A systematic review of practices and effects of teacher feedback literacy

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Feedback has been recognized as a crucial strategy in teaching and learning in higher education (Boud & Molloy, 2013). The development of student feedback literacy is related to the development of teacher feedback literacy. Teacher feedback literacy is proposed by Carless and Winstone (2020) as a set of "knowledge, expertise and dispositions to design feedback processes in ways which enable student uptake of feedback and seed the development of student feedback literacy" (p.4). This term bridges teacher and student feedback literacy. This review chose the framework of teacher feedback literacy defined by Carless and Winstone (2020). The purpose of this study is to identify the key elements of and practice of teacher feedback literacy outcomes during the process of feedback, following two questions: 1) What practices of teacher feedback literacy have been identified in design, relational and pragmatic dimensions? 2) What are the effects of teacher feedback literacy enabling practice? This paper used a systematic review approach to collect and analyzed data from three electronic databases between 2012 and 2022. Findings demonstrated that teachers were able to develop certain capabilities of feedback literacy and understand how to act appropriately in the future feedback process. Moreover, the results show that teachers still have many challenges in the feedback process. This study gives a picture of teacher feedback literacy studies from design, relational, and pragmatic dimensions. Teacher feedback literacy can facilitate the teacher's curriculum design and development of student feedback literacy. The components of teacher feedback literacy could help the teacher identify their own shortcomings, motivating them to do relevant action research and improve their teacher feedback capacity.