reported, "I tried to ask my friend who studies at a different department for a sample [of a research report]."

Even though some small changes were observed in Chloe's eliciting competence, she still admitted at the end of her junior year that she did not have the courage to seek teacher feedback or assistance. She mentioned in the exit interview that "It is easier to approach classmates and seek feedback from them."

4.6.2.2 Processing

The findings revealed that Chloe improved her ability to process feedback information. At the early stage of the current study, she reported finding it difficult to make sense of the feedback information and to comprehensively understand assessment criteria. In the entry interview, when asked whether she understood her teacher's feedback, she mentioned, "I still got confused about what he focused on, like what kind of mistakes I made. It's kind of difficult to identify it." In

addition, when asked whether she could interpret assignment criteria, she reported, "Sometimes I also did not understand even though the teachers had explained [the assignment guidelines]." As she progressed to the later phases of her junior year, she gradually demonstrated an enhanced ability to process feedback more deeply by effectively analysing and interpreting feedback to improve her performance. For example, in the third post-diary interview, she described her feedback experience after her teacher returned her mid-term test paper as follows:

> I think what I remember was the teacher wrote a comment, 'It's hard to understand' on my paper. But when he mentioned that our answers were out of the topic, he mentioned that verbally to the whole class. He didn't write on my paper. However, after I read my answer again, I thought that feedback was related to my answer. (Chloe, third post-diary interview, January 10th, 2023)

Chloe was able to analyse assessment criteria and evaluate the samples provided by her teachers to extract key aspects from them and produce quality work. For example, she highlighted such experience in the following quotation when asked whether she consulted her teacher's guidelines and exemplar:

> I did … Her samples did help me a lot, so I just went through them and saw which parts I could use as an exemplar … Then, I started writing the papers based on the teacher's samples, the samples I got from Google, and the information on the slides provided by the teacher. And because of the page limit, I had to use words carefully. (Chloe, fifth post-diary interview, April 3rd, 2023)

Moreover, Chloe developed a strategy of observing other people's weaknesses and using them to her advantage to improve her performance. As she reported in the exit interview:

> I learn from observing others and use their weaknesses to improve my work. As an audience, we can spot the weaknesses of other people, and I don't want to make the same mistakes. I learn from my experience as well. The more I do it, the more I learn. (Chloe, exit interview, July 25th, 2023)

4.6.2.3 Enacting

The data revealed that Chloe exhibited improvement in her ability to translate feedback into action to enhance her performance. Initially, she reported finding it difficult to improve her work based on the feedback she had obtained. For example, when asked whether she implemented the feedback, she repeatedly mentioned in the entry interview that she did not know how to improve or that it was difficult for her to improve. This example illustrated the lack of strategies to translate feedback into action. However, after a few months, she started developing a conscience to revise her work. For example, in the fifth post-diary interview, she reported revising her answers to her teacher's questions based on the feedback given by the teacher in the class and submitted to the teacher. In the same interview, she reported working with her teammate on a paper, giving each other feedback, and revising the paper accordingly. For example, she illustrated her experience in the following quotation:

> We asked each other about our parts, and she said my part was okay and we could submit it to the teacher. We did our best to revise our paper, so I think it was okay. We went through our papers and revised them a few times on Google Docs before we submitted them to our teacher. We did our best. (Chloe, fifth post-diary interview, April 3rd, 2023)

Moreover, Chloe not only revised her work based on the feedback from her teacher and peers but also did it against the assessment criteria to ensure her work would meet the teacher's expectations. For instance, as she reported in the fifth post-diary interview, "Basically, I

compared my papers against the information or criteria in the slides provided by the teacher, so I checked whether my position papers and mission reports included the information or criteria in the teacher's slides or not."

4.6.2.4 Appreciation of feedback

The findings indicated that Chloe progressively had a deeper appreciation of the significance of feedback values on her academic achievements. At the start of semester one, she expressed in the entry interview that it was okay not to receive any feedback from her teachers. Similarly, in the third post-diary interview towards the end of semester one, she reiterated, "If the teacher gives feedback, I will accept it. If he doesn't, I am okay as well." These occurrences demonstrated her lack of awareness of the importance of feedback values in her learning process. After transitioning to semester two, she began recognising the advantages of receiving feedback to enhance her performance. For example, in the fourth post-diary interview, she reported receiving praise on her presentation performance from her teacher, and she attributed this improvement to the feedback she had received from her teachers and peers by stating, "The first main factor is the feedback I receive from my friends and teachers. Without them [the feedback], I didn't know my weaknesses." In the same interview, she also expressed her appreciation of feedback and emphasised, "If the teachers give feedback, I think we can learn more, or we can apply it in other subjects."

Furthermore, Chloe noted that receiving feedback from others aided her in identifying her strengths and weaknesses. For example, in the sixth post-diary interview, she stated that she found the feedback obtained from her friend valuable for enhancing her presentation performance by stating, "For the feedback that I talk fast, I think it's useful for me because I also feel sometimes, I talk fast during the presentation without realising that. So, next time, I can slow

down a little bit. Right now, I slow down my speech a lot more than before because of such feedback."

The extent of her appreciation for feedback can be encapsulated in the final exit interview as she expressed:

> I appreciate feedback more. Having feedback is better than having none. If we complete a task and we don't know what is wrong or what is lacking, it's not gonna be good as well, and in the future, it's gonna be a problem if we repeat the mistakes that we are not told. (Chloe, exit interview, July 25th, 2023)

4.6.2.5 Readiness to engage

Despite Chloe's professed appreciation for feedback, as elaborated above, the data revealed stagnation in her readiness to engage in the feedback process. Initially, she reported getting angry when receiving negative feedback from her teachers. For example, in the entry interview, she highlighted, "I'm kind of sad and angry as well. When we try to complete a task, people say it is not correct. I'm kind of angry because it is not worth our effort." As she progressed towards the end of her junior year, she still maintained the same attitude towards negative feedback as she expressed in the seventh post-diary interview when receiving critical feedback from her teacher:

> When we actually put effort into it, he didn't acknowledge it, so when he gave feedback, I felt like, 'No, I don't want to do that.' For me, people have different requirements. Of course, we're still students, but his requirements are too high for us. So no … I'm not going to accept his feedback. (Chloe, seventh post-diary interview, July 25th, 2023)

These instances demonstrated that she was not emotionally ready and open-minded to receive criticism from others, thus prompting her to ignore the feedback in the process.

In addition, Chloe emphasised that she wanted the feedback, especially from her teachers,

to be confidential. She was also not ready to receive feedback in front of the class; as she reported in the third post-diary interview, "If they give feedback directly to us in front of the class, it's not good." In the seventh post-diary interview, she expressed her anger and frustration when her teacher gave negative feedback to her team's video presentation in the following quotation:

> Finally, we managed to finish recording our video. Then we showed our video in the class. The teacher gave us some feedback by suggesting we add this or that to our video. He didn't respect and understand our efforts in doing the video project. Instead, he said we should have included this, or we should have done this or that in front of the whole class. We already tried our best. (Chloe, seventh post-diary interview, July 25th, 2023)

The results suggest that Chloe did not enhance her readiness to participate actively, regulate her emotions in response to negative feedback, or demonstrate receptiveness to criticism. This was evident from her lack of initiative in initiating dialogues with her teachers, ineffective affective regulation, and closed-mindedness towards receiving criticism.

4.6.2.6 Commitment to change

The results revealed that Chloe's commitment to change appeared to grow from the beginning to the later stages of her junior year. Initially, she tended to ignore the feedback and did not invest personal time and effort to make revisions, especially when she was not required to resubmit her work. For example, in her December diary, she wrote about how her teacher gave feedback on how she summarised the chapter. However, when asked whether she revised the summary, she reported in the third post-diary interview that she did not take the time to do it.

As time passed, in one of her feedback experiences, she made an effort and overcame difficulty to revise and improve her work. For example, she spent time searching for more

information from different sources to make revisions. In the fifth post-diary interview, she reported, "I did look for information from other sources such as Google and the textbook." She proofread and edited her paper repeatedly by revising some sentences and paragraphs that did not make sense before resubmitting her paper to the teacher. As an illustration, she reported, "I went through the paper again and again and edited some grammar mistakes and stuff like that or maybe read again to see whether the answer was appropriate or not, and I just edited it."

4.6.3 Factors facilitating Chloe's feedback literacy development

4.6.3.1 Instructional factors

The data analysis demonstrated that teacher assessment practices, such as assessment design and collaborative activities, played a crucial role in promoting Chloe's feedback literacy over time. It has been observed that several of her teachers designed an assessment task where she was required to submit multiple drafts. Such assessment design offered dialogic feedback opportunities where she could ask for clarification, self-assess her work, and make revisions based on self-feedback, peer feedback and teacher feedback. For example, in the fifth post-diary interview, she mentioned revising her team's work and resubmitting it to the teacher as individual work. This instance was illustrated in the following excerpt:

> R: What factors motivated you to revise your group's answer and submit it again as individual work?
>
> P: Firstly, the teacher said we could add our ideas, so I just looked through it and added some of my ideas, corrected some grammar errors, or maybe revised some sentences or paragraphs that didn't make sense… Secondly, I spotted some mistakes in our paper… I had to review it again, add any missing parts, and submit it to the teacher. (Chloe, fifth post-diary interview, April 3rd, 2023)

In the same interview, she reported working against the assessment guideline and exchanging feedback with her teammate when revising their work in the following excerpt:

> R: After finishing your position papers and mission reports, did you check the guidelines and go through them with your teammates?
>
> P: Yes, we reviewed them over again because we did it on Google Docs. I looked at her part, and she looked at mine so we could know which parts should be deleted, corrected, or add
>
> R: During such a process, did you get any feedback from your teammate?
>
> P: We asked each other about our part, and she said my part was okay and we could submit it to the teacher. And we did our best to revise our paper, so I think it was okay. We went through our papers and revised them a few times on Google Docs before we submitted them to our teacher. We did our best. (Chloe, fifth post-diary interview, April 3rd, 2023)

The above examples demonstrated how the assessment design promoted Chloe's feedback uptake. She was actively involved in dialogic processes, where she engaged in peer feedback, self-reflection, and metacognitive thinking processes, which allowed her to evaluate a problem, suggest a solution, and respond to feedback.

The results indicated that teacher feedback literacy, such as the design of collaborative learning activities and the use of exemplars, positively impacted the gradual improvement of Chloe's ability to understand and utilise feedback. It was observed that some of her teachers designed enabling instructional activities which emphasised collaborative learning processes, such as collaborative small group discussions and group assignments. Such activities and assignments were found to promote Chloe's eliciting and processing competencies over time as

she engaged in productive peer interaction such as asking for clarification on her understanding, providing feedback to peers, and accepting other people's perspectives. These are the qualities of student feedback literacy that are evident over the course of her junior year.

Providing exemplars was seen as an enabling factor in the development of Chloe's feedback literacy. Chloe reported using samples provided by her teachers on several occasions. She analysed the samples and identified good characteristics of quality work, thus strengthening her capacity to make evaluative judgements, a core element of student feedback literacy. In addition, she reported looking for additional exemplars from various sources, including her friends and online samples. The following quotation illustrates how she judged the quality of samples and extracted good aspects to work on her papers:

> I just went through them and saw which parts I could use as an exemplar… Then, I started writing the papers based on the teacher's samples, the samples I got from Google, and the information on the slides provided by the teacher. And because of the page limit, I had to use words carefully. (Chloe, fifth post-diary interview, April 3rd, 2023)

4.6.3.2 Interpersonal factors

Chloe's positive relationships with others are a potential factor contributing to her uptake of feedback. Such relationships with others, especially her classmates, made her braver and more willing to seek their assistance and feedback, which facilitated the growth of her feedback literacy over time. For example, she mentioned numerous times that the closer she got to her classmates, the more she sought their comments and clarification. The peer interaction allowed her to engage in peer assessment and feedback, thus helping promote several aspects of feedback literacy, such as processing, enacting, and appreciation of peer feedback. For instance, she reported appreciating her friends' feedback on her performance in the exit interview by stating

that "it [peer feedback] is useful. We have a second person to review our work." She continued that "sometimes we cannot spot our mistakes."

4.6.3.3 Textual factors

Providing specific feedback that highlights areas for growth was also discovered to enhance Chloe's ability to understand and use feedback over a period of time. Chloe reported that she appreciated teachers giving specific feedback that identified her weaknesses and hints for improvement so that she could revise her work accordingly. For example, she reported in the exit interview that one of her teachers gave hints for her to revise her work as follows:

> We needed to submit a summary before we did our presentation. While our teacher checked our first draft, we were not sure if it was really correct. However, after our lecturer checked it, he gave feedback to ensure that our work was acceptable and gave tips afterwards, such as spellcheck, grammar errors, and a few more technical changes we needed to make our work better. After we received the feedback, we revised our summary and resubmitted it to him after the presentation. (Chloe, exit interview, July 25th, 2023)

The findings appeared to suggest that receiving positive feedback from her teachers enhanced her uptake of feedback, self-regulation, and learning motivation. For example, when she received positive feedback from her teachers, she appreciated the feedback and put effort and time into responding to it. As an illustration, she highlighted her experience in the seventh post-diary interview as follows:

> At least the teacher appreciated our effort … I feel like he is understanding, and he motivates students … He also asked questions to us when he felt the information we provided was insufficient or unclear. His questions helped supplement the information in

our presentation as well. (Chloe, seventh post-diary interview, July 25th, 2023)

The above quotation showed that Chloe developed a positive attitude towards feedback and used it to enhance her performance. The affective dimension of positive feedback thus promoted the development of her feedback literacy.

4.6.4 Factors inhibiting Chloe's feedback literacy development

4.6.4.1 Instructional factor

Certain teacher assessment practices appeared to negatively contribute to Chloe's feedback literacy development. For example, she reported that a few of her teachers did not provide guidelines for an assessment task, leading to misunderstanding and frustration. For example, she reported at the end of semester two in the seventh post-diary interview, "About the video project, he just gave us the topics and guiding questions related to each topic. He didn't give us specific guidelines. He just told us to record a video of ourselves answering the questions… I feel like I was completely in the dark doing the task."

In addition, Chloe's meaningful engagement with assessment and feedback seemed to be hindered by a sudden change in assessment deadlines at the end of the semester. She highlighted in the seventh post-diary interview, "She didn't inform us well in advance about the change of the deadline… So we cannot actually do the task well because of time constraints." This instance appeared to affect her active engagement in the feedback process, thus negatively impacting her feedback literacy.

4.6.4.2 Textual factors

Receiving topic-specific feedback appeared to impede Chloe's ability to use the feedback in the future. She reported that some of her teachers gave feedback specifically on the task and topic. For example, she received feedback on her presentations in several courses in semester two, such

as what or what not to include. She expressed, "And it's not that useful because it is topic-specific." This experience suggested that she would not likely use the feedback in the future.

Receiving overly negative feedback was found to impact Chloe's readiness to engage, thus affecting her feedback uptake. For example, she reported in the seventh post-diary interview when her teacher gave feedback on her video presentation, "When he gave us the feedback, he only spotted our weaknesses. Everyone was disappointed with him." This instance summed up her frustration and anger when receiving negative comments. In addition, she expressed that her teacher did not give any clues on how to make improvements. She reported, "I don't know what to revise. He didn't give feedback on our content." This experience appeared to suggest that she could not use the feedback without actionable suggestions.

4.6.4.3 Student belief of feedback

Chloe viewed feedback as the sole responsibility of her teachers. This perception appeared to make her a passive recipient in the feedback process, affecting the development of her feedback literacy. Based on the interview data at the early stages of the present study, it seemed that she was mostly waiting for her teachers to give feedback on her work rather than attempting to engage with them. Thus, she was frequently found to avoid actively communicating with her teachers to seek guidance or assistance. Instead, she seemed frustrated when her teachers did not provide any feedback to her. She reported her experience in the final exit interview: "I receive very little or no feedback at all. For example, I don't receive feedback on my mid-term tests, written assignments…" She continued to hold the perception of one-way communication of feedback until the end of her junior year. For example, she defined feedback in the exit interview: "I think in general feedback is like something we get from other people." She continued, "For example, when we complete a task, someone tells us what is wrong or what is

the mistake from their perspective. It's feedback." As a result, she would still play a passive role in the feedback process with her teachers, thus inhibiting the development of her feedback literacy, particularly her eliciting competence and readiness to engage.

4.6.4.4 Prior feedback experiences

Prior feedback experiences, in particular the lack of feedback from previous years, played an important role in the development of Chloe's feedback literacy. For example, she disclosed that lecturers from previous years seldom returned mid-term test papers promptly, or they took an extended period to return them with minimal or no feedback provided (entry interview). Such an experience fostered her conviction that feedback on mid-term tests holds no significance; hence, she refrained from actively seeking feedback. In the second post-diary interview, she said, "I think basically the teachers would just give us the score. The teachers don't usually return the test papers to us". These instances demonstrated that receiving little or no feedback from her teachers was normal and that she did not experience the value of feedback on her learning from previous years; thus, she was unlikely to actively seek feedback in her subsequent tasks. This appeared to inhibit the development of her feedback literacy, such as the ability to seek clarification and the ability to process feedback information. Such prior experiences are likely to impose a fixed mindset that improvement is not necessary.

4.6.5 Summary of Chloe's feedback literacy development

Chloe's feedback literacy development was a dynamic process that involved growth, fluctuations, and stagnation during a particular time. Her eliciting competence appeared to slightly improve towards the end of her junior year when she was able to approach her classmates for feedback and assistance. She admitted at the end of the study that she still did not find the courage to start a conversation with her teachers. In terms of processing competence, she

demonstrated a significant improvement as she reported being able to analyse assessment criteria, evaluate the samples, and judge the quality of feedback. Her enacting competence also showed a sign of progression over time as she developed an ability to enact the feedback information by sparing time and effort to look for extra resources, giving feedback to her peers, and revising her work based on the feedback and assessment criteria. Chloe expressed an enhanced appreciation of feedback on her learning outcomes. She found feedback valuable and useful for her academic improvement. In terms of readiness to engage, she was not able to regulate her emotions well when receiving critical feedback on her performance. Her commitment to making changes appeared to develop over time.

Chloe's feedback literacy development was influenced by several contextual and individual factors during one academic year. For example, she experienced multiple-stage assessments, collaborative learning activities, and different characteristics of feedback. The evidence from the data analysis showed that Chloe was more likely to actively engage in the feedback process, where she was required to submit multiple drafts of her assessment tasks. In this way, she was exposed to ample opportunities to seek, give, analyse, and implement feedback for improvement. The findings also showed that the use of collaborative learning activities such as group projects, small group discussions, and group assignments positively contributed to Chloe's growth in feedback literacy. Those activities allowed her to self-assess and judge her own comprehension and performance to identify areas for improvement. Chloe also placed importance on the positive relationships she had with her peers and teachers. As she got closer to her peers and teachers, she became more courageous in starting conversations with them. Such conversations provided a platform for her to engage in reflective practices to improve her work. Receiving specific feedback was another factor, as she was able to spot her weaknesses and

make meaningful changes to her work and performance.

However, certain teacher assessment practices were also found to inhibit Chloe's feedback uptake. For example, the lack of assessment guidelines and the change of assessment deadlines negatively affected her feedback engagement. Receiving topic-specific feedback also negatively contributed to her feedback uptake because she could not transfer it to other tasks or courses. Prior feedback experiences and her personal belief about feedback appeared to be major factors that inhibited her feedback literacy development as she continued holding existing perceptions that not receiving feedback from teachers was just fine.

Chapter 5: Discussion

This chapter presents a critical discussion and analysis of qualitative data collected from multiple sources to examine the development of student feedback literacy in a naturalistic setting and its influencing factors. A tentative framework regarding the development of student feedback literacy is proposed at the end of the chapter.

5.1 The developmental trajectory of student feedback literacy

5.1.1 Temporal change of student feedback literacy

The findings demonstrated that the participants' development of feedback literacy is a dynamic process, encompassing phases of progression interrupted by periods of occasional fluctuations, especially during the period of their mid-term and final-term examinations. This observation is novel in the field of feedback research as it has not been previously investigated.

First, all the participants experienced progression in their feedback literacy over time, a finding resonating with several previous studies such as Li and Han (2022), Hoo et al. (2022), and Zhang et al. (2023). The findings of the study demonstrated that feedback literacy is a skill set that can be cultivated and developed with time and accumulated experiences (Little et al., 2024; Malecka et al., 2020; Xu & Carless, 2017). The participants' eliciting competence indicated a general upward trend. Even Bella and Chloe, who initially reported being reluctant to seek feedback assistance, started to change their behaviours by seeking more feedback from their classmates and seniors. The most striking feature in Becky's feedback literacy development was his cue-seeking ability (Carless, 2019b). Becky took advantage of every opportunity to have face-to-face in-class dialogues to ask his teachers questions and clarify assessment tasks and his teachers' expectations. All of the participants' processing competence was also found to improve

over time. For instance, they were able to make sense of and judge the quality of his teachers' and peers' feedback. Charlie and Chloe, low-achieving students, also demonstrated an increase in their processing competencies. Becky and Bella developed a strategy of observing other people's performance, evaluating it, extracting key elements to reflect on their own performance and putting it to good use to improve their work. In addition, the data analysis showed they all exhibited a higher appreciation of feedback values on their learning outcomes as they observed their own improvement through implementing the feedback they had received. For example, Charlie displayed a higher appreciation of feedback and expressed his desire for critical feedback that pointed out his weaknesses and areas for improvement as he progressed throughout his junior year. This finding aligns with the study of Carless (2020) and Noble et al. (2019), who found that students appeared more open to critical feedback when they grew more mature and confident toward the end of their academic study. For another instance, Chloe invested time and effort in making changes to her work based on the feedback, and she recognised how the feedback was important for her improvement.

However, the data analysis also revealed instances of fluctuation periods in the participants' development of student feedback, especially during the mid-term and final-term examinations. This finding is very interesting and demonstrates the negative influence of the entanglement of examination and feedback in higher education (Winstone & Boud, 2022) on student feedback literacy development. In this study, it was found that the problems created by the entanglement of assessment and feedback, such as students' focus on grades, feedback too late to be useful, and insufficient comments on learning itself, appeared to prevent the participants' feedback literacy development during examination periods. Take Adam as an example. He did not care much about feedback, did not engage in the feedback process, and

could not manage his emotional response to critical comments at the end of the semester, which was different from his reactions towards feedback before. In addition, he did not actively engage with feedback by seeking further clarification or taking any action when he received satisfactory results on his work and when he received feedback too late towards the end of the semester. That means his development seemed to regress to some extent at the end of the semester. Angela's commitment to change seemed to regress at the end of the semester. For example, she did not take a proactive role in the feedback process at the end of the semester and did not seek feedback before the final submission of her assignment, which was different from her multiple submissions of assignments for feedback before the final submission. Despite her overall improvement in feedback literacy, Bella also experienced the fluctuation stage, where she was not actively engaged in the feedback process, such as eliciting useful information for her assignments from her teachers. This phase appeared to happen in courses where teachers did not create dialogic opportunities for feedback conversations and in courses where she found her teachers serious, strict and unapproachable. Chloe appeared to play a passive role in the feedback process at the end of semester two when she was overwhelmed with many deadlines. In addition, she appeared to demonstrate a lack of proactive engagement with her teachers, weak emotional regulation, and resistance to critical comments. For example, there were instances when she struggled to successfully regulate her emotions, which therefore affected her commitment to making changes and engaging in feedback dialogues.

This study highlights the importance of continuously offering feedback opportunities and assisting learners in enhancing their feedback literacy abilities throughout the course or program, especially during the examination periods. Consistent reinforcement and encouragement can

assist students in overcoming moments of stagnation and regression and sustaining positive progress in their development of feedback literacy.

5.1.2 Interpersonal variations in student feedback literacy development

This study identified cross-case variations of feedback literacy development. This finding is consistent with the studies of Han and Xu (2020) and Ma (2021). The cross-case analysis showed that high-achieving students appeared to develop feedback literacy more quickly than under-achieving students. For instance, Angela, a high-achieving student, started approaching her teacher after her presentation to ask for more feedback on her performance at the beginning of semester one. In contrast, Becky, a low-performing student, saw some changes in his eliciting behaviour in the fourth post-diary interview at the end of semester one. Bella, a medium-achieving student, started to change her eliciting behaviours in the third post-diary interview when she highlighted her experiences of seeking feedback during an in-class dialogic feedback session. In the fifth post-diary interview, Chloe, an under-performing and under-motivated student, appeared to change her eliciting ability. Charlie also saw some changes in his eliciting behaviours, albeit with fluctuations. Enacting behaviours were also found to develop more quickly in high-achieving students than under-achieving students. For example, Adam's enacting behaviour saw changes in the second post-diary interview when he considered his teacher's feedback and implemented it, albeit with small hurdles at the end of the semester when he received short and unclear feedback. Angela developed sophisticated strategies to implement the feedback she received, and it was evident in the third post-diary interview. Becky and Chloe, under-achieving students, saw improvement in their enacting competence in the fifth post-diary interview. Again, the enacting competence seemed to develop more quickly in higher-performing students.

In addition, there were also variations in feedback literacy development among the two different genders. The data showed that male students appeared to develop eliciting competence more quickly than female students. This might be due to the reserved traits of female students. For example, Becky and Charlie demonstrated significant improvement in the eliciting competencies, while the female participants' (Angela, Bella, and Chloe) eliciting competencies appeared to fluctuate. For example, they still admitted that they did not have the courage to seek feedback from their teachers, mainly when they were not provided with dialogic opportunities during the staged formative assessment. However, there seemed to be no differences between the two genders in terms of processing and enacting competencies and feedback dispositions.

5.1.3 Intrapersonal variations in student feedback literacy development

The data analysis also revealed distinct individual variations in the development of student feedback literacy among all six participants. That means all six dimensions of feedback literacy were found to develop at different paces in the same participants. This finding is also confirmed by several studies such as Carless (2020, p.11), Han and Hyland (2015), Han and Xu (2020), and Li and Han (2022). Cross-case analysis appeared to show that the participants' feedback behavioural capacities, such as eliciting, processing and enacting, developed quickly. For example, Adam, Angela, and Becky saw improvement in their eliciting competence in mid-semester one, albeit with some occasional fluctuations at the end of the semester in the cases of Adam and Angela. Bella, Charlie and Chloe, who previously claimed that they did not normally approach others for feedback, started to improve their eliciting and enacting competencies by seeking feedback and assistance from peers and teachers in dialogic feedback exchanges towards the end of semester one.

Conversely, the data suggested that feedback dispositions appeared to develop more slowly among all of the participants. For example, all of the participants' appreciation of feedback value was found to be more positive over one academic year; however, such development was observed until they had witnessed their own progress and improvement upon implementing teacher feedback. For Adam, a higher appreciation of feedback values was observed at the end of semester one, while his readiness to engage appeared inconsistent throughout the academic year. For example, Adam still reported experiencing anger, disappointment and dissatisfaction when receiving critical comments from his teachers. Angela reported a changing perception towards the value of feedback on her learning and personal growth at the end of her junior year. Her readiness to engage and commitment to change appeared to grow gradually until the end of semester two. Becky's and Bella's appreciation of feedback seemed to develop after they witnessed his improvement, and it was clearly evident at the end of his junior year. In addition, Becky showcased his volition and a greater sense of responsibility and engagement in his work in the sixth post-diary interview. Similarly, Bella displayed a greater commitment to change in the sixth post-diary interview. Similarly, Chloe's feedback dispositions appeared to grow slowly and vary. For example, her appreciation of feedback also appeared to grow when she entered semester two. Her readiness to engage appeared to stay the same at the end of semester one. Her commitment to change appeared to develop gradually as she started to invest time and effort in her revisions at the beginning of semester two till the end of the semester. As a result, the data analysis indicated that feedback behaviours such as eliciting or enacting appeared to develop more quickly than feedback dispositions in the participants.

It can be seen from the discussion of the findings that there are variations in individual participants' development of feedback literacy throughout the year. This variation might be caused by different contextual and individual factors personally experienced by each student participant. The following table illustrates the variations in individual participants' development of feedback literacy.

Table 10: The participants' development of feedback literacy in the six dimensions

	Eliciting	**Processing**	**Enacting**	**Appreciation of feedback**	**Readiness to engage**	**Commitment to change**
Adam	Improvement with small fluctuations	Improvement	Improvement with small fluctuations	Improvement	Improvement with small fluctuations	Improvement with small fluctuations
Angela	Improvement with small fluctuations	Improvement	Improvement	Improvement	Improvement	Improvement with small fluctuations
Becky	Improvement	Improvement with small fluctuations	Improvement	Improvement	Improvement	Improvement
Bella	Improvement with small fluctuations	Improvement	Improvement	Improvement	Improvement	Improvement

Charlie	Improvement with small fluctuations	Improvement	Improvement	Improvement	Improvement	Improvement
Chloe	Improvement with small fluctuations	Improvement	Improvement	Improvement	Stagnation	Improvement

5.2 Influencing factors in student feedback literacy development

The findings in this section draw on Chong's (2021) model of student feedback literacy informed by an ecological perspective. According to this model, two distinct categories of factors determine how students can develop cognitive, affective, and behavioural engagement with feedback: contextual factors and individual factors (Han & Hyland, 2015; Henderson et al., 2019c). Contextual factors are comprised of textual, interpersonal, instructional and sociocultural (Chong, 2021; Han, 2019). Individual factors include students' learning motivation, beliefs about feedback, past feedback experience, and English proficiency (Han & Xu, 2020, 2021; O'Donovan et al., 2021). These contextual and individual factors can either facilitate or inhibit the development of student feedback literacy, underscoring the complex nature of feedback literacy in higher education. The following table illustrates the facilitating and inhibiting factors in feedback literacy development.

Table 11: Influencing factors in the development of student feedback literacy

	Facilitating factors	**Inhibiting factors**
Adam	- instructional factors (staged formative assessment design, the provision of clear guidelines and samples) - textual factors (types of feedback and the tone of feedback)	- socio-cultural factors (an exam-oriented culture) - instructional factors (unclear guidelines, no dialogic opportunities) - textual factors (unclear and one-off feedback, the delivery of feedback)
Angela	- socio-cultural factors (an exam-oriented culture, teacher authority) - instructional factors (staged assessment design, collaborative assessments, the use of exemplars) - interpersonal factors (positive relationships with teachers) - textual factors (receiving specific and clear feedback)	- instructional factors (no guidelines provided, no provision of feedback) - interpersonal factors (encounter with unapproachable and strict teachers) - student belief of feedback (as information transmission)
Becky	- socio-cultural factors (an exam-oriented culture, teacher authority) - instructional factors (staged assessment design, collaborative assessments, the use of exemplars)	- limited English proficiency

	- interpersonal factors (positive relationships with peers and teachers) - student belief of feedback (belief of the feedback value) - personal learning motivation	
Bella	- socio-cultural factors (an exam-oriented culture) - instructional factors (staged assessment design, collaborative assessments, the provision of consultation space) - interpersonal factors (positive relationships with teachers) - textual factors (receiving specific feedback) - personal learning motivation	- instructional factors (no dialogic opportunities, no provision of exemplars and guidelines) - interpersonal factors (encounter with unapproachable and strict teachers)
Charlie	- socio-cultural factors (an exam-oriented culture) - instructional factors (staged assessment design, collaborative assessments) - interpersonal factors (positive relationships with teachers)	- textual factors (receiving surface-level feedback) - prior feedback experiences (insufficient feedback in previous years) - limited English proficiency

	- textual factors (receiving specific feedback, receiving feedback with suggestions for improvement) - personal learning motivation	
Chloe	- instructional factors (staged assessment design, collaborative assessments, the use of exemplars) - interpersonal factors (positive relationships with others) - textual factors (receiving specific and positive feedback)	- student belief of feedback (as sole responsibility of teachers - prior feedback experiences (insufficient feedback in previous years)

5.2.1 Contextual factors: Sociocultural factors

Previous literature indicates that in high exam-oriented cultures, good academic performance and high grades are highly valued by students (Carless, 2006, 2020). Similarly, the exam-oriented culture in Cambodian higher education that prioritises exams and scores appears to incentivise students to place greater importance on feedback and actively engage in the feedback process to enhance their performance. According to Carless (2020), the prominence of grades in the student's feedback experience may be attributed in part to the performative nature of modern student life and is intensified by the pursuit of high levels of accomplishment. The need for academic success through high grades is steeped in the identity of Cambodian students and parents alike. As a result, Cambodian students are devoted to achieving good results at the end of their academic year. Thus, the high-stakes nature of tests and exams can foster a learning

environment in which students are more receptive to teacher feedback, which in turn encourages them to seek out and implement feedback to get good results. In addition, receiving a good grade from teachers could lead to a sense of happiness, increased motivation and self-confidence, thus allowing students to appreciate feedback more (Pitt, 2017). For example, most of the participants in the present study, in particular Angela, Becky, Bella, and Charlie, reported that they solicited feedback information from various sources and acted upon the feedback obtained from their teachers to achieve better results and to satisfy their teachers.

However, on the other hand, an examination culture with an emphasis on grades rather than comments might impede the cultivation of student feedback literacy. In this connection, students usually prioritise their end-of-semester grades and may pay little attention to the comments given to them. It has been found that the emphasis on grades may deter students from actively engaging in the feedback process and maximising its benefits. For example, Adam mentioned several times during the study that he took up the feedback mainly because he wanted to satisfy his teachers and get good grades rather than using it as a valuable source of growth. This superficial use of feedback appeared to imply that he disregarded the learning effects of feedback and primarily focused on getting good grades at the end of the semester. A similar notion is made by Arts et al. (2016), who found that such surface-level use of feedback only to improve grades heavily affects how students superficially approach their course learning in general and their surface-level engagement with feedback in particular. This implies that if there is no assessment requirement for resubmission, they would not spare time and invest effort to revise their work based on their teacher's feedback.

In addition, it has been found that teacher authority played a significant role in shaping students' perceptions of their engagement in the feedback process. This finding resonates with

the results of a recent study conducted by Eriksson et al. (2020) on 49 countries, which support the assertion that students in countries where lecturers are regarded as authoritative people are more receptive to corrective feedback. In Cambodian culture, students are taught to obey rules and respect the seniors, especially teachers. It is considered rude, challenging teachers or those in higher authority. Since primary schools, students are dictated by their teachers, who command the class with the highest authority. Students must follow the rules set by their teachers without any questions or resistance. When they enter university, they bring this kind of mindset and attitude. In the present study, Angela and Becky reported that they trusted their teachers' expertise and took the feedback into consideration and action.

In spite of the positive role of teacher authority in students' trust in feedback, it appeared to impede the interaction between students and teachers in the feedback process, thus negatively influencing student feedback literacy development (Small & Attree, 2016; Zhan, 2023). When teachers embrace authoritarian or excessively critical methods, it can establish a power hierarchy that hampers open communication and suppresses students' receptiveness to criticism (Noble et al., 2019; Small & Attree, 2016). This can result in students adopting a passive role as recipients of feedback rather than actively engaging in the feedback process. Some of the participants in the present study reported being reluctant to seek their teachers' help and feedback on their work throughout the whole academic year. This was evident in the cases of Bella and Chloe, who persistently did not consult their teachers. This finding resonates with that of Zhan (2019), who found in her study that Chinese hierarchy relationships between teachers and students made the research participants reluctant to approach their teachers for help or feedback. They reported that they did not want to waste their teachers' time. Thus, Bloxham and Campbell (2010) propose the

need for developing more efficient strategies to facilitate students in initiating a conversation with their lecturers.

5.2.2 Contextual factors: Instructional factors

Feedback research indicates that teacher assessment practices influence how students experience and respond to feedback (Carless et al., 2011; Carless, 2019a, 2020; Deneen & Hoo, 2023; Boud & Molloy, 2013; O'Donovan et al., 2021; Yang & Carless, 2013). Thus, teachers play a crucial role in this regard through their assessment and instructional approaches (Hill et al., 2021; Tam, 2021; Yu & Liu, 2021). Carless and Winstone (2023) emphasise that teachers should design assessment environments that promote effective feedback processes such as formative assessment tasks, the use of exemplars and scaffolds, the provision of clear guidelines, and the use of peer feedback and peer assessment.

First, it has been observed that chained or staged formative assessment processes were used in the present study to enrich student feedback experiences by providing iterative dialogic opportunities for active student engagement, fostering peer feedback, metacognitive capacities and ultimately the uptake of feedback (Carless, 2019a, 2020; Crimmins et al., 2016; Yang & Carless, 2013; Zhang et al., 2023). This finding lends support to the social-constructivist perspective of learning processes where students interact with peers and teachers, co-construct ideas, and negotiate meanings (Carless, 2019a). By taking part in the formative assessment process, students are provided with dialogic opportunities to receive and process formative feedback and use it to improve their learning outcomes (Boud & Dawson, 2023; Broadbent et al., 2018; Carless, 2020; Dawson et al., 2019; Dawson et al., 2021; Hoo et al., 2022; Pitt & Carless, 2022; Shute, 2008). Henderson et al. (2021) contend that feedback provided prior to the completion of an assessment task is more impactful and valuable than that provided after the

submission. Based on the cross-case analysis, all of the participants reported that some of their lecturers designed assessment tasks in sequential stages where they were required to submit the first and final drafts, with teacher feedback and peer feedback emerging in between. This kind of formative assessment was found to provide an opportunity for dialogues between peers and peers and peers and teachers, resulting in active feedback engagement such as eliciting, interpreting, and utilising feedback (Esterhazy & Damsa, 2019; Little et al., 2024; Malecka et al., 2022; Nicol, 2010). The benefits of dialogic feedback have been extensively documented in previous feedback research as well (e.g. Blair & McGinty, 2013; Ellegaard et al., 2018; Hill et al., 2021; Mulliner & Tucker, 2017; Orsmond et al., 2005; Van Der Kleij & Adie, 2020; Yang & Carless, 2013). Through this iterative process, the participants in the present study were able to promote their metacognitive abilities in which they reflected on their own work, identified areas for improvement, monitored their overall progress over time, and devised plans to enhance their understanding, resulting in the promotion of self-regulation and the uptake of feedback (Esterhazy, 2019; Nicol & Macfarlane-Dick, 2006; Olsen & Hunnes, 2024). In addition, the multiple-drafting feature of an assessment task led to the participants appreciating feedback on their learning, as they reported valuing the process of obtaining and acting on feedback throughout the assessment work, echoing research by Bader et al. (2019) and Carless (2020), who found that the students in their research appreciated the opportunities to obtain and act upon the feedback in the portfolio assessment.

Peer feedback was another aspect that emerged along with the multi-stage formative assessment and dialogic feedback process that appeared to foster the development of student feedback literacy in the present study (Bader et al., 2019; Carless, 2019b; Carless, 2022; Carless & Boud, 2018; Nicol, 2010; O'Donovan et al., 2021; Steen-Utheim & Hopfenbeck, 2019).

Previous literature suggests that peer interaction helps promote students' active engagement with assessment and feedback, critical thinking skills, evaluative judgement and self-reflection by receiving and giving feedback (Carless et al., 2011; Espasa et al., 2018; Mercader et al., 2020; Mulder et al., 2015; Nicol, 2010; Nicol et al., 2014; Pitt & Carless, 2022; Yu & Liu, 2021). In the current study, most of the student participants, such as Angela, Bella, Charlie, and Chloe, reported consistently interacting with and consulting their peers when they needed feedback and assistance, as supported by Steen-Utheim and Hopfenbeck's (2019) study. For instance, Bella commented that she learned a lot from both receiving and giving feedback. Carless (2022) comments that giving feedback to peers can be more valuable and beneficial than just receiving it because to do that requires higher-order cognitive processes such as applying criteria, making judgements and suggesting improvements (Heath & Malecka, 2016; Malecka & Boud, 2023; Nicol, 2010; Nicol et al., 2014). In addition, through peer feedback and assessment, the participants (e.g., Bella, Charlie, Chloe) could identify their own strengths and weaknesses and fill the feedback loops, a finding echoing the study by Ashenafi (2017).

The use of exemplars in the current study was another assessment practice that appeared to facilitate feedback uptake (Carless & Boud, 2018; Chong, 2019b; Han & Xu, 2020; Handley & Williams, 2011; Wei et al., 2021). Carless and Boud (2018) contend that exemplars provide students with examples that showcase the quality of work. Broadbent et al. (2018) articulate that exemplars are an effective tool for improving students' understanding of the marking criteria. Similarly, Carless (2022) comments that high-quality exemplars can serve as a proxy for teacher feedback, which can help students enhance their understanding of assessment criteria and the quality of work they are expected to produce. For instance, most of the participants, particularly Adam, Angela, Becky, and Chloe, reported in the present study appreciating their teachers

providing exemplars, which enabled them to study and analyse them to complete their assignments. By comparing their work to the exemplar, the student participants could identify what quality work would look like and assess their strengths and weaknesses. This iterative process thus contributed to their feedback giving, self-assessment abilities and evaluative judgement, which are the important competencies for student feedback literacy. Self-feedback and self-assessment are valuable feedback experiences that greatly contribute to the effective uptake of feedback (Yan & Carless, 2022). Through this process, students generate internal feedback, which is necessary for effective evaluative judgement (Nicol, 2021; Nicol et al., 2014).

Clear assessment guidelines provided by teachers positively promoted the feedback uptake in this study. The participants reported that clear guidelines and rubrics helped them navigate new assessment tasks easily and made them aware of the task requirements they were expected to match. Some of the participants, such as Adam and Chloe, reported consulting and reviewing assessment guidelines in the process of completing their assessment tasks, as supported by the study of Small and Attree (2016). These activities, in turn, were found to contribute to their evaluative judgement, self-reflection and appreciation of feedback, which are important to feedback uptake. This finding corroborated with previous feedback research in the literature by Bader et al. (2019), who found that students in their study appreciated having access to the assessment rubrics for each assignment, and they used these criteria to evaluate the quality of their work and make necessary modifications to improve their own work.

The design of collaborative activities such as small group discussions and group assignments or projects was found to increase feedback dialogues, thus contributing to feedback uptake in the participants (Han & Xu, 2021; Nicol, 2010). Those student-centred activities afford dialogic feedback experiences where students actively seek out, process and act upon feedback

(Carless, 2019b). Most of the research participants, such as Angela, Bella Charlie, and Chloe, reported actively engaging in small group collaborative discussions and group assignments throughout the academic year and acknowledging the value of such activities on their feedback experiences and learning. For example, Bella learned to give and receive feedback, appreciate peer feedback, self-evaluate their own understanding, ask questions and clarifications and improve positive relationships with their peers. This finding is consistent with the previous study conducted by Arsenis et al. (2022), who found that group assessment was a positive experience that contributed to the assessment engagement. In addition, such collaborative discussions also promoted their evaluative judgement and critical thinking abilities, where they evaluated and judged their peers' opinions and cross-checked them. For example, some of the students, especially Bella and Chloe, in the present study mentioned that they gained a deeper understanding of the feedback through informal conversations with their close friends, echoing the findings by Man et al. (2022).

Conversely, the assessment practices of certain instructors seemed to hinder participants' ability to engage in sustainable thinking about feedback, as it failed to facilitate their progress in learning. For example, providing inadequate feedback to students was reported in the present study, a finding consistent with the study of Urquhart et al. (2014). For instance, some of the participants in the present study, such as Angela, admitted that some of their teachers did not provide sufficient feedback for further improvement and create dialogic opportunities for feedback exchange, a finding resonating with the study of Tam (2021). Those teachers designed an assessment task as a one-off submission where the students were required to submit a final draft for marking. Some teachers did not provide guidelines and exemplars of assessment tasks. For example, Adam, Angela, Bella, and Chloe reported that their teachers did not provide clear

guidelines and exemplars as a guide. As a result, they did not know what their teachers were looking for or expecting in an assessment task. This led to the participants' frustration with assessment, thus impeding their meaningful engagement with assessment and feedback and inhibiting their feedback literacy, such as processing and enacting competencies and commitment to change. This finding emphasised the power imbalance between teachers and students, where the former takes full control of course learning and assessment (Blair & McGinty, 2013; Small & Attree, 2016). The present study also pointed towards teachers' limited ability to develop effective assessment designs for feedback uptake, a finding resonating with the study of Mutch et al. (2018), who found that it is challenging for university lecturers to design effective assessment tasks that can promote student feedback literacy in students.

Other assessment practices, such as a sudden change of deadlines, negatively impacted the feedback uptake (Lynam & Cachia, 2018). In the present study, some of the student participants, such as Chloe and Bella, appeared to express negative emotional reactions such as fear, panic and frustration towards their teachers who changed the deadlines of assignments without prior notice or collected assignments close to the final examination dates. This heavily impacted their emotions and engagement in the assessment and feedback process towards the end of the semester. Previous research suggests that both students and teachers often overlook the importance of the emotional and relational dimensions of feedback in the classroom (Molloy et al., 2019; Ryan & Henderson, 2018).

In addition, in exam-centric environments in Cambodian higher education, teachers feel compelled to cover a substantial quantity of curriculum and complete assessment tasks within a limited timeframe. As a result, this usually leads to time constraints for both teachers and learners in terms of delivering and analysing feedback, a finding resonating with Henderson et al.

(2019c) and Mutch et al. (2018), who found that time constraints constitute a significant challenge to the provision of timely and personalised feedback. In the present study, all of the student participants reported receiving insufficient, hasty or delayed feedback, especially at the end of the semesters, where both the teachers and students were overwhelmed with assessment tasks such as tests, written assignments and oral presentations. This, in turn, was found to impede students' capacity to engage with and make use of it successfully.

5.2.3 Contextual factors: Interpersonal factors

Many feedback researchers have acknowledged the importance of interpersonal factors on students' engagement with feedback and the development of student feedback literacy (Carless, 2020; Carless & Winstone, 2023; Handley et al., 2011; Hill et al., 2021; Lynam & Cachia, 2018; Macleod et al., 2020; Molloy et al., 2020; Shen & Chong, 2023; Telio et al., 2015). Positive interpersonal relationships with others, such as teachers and peers, are a catalyst in the development of student feedback literacy and students' academic success (Cramp, 2011; Steen-Utheim & Hopfenbeck, 2019). The present study indicated that supportive classmates and teachers, in the cases of Becky and Charlie, significantly influenced their engagement with feedback and emotionally favourable responses. For example, throughout their junior year, they reported appreciating the positive peer relationships that contributed to their improvement in their learning success and their feedback literacy development. This finding lends support to the study conducted by Dowden et al. (2013) and O'Donovan et al. (2021), whose research identified supportive teaching and learning context as an important factor influencing students' active engagement with feedback and positive emotional responses to feedback. The availability of a supportive learning community appears to establish trusting relationships among teachers, students and their peers, affording opportunities for students to exchange ideas, seek feedback,

and ask for clarifications (Tam, 2021; Wood, 2023). Trust is one of the relational factors that may influence students' active engagement with feedback that leads to the development of student feedback literacy (Carless, 2013; Chong, 2018; Noble et al., 2019; Steen-Utheim & Hopfenbeck, 2019; Tam, 2021). For example, Angela and Becky expressed that her positive relationships with her teachers prompted her to trust their expertise and experience; thus, she was more inclined to value and accept her teachers' feedback and act upon it.

However, the unfavourable relationship between the participants and their teachers appeared to negatively affect students' engagement with feedback, thus impeding their feedback literacy development (Hill et al., 2021; Lynam & Cachia, 2018; Small & Attree, 2016; Steen-Utheim & Hopfenbeck, 2019). Students might feel a lack of emotional connection and support, which in turn diminishes students' motivation and involvement with feedback. If students do not perceive themselves as being cared for, they may consider feedback irrelevant or disregard its significance, hindering their development of feedback literacy. In the present study, Bella reported having difficulty approaching or contacting their lecturers outside the normal class time because those teachers did not establish open communication, which would empower students to seek feedback and clarification and ask questions. Chloe felt that her teacher did not appreciate her group's work because all she received was perceived as negative feedback. She said her teacher was too demanding and expected too much. Such feedback experience appeared to demotivate Chloe from enacting the feedback she had received. In the case of Angela and Bella, they often reported being reluctant to communicate with their teachers throughout their junior year because they held the belief that teachers were the authority in class. As a result, they were left unsupported and frustrated when they faced challenges in completing an assessment task. This finding resonates with the study of Small and Attree (2016), who found that a power

imbalance between students and teachers could prevent students from actively engaging in the feedback process. Beaumont et al. (2011) also contend that students struggle to use the feedback they receive because of the lack of contact with their teachers, which further reinforces the feeling of being unsupported.

5.2.4 Contextual factors: Textual factors

In the present study, face-to-face verbal feedback was found to be an important contribution to the development of the students' feedback literacy because it was considered timely and thus useful (O'Donovan et al., 2016). This echoes the findings of Agricola et al. (2020), who found that students perceived verbal feedback as having better quality, timeliness, and usefulness. In the present study, face-to-face verbal feedback created dialogic opportunities for the student participants, in the cases of Adam and Becky, to engage in feedback interaction with their teachers where they could ask for further clarification and explanation to understand the feedback correctly and could act upon the feedback to improve their performance (Agricola et al., 2020; Hill & West, 2020; Yang & Carless, 2013). The face-to-face dialogic feedback process was also found to promote positive interpersonal relationships and interaction with peers and teachers, echoing findings by Crimmins et al. (2016) and Ajjawi and Boud (2017). As a result, face-to-face feedback appeared to have a more significant impact on the participants' engagement with feedback and relationships with others, thus contributing to the development of their feedback literacy (Agricola et al., 2020; Hill & West, 2020; Hill et al., 2021).

Receiving specific feedback was also found to facilitate the students' feedback literacy development in the present study. For example, receiving specific feedback allowed the participants (Angela, Bella, Charlie, and Chloe) to easily identify their areas for improvement, which led to a better understanding of feedback and effective application. In the present study,

several participants reported their appreciation of their teachers' provision of specific feedback on their work. Specific feedback appeared to offer clear insights into their performance, emphasising both strengths and areas for improvement. For example, Angela's and Charlie's feedback literacy, such as appreciation of feedback and enacting competencies, were facilitated by specific feedback provided with hints for revision.

Positive feedback appeared to facilitate the development of feedback literacy in the present study. Positive feedback plays a crucial role in reinforcing and enhancing learners' self-perception of their abilities and increasing their expectation of success in a task (Bader et al., 2019). For instance, positive feedback was found to enhance the participants' motivation and agency in the present study, so they kept the momentum of seeking and applying the feedback they had obtained. For example, Charlie, Becky, and Chloe reported receiving positive feedback, such as praise and recognition, which contributed to their learning motivation, self-regulation, and feedback uptake.

The present study also identified certain modes of feedback that inhibited feedback literacy development. If feedback lacks details and is overly general, students might encounter difficulties comprehending how to enhance their work. Adam reported receiving unclear and one-off feedback at the end of the semester, which appeared to negatively influence his response to feedback. For example, he mentioned that his teacher wrote "I don't understand" on parts of his mid-term test without giving any explanation. After receiving comments like that, Adam was found to be unable to identify his strengths and areas for improvement. Previous literature also asserts that the lack of detailed feedback can hinder students' ability to better understand their strengths and weaknesses.

In addition, feedback that solely pointed out problems or mistakes without providing specific solutions or actionable suggestions left the participants in the present study frustrated and uncertain about how to effectively utilise the feedback, making them disregard the feedback. This finding is consistent with the study of Weaver (2006). For example, Chloe reported receiving overly negative feedback that only pinpointed her weakness in the seventh post-diary interview, which left her frustrated and disappointed. She mentioned that her teacher did not suggest any practical clues or hints for revisions; thus, she was not able to use the feedback effectively. Similarly, Adam also reported receiving feedback without any actionable suggestions for improvement, and he labelled such feedback as useless and did not take further action on it. When they were not provided with practical recommendations, they were likely to encounter difficulties closing the gap between their present academic performance and their desired outcomes, which led to ineffective feedback practice.

Receiving untransferable feedback was also found to be one of the inhibiting factors in the development of student feedback literacy. For example, Chloe mentioned in the seventh post-diary interview that the feedback she received was topic-specific feedback at the current task level and doubted it would be useful in the future because she might encounter different topics. The literature also suggests that feedback received at the task level will not be applicable in the future (Carless, 2019; Nash & Winstone, 2017). This finding supports the studies of Walker (2009) and Jonsson (2013), who found that although students may benefit from task-specific feedback for making revisions, they may prefer feedback that focuses on developing their skills for future assessment. This also echoes the study of Lizzio and Wilson (2008) and Nicol (2010), who articulate that teachers seeking to provide developmental feedback should give more

'transferrable' feedback than task-specific feedback. This validates the claim made by Keppell and Carless (2006) that assessment feedback should enhance students' real-world abilities.

Receiving feedback in an aggressive manner negatively contributed to emotional readiness to engage with feedback, thus affecting the feedback uptake. Such delivery of feedback appeared to lead to inactive engagement and resistance to feedback. For example, Adam reported receiving feedback in an aggressive tone from one of his teachers, which made him feel embarrassed and frustrated. Ultimately, he was not emotionally ready to accept the feedback and disregarded it.

5.2.5 Individual factors: Students' learning motivation

The participants' learning motivation appeared to be one of the most critical factors influencing their engagement with feedback and feedback uptake (Carless, 2019a; Shen & Chong, 2023). Previous feedback research indicates that personal motivation, such as self-reflection, growth mindset, and self-efficacy, plays an important role in the uptake of feedback (Price et al., 2011; Yu & Liu, 2021). The present study revealed that most of the participants' feedback literacy was largely enhanced thanks to their learning motivation, a finding resonating with Vattøy et al. (2021). For example, Becky, Bella, and Charlie, who exhibited intrinsic motivation for academic success, were found to be more inclined to actively participate in the learning and feedback process. Thus, they were more likely to pay attention to the feedback they received, process it, and utilise it to enhance their performance. For instance, Becky often reported looking upon his high-performing classmates as a role model, which in turn motivated him to do his best to catch up with them. Thus, he employed a repertoire of strategies to solicit feedback and advice on his work from his peers, a finding consistent with the study by Han and Hyland (2015). Similarly, Bella’s feedback literacy was also positively influenced by her own learning motivation. Thus,

she put more effort into collaborating with her peers and teachers regarding feedback due to her desire for personal learning development. Charlie, a low-performing student with high motivation, was found to be more receptive to feedback and saw feedback as a learning opportunity to improve his understanding and skills. Thus, he exhibited active engagement in the feedback process by seeking and using feedback. In addition, they revealed that even though they received less feedback throughout their academic year compared to previous ones, they took that as an opportunity to be independent and self-regulated learners by observing others, seeking more feedback from both human and non-human sources, asking for clarification, monitoring their own progress, and making improvements. This, in turn, cultivated a feeling of ownership and investment in their own work, thereby enhancing their active engagement with feedback and their feedback uptake, a finding resonating with the study of Blair and McGinty (2013).

5.2.6 Individual factors: Students' beliefs of feedback

The participants' beliefs about the effectiveness of feedback on their learning outcomes and improvements significantly contributed to the uptake of their feedback. When students believe in the usefulness of feedback in improving their work and advancing their progress, they are more likely to actively and meaningfully interact with feedback. It was evident from the data that all the participants' perceptions towards feedback have changed over time, along with their feedback literacy skills and dispositions. For example, most of the participants (except Chloe) claimed that they witnessed their own improvement after enacting their teacher's feedback; thus, they made the commitment to keep seeking and applying feedback. This finding resonates with the work by Han and Hyland (2015), who found that student beliefs about the effectiveness of feedback had a substantial impact on their engagement with feedback. In addition, some of the student participants opted from being a passive recipient of feedback to being an active seeker and user

of feedback as their perceptions towards feedback and assessment had changed. This finding aligns with the study of Tam (2021).

However, the data also showed that some participants seemed to view feedback as information transmission from teachers to students, thus affecting their feedback engagement and uptake. For example, Angela, Charlie and Chloe claimed that they got used to receiving feedback from their teachers in the previous years, not eliciting feedback; as a result, they assumed that it was their teachers' responsibility to give feedback, not their responsibility to elicit feedback. This perception also led to the lack of commitment and engagement in the feedback process as a whole because they perceived feedback as one-way communication and regarded giving feedback as the sole responsibility of their teachers (Ketonen et al., 2022), which contradicts the current conceptualisation of feedback as a process rather than a transmission of information. This finding is consistent with previous feedback research in higher education settings where feedback is regarded as mere information transmission from teachers to students (Blair & McGinty, 2013; Evans, 2013; McLean et al., 2015). Thus, it is necessary to assist undergraduate students in redefining and understanding the definition and significance of feedback and to shift their attitude from one focused on the one-way transmission of knowledge to one that emphasises reciprocal learning (Tam, 2021).

5.2.7 Individual factors: Students' prior feedback experiences

The participants' prior experiences with feedback and course learning were found to inhibit the uptake of feedback in the present study, a finding consistent with several previous feedback research (Noble et al., 2019; Shen & Chong, 2023). The lack of feedback on written works from previous years appeared to have a negative impact on some participants' engagement with feedback. Such experiences shaped their expectations about feedback, affecting how they

perceived and responded to feedback. For example, Charlie and Chloe reported they got used to receiving little or no feedback on written works such as mid-term tests and written assignments from previous years. As a result, they claimed that they felt normal without feedback and thus refrained from seeking further comments on their work if there was no feedback from their teachers. Thus, this appeared to negatively contribute to their active engagement with feedback, thus inhibiting the development of their feedback literacy.

5.2.8 Individual factors: Students' language proficiency

Previous feedback research indicates that language abilities influence students' engagement with feedback, thus affecting the uptake of feedback (Han & Xu, 2020; Li & Han, 2022; Shen & Chong, 2023; Shintani & Ellis, 2015). Han and Xu (2020) identify inadequate language ability as one of the inhibiting factors in students' active engagement with feedback. Similarly, the present research found that the participants' English proficiency appeared to inhibit the development of student feedback literacy, such as processing and enacting capabilities. This finding was clearly evident in the cases of Becky and Charlie, who repeatedly reported that their poor English proficiency refrained them from effective communication and interaction with their peers and teachers. As a result, they tended not to initiate productive feedback dialogue to enhance their understanding and performance. This finding was consistent with many previous studies, such as Wang (2014). However, the participants did not report any difficulties in understanding feedback terminology as previously found in past literature. For instance, some studies identified academic terminology related to feedback as a barrier to promoting student feedback literacy (i.e., Li & Han, 2022; Smith, 2021).

5.3 The Interplay between contextual and individual factors in feedback literacy development

The present study reveals that the contextual and individual factors interact, indicating an interplay between those factors that influence the development of student feedback literacy. This finding resonates with the studies of Han (2019) and Shen and Chong (2023). In addition, it is worthwhile to note that the relationship between contextual and individual factors that interact with each other is dynamic (Han, 2019; Shen & Chong, 2023).

A positive interaction between contextual and individual factors is crucial for feedback uptake to happen (Shen & Chong, 2023). For example, positive learning environments, such as good relationships with peers and teachers, increase personal learning motivation, thus leading to active feedback engagement and feedback uptake. Take Becky and Charlie as examples. Becky's engagement with feedback was largely influenced by his positive relationships with his classmates and teachers. As he reiterated in several different instances, one of the most essential factors in his learning motivation was being surrounded by supportive classmates and teachers, thus resulting in more active engagement in the feedback process. Charlie reported that better relationships with his peers in the class encouraged him to seek feedback from them, thus enhancing his self-motivation and feedback uptake.

In addition, instructional factors such as multiple-draft assessment tasks tend to enrich students' perceived usefulness of feedback and their feedback experiences, thus encouraging active engagement with feedback. Multiple-draft assessment tasks create dialogic opportunities for students to receive and give feedback, analyse, and act upon feedback for further improvement. Prolonged exposure to such assessment design allows students to monitor their learning and witness their progress, thus enriching their feedback experiences and promoting

positive personal feedback dispositions. For example, Bella changed her belief about feedback at the end of semester one, as she got more exposure to feedback in chained formative assessment tasks. She then admitted that feedback was very useful for her to progress; as a result, she was more active in seeking and applying feedback. At the end of her junior year, she emphasised that she had more positive experiences with feedback and believed in the significance of feedback on her learning outcomes. Similarly, Chloe also reported appreciating her teacher's providing clear assessment guidelines and exemplars. She reported working against the guidelines and exemplars to complete her assessments, which in turn enriched her current feedback experiences with feedback.

Individual factors were also found to interact with each other, influencing the participants' active engagement with feedback (Shen & Chong, 2023). For example, improved English language proficiency resulted in increased personal motivation to engage in the feedback process, such as eliciting feedback from others. The interaction between these two individual factors was present in the cases of Becky and Charlie, who reported that his low language proficiency seemed to hinder his motivation to play an active role in the feedback process. This finding resonates with the study of Han and Hyland (2019), who found that learners with low language proficiency lacked motivation and failed to engage in the feedback process.

However, an unfavourable factor is likely to lead to another unfavourable factor, which negatively influences the development of student feedback literacy. For example, extensive prior experiences of being spoon-fed with feedback appear to lead to the student's belief that feedback is one-way communication. For example, Chloe reported on several occasions that her teachers in her previous years returned her work with only scores and without any feedback. The finding thus suggests that Chloe viewed feedback as one-way communication, as she was only waiting

for feedback on her completed work. In the case of Bella, the lack of dialogic exchanges to discuss feedback and assessment with her teachers appeared to affect her relationships with them, a result of a mismatch between instructional and interpersonal factors. For Angela, receiving little or no feedback from her teachers appeared to reinforce her conviction that feedback is about the information transmission from teachers and students.

5.4 A tentative framework for the development of student feedback literacy

The tentative framework below illustrates the dynamic developmental trajectory of student feedback literacy, as indicated by the red dotted line. Therefore, the growth of feedback literacy, including capacity building and disposition development, seems to fluctuate with an overall upward trajectory over time. As previously mentioned, students typically demonstrate an improvement in their feedback literacy as they advance through their academic journey over time. Despite this, they may also encounter occasional obstacles or difficulties that may momentarily hinder their ability to respond to and engage with feedback. As can be seen from the framework, the development of student feedback literacy is influenced by two primary factors: contextual and individual factors. Contextual factors include sociocultural, instructional, interpersonal, and textual factors, while individual factors consist of student learning motivation, past feedback experiences, belief about feedback and language proficiency. These factors function as either facilitating or inhibiting factors in the development of feedback literacy. For example, sociocultural factors such as exam-oriented culture may positively or negatively contribute to feedback literacy development. The findings indicate that exam-oriented culture, such as the focus on grades, may foster students' commitment to seeking and enacting feedback to get better results at the end of the semester. Conversely, over-emphasis on grades may lead to surface-level engagement with and use of feedback, causing students to disregard learning-

oriented aspects of feedback. In the instructional factors, good teacher assessment practices such as the design of multi-stage formative assessment play an important role in students' active engagement in the feedback process as they are provided with dialogic opportunities between several submissions of their drafts to seek, process and enact feedback for improvement. In addition, this formative assessment design prompts students to monitor their own progress and appreciate the importance of feedback on their learning outcomes. In contrast, bad assessment practices, such as the change of assessment deadlines without prior notice, appear to cause negative emotions and frustration among students and lead to inactive engagement in the feedback process. Individual factors that appear to facilitate the feedback uptake include students' learning motivation. The need for personal and academic improvement plays a role in students' active participation, thus enhancing their feedback literacy by eliciting and enacting feedback. On the other hand, certain individual factors, such as prior feedback experiences, including the lack of feedback from previous years and poor English language proficiency, negatively contribute to the feedback uptake in the participants. For example, the lack of feedback causes students to believe that they are doing fine with little or no feedback, leading to their passive role in the feedback process.

Importantly, the arrows between contextual and individual factors show that there are interactions between those factors. This means one favourable factor may lead to another; on the other hand, one unfavourable factor may also lead to another. For example, instructional factors such as the design of chained formative assessments may influence learners' motivation, facilitating active engagement and feedback uptake. Supportive learning environments such as having helpful teachers and classmates can influence students' belief about the importance of feedback interactions on their learning, their appreciation of feedback values, and their

receptiveness to feedback. It is worth noting that these contextual and individual factors are not static but dynamic and subject to change over time.

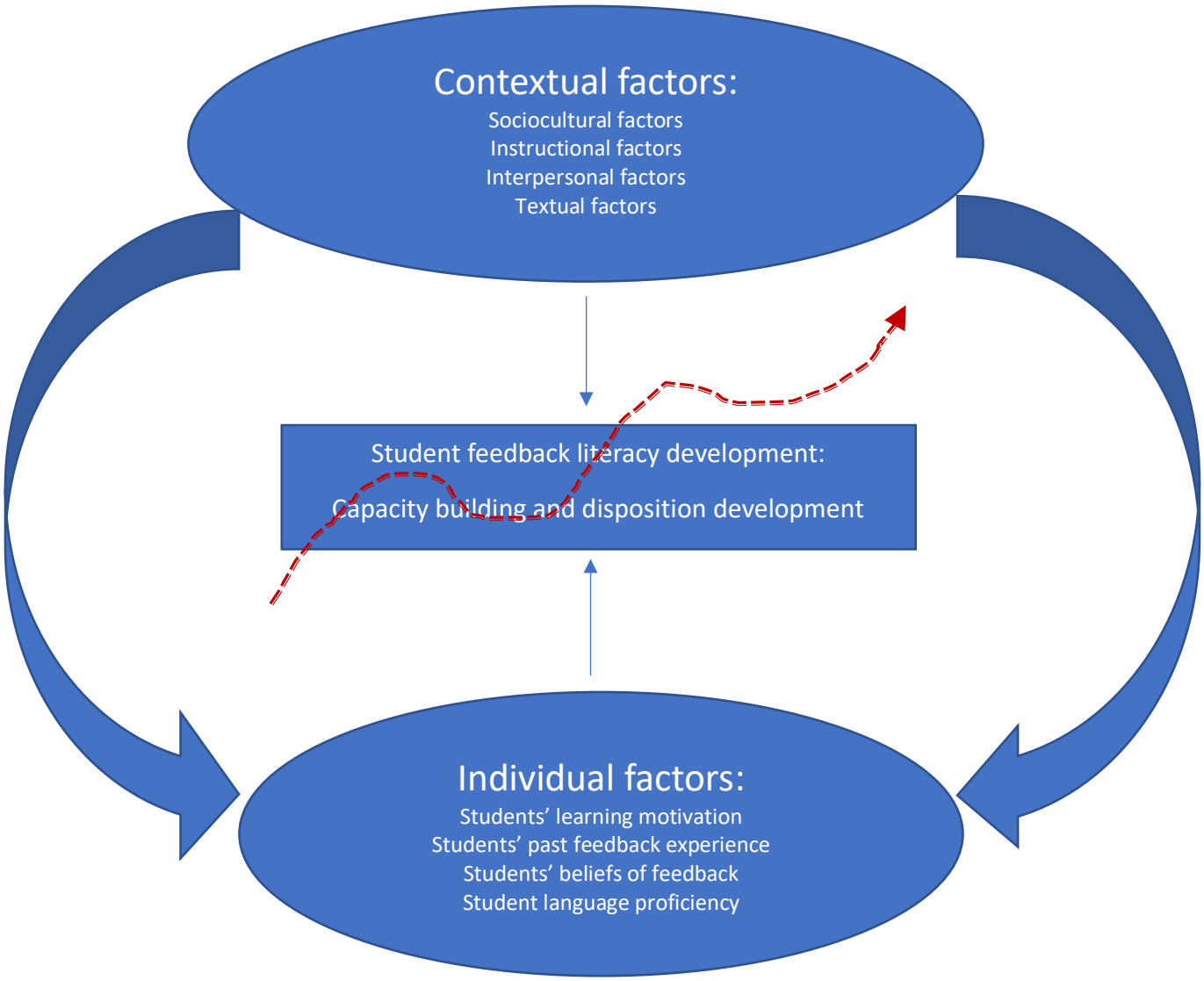

Figure 2: A tentative framework of student feedback literacy development

Chapter 6: Conclusion

6.1 Summary of key findings

This chapter presents a summary of the key findings of the longitudinal qualitative case study on the development of student feedback literacy in Cambodian higher education. Then, it offers theoretical and practical implications that arise from the research. The present study responds to Pitt and Carless's (2022) call for a longitudinal inquiry with multiple data collection methods in a different discipline to explore the complexities of the development of student feedback literacy. Valuable insights were obtained from a group of Cambodian junior undergraduate students through in-depth interviews and students' diary writing over one whole academic year, as there has been limited attention given to the perspectives and experiences of learners regarding their involvement and roles in the feedback processes (Molloy et al., 2020).

The findings shed further light on the nuanced, multidimensional, dynamic nature of feedback literacy in the higher education setting (Zhang & Mao, 2023). The results indicated that Cambodian students improved their feedback literacy but exhibited occasional fluctuations, particularly during examination periods, over the course of one academic year. Furthermore, intrapersonal and interpersonal variations in student feedback literacy were identified. The Cambodian students appeared to develop their feedback competencies faster than their feedback dispositions. Higher-performing students are also more likely to develop their feedback literacy faster than lower-performing students.

The study also examined influencing factors that may facilitate and inhibit feedback literacy development. The feedback literacy development is shaped by (1) contextual factors and (2) individual factors. Contextual factors include sociocultural, interpersonal, instructional and textual factors. It is crucial to establish conducive feedback contexts for student feedback literacy

development. Individual factors such as learning motivation, beliefs about feedback, prior feedback experience and linguistic competence can positively or negatively contribute to the development of student feedback literacy over time.

This research contributes to the ongoing efforts to improve feedback practices and encourage student learning in higher education by giving insights into the complex process of feedback literacy development in a naturalistic setting. Gaining comprehensive insight into these contextual and individual factors helps guide teaching and learning activities that accommodate the wide range of student needs, guaranteeing that they receive personalised assistance to effectively improve their ability to understand and utilise feedback.

6.2 Implications for practice

The findings from the present study offer various implications for instructional and pedagogical practices to effectively facilitate the development of student feedback literacy in higher education contexts.

6.2.1 Practical implications at the policy level

The implication at the policy level is to deepen the assessment reform in Cambodian higher education by shifting from summative to formative assessment. The multi-staged formative assessment is a constructive learning opportunity that facilitates students' active engagement in the learning and feedback processes as it provides dialogic feedback activities between peers and peers, and peers and teachers, such as discussing criteria for success, obtaining consistent feedback from teachers, peers, or self-assessment, improves their capacity to comprehend and use feedback efficiently (Steen-Utheim & Hopfenbeck, 2019). Formative assessment tasks offer students continuous and prompt feedback regarding their development and understanding of the subject matter. Through consistent participation in these feedback exchanges, students cultivate a

deep understanding of the feedback process and acquire the ability to appreciate and effectively apply feedback to enhance their performance (O'Donovan et al., 2021). Thus, an effective curriculum design for feedback uptake shall integrate more formative assessments at various stages of the learning process (Mercader et al., 2020). Curriculums should be designed in ways that afford students opportunities to receive ongoing formative feedback and act on it (Pitt & Carless, 2022).

6.2.2 Practical implications at the pedagogical level

At the pedagogical level, teachers play an instrumental role in promoting the development of student feedback literacy by designing assessment tasks and pedagogical activities in a way that fosters dialogic processes where students have opportunities to make sense of, seek and give, process and utilise feedback (Carless, 2019a; Carless & Winstone, 2023; Hill et al., 2021). This study identifies certain assessment practices that can potentially promote the development of student feedback literacy. One example is the design of staged assessment tasks where formative feedback is provided during assessment processes so that students can use it to improve their work. Collaborative activities such as in-class group discussions and group assignments allow students to engage in reflective self- and peer assessment, promoting their evaluative judgements and enriching their feedback experiences. The use of exemplars is another good assessment practice that helps promote students' self-assessment and evaluative judgements, key components of student feedback literacy. Moreover, the present study acknowledges the importance of providing clear assessment guidelines to students so that they can better understand and complete assessment tasks. The present study also underlines the importance of teachers in delivering prompt, precise, and beneficial feedback that is in line with students' learning objectives. On the other hand, this study identifies certain assessment and feedback

practices that appear to impede student feedback literacy, which implies that teachers need to be trained to improve their assessment and feedback practices. Teachers should be provided with sufficient professional development training to ensure they possess the knowledge and capacities to design assessment tasks that foster dialogic opportunities for active student participation where students will receive timely and specific feedback, seek clarification, and act upon feedback. Thus, for teachers to effectively assist their students in developing their feedback literacy, teachers should be equipped with assessment and feedback literacy skills (Arts et al., 2016; Boggs & Manchón, 2023; Carless & Winstone, 2023). The findings in the present study reinforce an understanding of the interplay between teacher feedback literacy and student feedback literacy (Carless & Winstone, 2023; Matthews et al., 2024).

Teachers should also establish a nurturing learning atmosphere and promote transparent communication channels where students feel at ease expressing their thoughts, seeking help, and using feedback. The results of this study indicate that the ability to understand and use feedback effectively is not only the duty of individual students but also requires cooperation and involvement from teachers and peers. Establishing a feedback culture that fosters collaboration, mutual support, and a constructive reciprocal exchange of feedback between teachers and learners can improve the development of student feedback literacy (Little et al., 2024; Molloy et al., 2020).

In addition, Carless and Winstone (2023) suggest that teachers should make pragmatic choices in relation to feedback design. Due to the massification of higher education and teaching workload, teachers should design assessment and feedback practices by creating a collaborative space for students and teachers to work together (Carless & Winstone, 2023). For example, the design of pedagogical activities such as the use of collaborative learning and peer feedback

should be promoted in the classroom because these activities afford more feedback dialogues and opportunities for students to seek, process and enact feedback in a meaningful way (Nicola-Richmond et al., 2023). Second, teachers can also use technology-enabled feedback processes to provide timely and efficient feedback. In this way, teachers can strike a balance between their workload and the need for feedback giving. Moreover, the findings in this study point to the use of face-to-face verbal feedback as effective feedback practices because verbal feedback is considered timely and useful. Students can also ask for further clarifications and negotiate the meaning of feedback with teachers, a finding consistent with the study of Blair and McGinty (2013).

6.2.3 Practical implications at the learning level

At the learning level, there is a need for students to shift their perception of feedback from teacher responsibility to shared responsibility. It is important for them to acknowledge the reciprocal nature of feedback and shared efforts that exist between teachers and students. This shift in perception allows them to better recognise their active role in the feedback process such as asking questions, clarifying feedback, and negotiating assessment and feedback with teachers. In addition, to maximise the potential of feedback, they need to use it for the purposes of ongoing improvement. However, the findings in the present study reveal that the student participants received little or no guidance on how to seek and implement feedback effectively, a finding consistent with the studies of Weaver (2006), Burke (2009), and Nash and Winstone (2017). Thus, students should be coached and offered capacity-building training about feedback literacy, which prepares them to understand the importance and characteristics of feedback, how to seek, process and utilise feedback, and how to regulate their emotions effectively (O'Donovan et al., 2016; Robinson et al., 2013; Sridharan & Boud, 2019). The findings in the present study

also emphasise the necessity of providing continuous guidance and coaching to students in transitioning from receiving feedback primarily from teachers to engaging in self-regulated feedback practices during formative assessment processes (Robinson et al., 2013; Tam, 2021). Continuously supporting and guiding students throughout their educational journey can help them strengthen and improve their ability to understand and use feedback effectively. Learners should be equipped with feedback literacy skills that are applicable to university feedback practices, transferable to the workplace, and useful for lifelong learning (Dawson et al., 2021). When students understand the value and purpose of feedback on their learning and future employment and know how and when to seek useful feedback and apply it, they are more willing and likely to actively participate in the feedback process. Moreover, they will be more likely to change their perception of feedback from merely information transmission to process-oriented feedback. Therefore, feedback literacy development training should be embedded in the instructional design (Pitt, 2017).

6.3 Limitations

The limitations of the longitudinal qualitative research case study on student feedback literacy development should not be overlooked despite the fact that it offers many valuable insights. The following are some of the limitations of the present study:

First, the data collected in this study were primarily based on students' self-report diaries and interviews, where the student participants expressed and evaluated their own development. In this sense, such self-reports and interviews might not reflect the real development of the participants' feedback literacy. In addition, they may have encountered some difficulty in accurately recalling and reporting their behaviours and experiences in relation to feedback. The participants may also have reported selective occurrences or experiences due to time constraints

or busy schedules, which in turn does not reflect the whole reality. Moreover, they used their own intuition to reflect on their development of feedback literacy, which may not be statistically accurate. The data collection methods may have also influenced the reported development of student feedback literacy in this study. In addition, even though the findings reveal developmental changes in student feedback literacy, they may not indicate to what extent the changes have occurred.

It can be denied that the results in the present study are dependent on contextual, sample, and temporal factors. Findings may not be applicable to other settings or contexts due to the study's specific emphasis on a particular set of disciplines, participants, and context. Hence, it is important to proceed with caution while generalising the results to other settings. Further, it is true that the case study design uses a small sample size, which could affect how representative the findings are. The growth of student feedback literacy could be better understood, and stronger findings could be produced with a bigger and more varied sample.

Because of the subjective nature of qualitative research, the author's perspectives and biases might have influenced the interpretations and analysis of the results. As mentioned in the research methodology section, the author used reflexive thematic analysis, which places a high emphasis on the author's position as an insider. Thus, the author's background, experience, and perspectives might have been at play during the entire research process, including data collection, analysis, and interpretation. In addition, the extent of changes in the participants' developmental trajectory is the author's subjective judgement and interpretation of the data.

6.4 Recommendations for future research

The longitudinal nature of this qualitative case study reinforces previous feedback research by providing a comprehensive and nuanced understanding of the complexities underlying the

development of student feedback literacy over longer terms. Acquiring such comprehension will offer researchers and teachers useful insights and perspectives to cultivate the development of student feedback literacy by exploring the contextual and individual factors and the interplay between these factors that may influence feedback literacy over time.

Even though the present study offers useful insights into the development of student feedback literacy, multiple areas can be explored in future research. Firstly, quantitative research might be carried out to supplement the qualitative results and offer a more comprehensive and accurate insight into the development of feedback literacy among students. For example, subsequent studies may employ mixed-method methodologies by administering pre-diary and post-diary surveys to identify the extent to which student feedback literacy changes over time, as pure qualitative data does not explicitly reveal such findings.

Secondly, the contextual factors that impact the development of feedback literacy can be better understood by investigating the variations in the development of feedback literacy across different academic disciplines. The present study examined the level of student feedback literacy development within a social science setting, particularly an international relations major. Nevertheless, it is valuable to investigate the ways in which feedback literacy is demonstrated in other disciplines. Feedback and its interpretation can differ throughout different fields, and recognising these differences may help guide discipline-specific teaching methods for efficiently cultivating student feedback literacy.

Further studies may consider the viewpoints of other stakeholders, such as teachers, administrators, and curriculum developers, to have a comprehensive knowledge of the challenges and affordances associated with the development of student feedback literacy. Enhancing

feedback literacy development in higher education can be informed by an advanced understanding of their beliefs, attitudes, and practices surrounding feedback.

Finally, further studies may look into several hypotheses on the influencing factors generated from this study. For example, this study found that formative assessment, collaboration activities and self-regulated learning practices are among the most influential factors for student feedback literacy development. Thus, the following hypotheses may be worthy of verification in further studies:

1. Students engaging in formative assessment that focuses on continuous feedback will have higher feedback literacy than those engaging primarily on summative assessment.
2. Increased opportunities for peer collaboration and discussion about feedback will enhance students' feedback literacy, as they share perspectives and learn from each other's experiences.
3. Students who engage in self-regulated learning practices, such as goal setting and self-assessment, will demonstrate higher levels of feedback literacy compared to those who do not.

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Appendices

Appendix A: Survey on Cambodian university students' feedback literacy

Cambodian University Students' Feedback Literacy Survey

Feedback literacy is the ability and attitude that students need to possess for their active engagement with the given feedback to improve their future performance or learning strategies. Feedback literacy is crucial for students to learn well in the university. The purpose of this survey is to reveal Cambodian university students' feedback literacy and understand their developmental needs. The data collected in this survey will only be used for research purposes and will NOT affect your grade in your courses. All information will be kept strictly confidential. No potential risks will be involved in this study. If you answer the survey, we suppose that you give consent to participate in this survey study. The survey will take you no more than 20 minutes to finish.

Part 1: Demographic information:

Student No.: _____

Gender: □ Male □ Female

Major: _____

Age:_____

Part I: Student feedback literacy (Please □ to indicate your **level of agreement** with statements about receiving teacher's or others' feedback during your learning according to your current situation **this semester**)

	Strongl	**Mostly**	**Slight**	**Moderat**	**Mostly**	**Strong**

	y disagree	**disagree**	**ly agree**	**ely agree**	**agree**	**ly agree**
I am good at …						
communicating with others (e.g., teachers or classmates, senior students or friends) to seek useful information about what is a good assignment or presentation.	□	□	□	□	□	□
seeking feedback from different sources (e.g., teachers, classmates, senior students or websites) to improve my learning.	□	□	□	□	□	□
communicating with others (e.g., teachers or classmates, senior students or friends) for solving problems I encounter in learning.	□	□	□	□	□	□
accurately interpreting the requirements of assignments or presentations set up by teachers.	□	□	□	□	□	□
seeking out examples of good assignments or presentations to improve my own work.	□	□	□	□	□	□

reflecting on my assignments or presentations to identify my weaknesses which need suggestions for improvement.	□	□	□	□	□	□
I am good at …						
interpreting the comments from others (e.g., e.g., teachers or classmates, senior students or friends) according to marking criteria of assignments or presentations.	□	□	□	□	□	□
judging the quality of the comments on my assignments or presentations.	□	□	□	□	□	□
selecting key information from lengthy comments on my assignments or presentations.	□	□	□	□	□	□
recognizing different viewpoints of other people (e.g., teachers or classmates, senior students or friends) when they give comments on my assignments or presentations.	□	□	□	□	□	□

making decision on which comment I will use to revise my assignments or presentations when receiving conflicting comments from different people (e.g., teachers or classmates, senior students or friends).	□	□	□	□	□	□
analyzing the feedback content from different people (e.g., teachers or classmates, senior students or friends) and categorizing them into groups.	□	□	□	□	□	□
I am good at …						
adjusting or setting goals for my later learning to respond to the given suggestions.	□	□	□	□	□	□
making an achievable plan to turn suggestions from others (e.g., teachers or classmates, senior students or friends) into my action.	□	□	□	□	□	□
managing time to implement the useful suggestions provided by	□	□	□	□	□	□

others (e.g., teachers or classmates, senior students or friends).						
monitoring my own progress to see if following up the given suggestions really improves my assignments or presentations.	□	□	□	□	□	□
reflecting on which comments can be used to improve my future assignments or presentations, not just the immediate task.	□	□	□	□	□	□
I have realised that feedback from others (e.g., teachers, classmates, senior students or friends) ...						
helps me to recognise my learning strengths and weaknesses.	□	□	□	□	□	□
enables me to look at my work from others' eyes.	□	□	□	□	□	□
makes me to learn effective learning strategies from them.	□	□	□	□	□	□
enhances my self-reflection on learning for improvement.	□	□	□	□	□	□
I am fully ready to …						
open my mind to receive comments from different people (e.g.,	□	□	□	□	□	□

teachers, classmates, senior students or friends).						
receive extremely critical comments from others (e.g., teachers, classmates, senior students or friends).	□	□	□	□	□	□
take the comments that directly point out my mistakes.	□	□	□	□	□	□
accept the criticism on the quality of my assignments or presentations.	□	□	□	□	□	□
listen to others (e.g., teachers, classmates, senior students or friends) respectfully and humbly.	□	□	□	□	□	□
play an active role in the feedback process.	□	□	□	□	□	□
I have strong willingness to …						
overcome hesitation to make revisions according to the comments I get.	□	□	□	□	□	□
change my learning strategies on the basis of the suggestions I obtain.	□	□	□	□	□	□

try my best to conquer the difficulties I encounter in the revision process.	□	□	□	□	□	□
spend spare time on finding additional learning resources to finish the suggested revisions.	□	□	□	□	□	□

Appendix B: Diary guidance

Diary guidance

Dear student,

You are invited to write a diary related to your feedback experiences. The purpose of keeping diaries is to record what kind of feedback experiences you encounter both inside and outside the classroom. The benefits of writing diaries include: it will enhance your reflection on feedback experiences, thus enabling you handle them more effectively for your learning.

Please read the instructions below carefully:

- Write your diary in either Khmer or English.
- Keep one diary per month.
- There is no word limit. Write as long as you want.
- Do not need to follow any academic writing style. Writing in bullet points or chunks is acceptable.
- You can type in your PC or hand-write your diary.
- The content of a diary includes two parts:
  - Introduction: some questions to consider:
    - How often do you get feedback in a month?
    - What do you think of the received feedback usefulness? Do you follow up? And why?
  - Body: Describe at least one impressive feedback experience you encounter using the "Wh" question words such as what, who, when, where, how and why. Your experience can be positive or negative. Below are some issues for you to consider:
    - *Have you elicited feedback from teachers or peers? Have you consulted other sources such as the Internet sources or other materials to improve your learning?*
    - *When, where, with whom do you receive the feedback?*
    - *What feedback do you get? What do you think about the received feedback?*
    - *How do you feel about the received feedback? And why?*
    - *How do you deal with the received feedback? And why?*
  - Reflection: Reflect on your experience (e.g., what you like/dislike, what you learn, what is useful/effective or what not, what more you expect from your teachers or peers…)
- You may return your diary to me on the 30th day of the month. If you do so, I will consider that you consent to let me analyse your diary, quote from it, and publicise the results.
- You can hand in your diary to me in person in my office, room E2.8, Institute of Foreign Languages or email me at [redacted] if you type your diary.
- Your anonymity will be kept strictly confidential. I will be the only one to read your diary.
- Whatever information you provide in your diary will not affect your grade or performance in your study at all.

Yours Sincerely,
Munty Khon

Appendix C: Post-diary interview protocol

- In your diary you mentioned…, what did you refer to? Can you tell me more about that? What was your feeling at that time? What were your reactions? How did you deal with it?
- In your diary you mentioned a task/activity, did your teacher explain the criteria of the assessment clearly? Did you understand? If not, did you ask for clarification?
- Who did you approach when you did not understand the task or when you got stuck?
- In your diary you mentioned a situation when you …, can you tell me more about that? Did that situation affect your emotion and commitment? How did you deal with that?
- After you completed and submitted a task or any homework or assignment, did you receive feedback or comments from your teachers? If not, what did you do?
- If yes, did you understand the feedback? What did you think about your teacher's feedback?
- What did you do after receiving the feedback? Did you revise your work based on the teacher's feedback? Why or why not?
- Did you review or evaluate your own work against the criteria before you submitted your work? Why or why not?
- What else did you expect your teachers or classmates to do to help improve your work?
- What were the meaningful moments regarding feedback you learned this month?

Appendix D: Entry interview protocol

- How do you define feedback? What do you think of feedback (e.g., purposes, teacher and students' roles in the feedback process)?
- How often do you receive written/spoken feedback from your teachers? And from your classmates? In formal learning or in informal learning situations?
- In your survey, you scored low on the item …, why? Can you elaborate?
- In your survey, you scored high on the item …, why? Can you elaborate?
- What difficulties you encounter when you read others' feedback?
- What difficulties do you encounter when you want to translate others' feedback into your further action?
- What support do you need to make others' feedback more beneficial for your learning?

Appendix E: Exit interview protocol

- How often did you receive feedback from your teachers or peers?
- What were the most memorable and meaningful moments related to feedback you have learned during this one academic year?
- What do you think of feedback now? How do you define it now? Is your perception different from what you thought a year ago?
- At the beginning of this academic year, you mentioned in diary that …, do you still experience that now? Do you still feel the same now? Why or why not?
- In the survey at the beginning of this academic year, you scored low on the item …, what do you think about it now? Why?
- Do you notice any change about your feedback behaviour over one year? What aspects have changed? And why?
- In your journal, you mentioned you…, was that the factor influencing your reaction towards feedback? Can you elaborate on that?
- What other factors do you think has influenced your feedback reactions over a year?

Appendix F: Consent form for survey study participants

Consent Form

Dear students,

My name is Munty Khon, a doctoral student in the Department of Curriculum and Instruction, the Education University of Hong Kong. I am conducting a study entitled "**Dynamic development of Cambodian university students' feedback literacy: A longitudinal case study**". The aim of the study is to investigate how Cambodian students develop their feedback literacy in a naturalistic environment and identify underlying factors that enhance or constrain their development.

Therefore, I would like to invite you to participate in the study. If you agree to take part, you will be (1) invited to complete an online survey entitled Cambodian University Students' Feedback Literacy Survey, and (2) expected to allow me to analyse and report the findings in my doctoral thesis as well as in journal articles or academic presentations.

A detailed description of the study can be found in the accompanying information sheet. Please spend time reading it carefully. All the collected data will be kept strictly confidential. Any personal information that may lead to the identification of the participants will be treated with utmost care and will not be revealed in any part of the final study report. Your participation in the study is completely voluntary. You may stop doing the survey at any moment without any negative consequences. If you have any further questions about the study, you can approach me via my email at [redacted] or in person in my office, room E2.8, Institute of Foreign Languages. If you are willing to participate, please fill out the form below and send it to me through email or in person.

Yours sincerely,

Munty Khon

The Education University of Hong Kong

Reply slip

Name of the participant: _____

I * will / will not participate in the study. (*please cross where appropriate.)

Signature: _____

Date: _____

Appendix G: Information sheet for survey study participants

Information Sheet

You are invited to participate in a project supervised by Dr. Zhan Ying and conducted by Munty Khon, who are the staff and student, respectively, of the Department of Curriculum and Instruction, the Education University of Hong Kong. The title of the study is "**Dynamic development of Cambodian university students' feedback literacy: A longitudinal case study**". If you are willing to participate, please read the following information regarding the study.

Aims of the study

The aims of the study are to investigate how Cambodian students develop their feedback literacy in a naturalistic environment and identify underlying factors that enhance or constrain their development.

Specific procedures

You will be invited to complete an online survey entitled Cambodian University Students' Feedback Literacy Survey. Approximately 250 students will be invited to take the survey. Based on your answers to the survey, six students may be invited to take part in a further study, which is optional.

Duration of Participation

The completion of the survey should take approximately 15 to 25 minutes.

Risks

There will be no potential risk or discomfort the study may incur.

Potential benefits

There will be no monetary benefits or academic-related benefits. You may learn indirectly about capacities and dispositions students need to be feedback literate by reading and completing the survey.

Confidentiality

Your responses to the survey will be revealed based only on numerical data. All information provided will be treated with utmost confidentiality and will be used for research purposes only. An administrative staff member who works in the academic office will be assigned to email the initially chosen eligible participants (sending them the information sheet) and ask if they would agree to participate in further case studies. The eligible participants will only be identified by their Student ID. The administrative staff will also be instructed not to reveal the names of the students invited and also the names of the students who decline to participate. Only the names of the ones who finally agree to participate in the further case study will be revealed to the researcher.

Withdrawal from the study

Participation is voluntary. You may stop doing the survey at any moment without any negative consequences.

Storage of the data

All the survey data will be saved and secured on a password-protected file and kept out of reach from others. All the anonymised survey data will be stored indefinitely.

Dissemination of the results

The findings will be used for writing the final thesis report as well as for publishing in journal articles, conferences, or academic presentations.

Contact for further information

If you have any further questions about the study, you can approach me via my email at [redacted], my supervisor at zhanying@eduhk.hk, or the Human Research Ethics Committee of the EduHK at hrec@eduhk.hk.

Thanks for your interest in participating in this study.

Munty Khon

Doctoral student

The Education University of Hong Kong

Appendix H: Consent form for case study participants

Consent Form

Dear students,

My name is Munty Khon, a doctoral student in the Department of Curriculum and Instruction, the Education University of Hong Kong. I am conducting a study entitled "**Dynamic development of Cambodian university students' feedback literacy: A longitudinal case study**". The aim of the study is to investigate how Cambodian students develop their feedback literacy in a naturalistic environment and identify underlying factors that enhance or constrain their development. This is a one-year longitudinal study which requires your time and dedication.

Therefore, I would like to invite you to participate in the study. If you agree to take part, you will be expected (1) to keep diaries about your feedback encounters once per month, (2) to have post-diary interviews with me after the submission of your diaries and allow me to audio-record the interviews, (3) to complete exit and entry interviews with me at the beginning and the end of the one-year study, and (4) to allow me to analyse and report the findings in my doctoral thesis as well as in journal articles or academic presentations.

A detailed description of the study can be found in the accompanying information sheet. Please spend time reading it carefully. All the collected data will be kept strictly confidential. Your name and other personal information will not be revealed in any part of the final study report. Your participation in the study is completely voluntary. You may withdraw from the study at any moment without any negative consequences about your grades or performance. If you have any further questions about the study, you can approach me via my email at [redacted] or in person in my office, room E2.8, Institute of Foreign Languages. If

you are willing to participate, please fill out the form below and send it to me through email or in person.

Yours sincerely,

Munty Khon

The Education University of Hong Kong

Reply slip

Name of the participant: _____

I * will / will not participate in the study. (*please cross where appropriate.)

Signature: _____

Date: _____

Appendix I: Information sheet for case study participants

Information Sheet

You are invited to participate in a project supervised by Dr. Zhan Ying and conducted by Munty Khon, who are the staff and student, respectively, of the Department of Curriculum and Instruction, the Education University of Hong Kong. The title of the study is "**Dynamic development of Cambodian university students' feedback literacy: A longitudinal case study**". If you are willing to participate, please read the following information regarding the study.

Aims of the study

The aims of the study are to investigate how Cambodian students develop their feedback literacy in a naturalistic environment and identify underlying factors that enhance or constrain their development.

Procedures

The study will be conducted from October 2022 to July 2023, throughout the whole academic year of 2022-2023.

- You will write one diary per month for the whole academic year. In total, you will write at least 6 to 7 diaries. You may spend around 30 minutes to 60 minutes to write one diary.
- You will attend a post-diary interview once per month after the submission of the diary. The post-diary interviews will take between 30 minutes to 60 minutes.
- You will attend one entry interview at the beginning of the study and one exit interview at the end of the study. Entry and exit interviews will take between 30 minutes to 60 minutes.

- You will also provide documents such as your marked test papers, writing essays or other related documents when deemed necessary.

Potential benefits and risks

There will be no monetary benefits or academic-related benefits. The study aims to promote the development of student feedback literacy in a Cambodian context, thus improving the quality of teaching and learning in the classroom and beyond. You may learn indirectly about feedback literacy capacities by writing diaries and taking part in interviews. Moreover, your feedback literacy may naturally improve, and your motivation may also increase. There will be little or no potential risk or discomfort the study may incur.

Confidentiality

All information provided will be treated with utmost confidentiality and will be used for research purposes only. All the information in the diaries and interviews will be read by me only. Pseudonyms will be used in the final report so that no personal information will be revealed. You will have the right to read and review the interview transcripts as well as the findings in the final reports. You will also have the right to erase any information deemed inaccurate or inappropriate in part or in whole.

Withdrawal from the study

You may withdraw from the study at any moment without any negative consequences. Even if you agree to participate, you have the right not to respond to any questions you do not want to. You will also have the right to decide whether you would like to share your documents such as test papers or writing essays with me.

Storage of the data

All the written diaries, interview transcripts and recordings, and collected documents will be

secured and kept out of reach from others. All paper-based data will be stored in a locked cabinet in the researcher's office, while all electronic-based data will be saved in a password-protected folder in the researcher's personal laptop. Within five years following the completion of my doctoral degree, all the non-anonymous data (i.e., diaries) will be deleted.

Dissemination of the results

The findings will be used for writing the final thesis report as well as for publishing in journal articles, conferences, or academic presentations.

Contact for further information

If you have any further questions about the study, you can approach me via my email at [redacted], my supervisor at zhanying@eduhk.hk, or the Human Research Ethics Committee of the EduHK at hrec@eduhk.hk.

Thanks for your interest in participating in this study.

Munty Khon

Doctoral student

The Education University of Hong Kong