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The Feedback Literacy Behaviour Scale (FLBS)

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For the below questions, please think about what you usually do in your studies, and rate how often you do these things.

		1	2	3	4	5	6
		Never	Almost Never	Rarely	Sometimes	Almost always	Always
Seek feedback information (SF)							
SF1	I reflect on the quality of my own work and use my reflection as a source of information to improve my work.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
SF2	I seek out examples of good work to improve my work.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
SF3	When other people provide me with input about my work I listen or read thoughtfully.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
SF4	When I am working on a task, I consider comments I have received on similar tasks.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
SF5	I ask for comments about specific aspects of my work.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
Make sense of information (MS)							
MS1	I carefully consider comments about my work before deciding if I will use them or not.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
MS2	When receiving conflicting information about my work from different sources, I make a judgement about what I will use.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
MS3	When deciding what to do with comments, I consider the credibility of their sources.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
MS4	I consider how comments relate to criteria or standards.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
Use feedback information (UF)							
UF1	I check whether my work is better after I have acted on comments.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆
UF2	I use comments on my work to refine my understanding of what good quality work looks like.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆

		1	2	3	4	5	6
		Never	Almost Never	Rarely	Sometimes	Almost always	Always
UF3	When receiving comments I plan how I will use them to improve my future work, not just the immediate task.	<input type="radio"/> ,1	<input type="radio"/> ,2	<input type="radio"/> ,3	<input type="radio"/> ,4	<input type="radio"/> ,5	<input type="radio"/> ,6
UF4	I keep comments on previous work to use again in the future.	<input type="radio"/> ,1	<input type="radio"/> ,2	<input type="radio"/> ,3	<input type="radio"/> ,4	<input type="radio"/> ,5	<input type="radio"/> ,6
UF5	When I receive comments from others, I use them to improve what I'm working on at the time.	<input type="radio"/> ,1	<input type="radio"/> ,2	<input type="radio"/> ,3	<input type="radio"/> ,4	<input type="radio"/> ,5	<input type="radio"/> ,6
Provide feedback information (PF)							
PF1	When commenting on the work of others, I provide constructive criticism.	<input type="radio"/> ,1	<input type="radio"/> ,2	<input type="radio"/> ,3	<input type="radio"/> ,4	<input type="radio"/> ,5	<input type="radio"/> ,6
PF2	I comment on other people's work when I am invited to.	<input type="radio"/> ,1	<input type="radio"/> ,2	<input type="radio"/> ,3	<input type="radio"/> ,4	<input type="radio"/> ,5	<input type="radio"/> ,6
PF3	When commenting on other people's work I refer to standards or criteria.	<input type="radio"/> ,1	<input type="radio"/> ,2	<input type="radio"/> ,3	<input type="radio"/> ,4	<input type="radio"/> ,5	<input type="radio"/> ,6
PF4	I offer to provide feedback to my peers.	<input type="radio"/> ,1	<input type="radio"/> ,2	<input type="radio"/> ,3	<input type="radio"/> ,4	<input type="radio"/> ,5	<input type="radio"/> ,6
PF5	I try to be very clear when providing feedback comments to others.	<input type="radio"/> ,1	<input type="radio"/> ,2	<input type="radio"/> ,3	<input type="radio"/> ,4	<input type="radio"/> ,5	<input type="radio"/> ,6
Manage affect (MA)							
MA1	I am open to reasonable criticism about my work.	<input type="radio"/> ,1	<input type="radio"/> ,2	<input type="radio"/> ,3	<input type="radio"/> ,4	<input type="radio"/> ,5	<input type="radio"/> ,6
MA2	I deal well with any negative emotional responses I have to feedback information.	<input type="radio"/> ,1	<input type="radio"/> ,2	<input type="radio"/> ,3	<input type="radio"/> ,4	<input type="radio"/> ,5	<input type="radio"/> ,6
MA3	When a feedback message is valuable but upsetting or annoying, I still find a way to make use of it.	<input type="radio"/> ,1	<input type="radio"/> ,2	<input type="radio"/> ,3	<input type="radio"/> ,4	<input type="radio"/> ,5	<input type="radio"/> ,6
MA4	Critical comments motivate me to improve my work.	<input type="radio"/> ,1	<input type="radio"/> ,2	<input type="radio"/> ,3	<input type="radio"/> ,4	<input type="radio"/> ,5	<input type="radio"/> ,6
MA5	I make use of critical comments even if they are difficult to receive.	<input type="radio"/> ,1	<input type="radio"/> ,2	<input type="radio"/> ,3	<input type="radio"/> ,4	<input type="radio"/> ,5	<input type="radio"/> ,6

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反馈素养量表

以下24道题目旨在调查大学生寻找、理解、和使用反馈的情况，每个题目只有一个选项，请根据您的实际情况作答，在合适的选项下面划√，1为“从来不会”，6为“一直会”。

		从不会	很少会	偶尔会	有时会	经常会	一直会
寻找反馈							
SF1	我会反思自己的学习表现，并将反思作为改善自身学习表现的一种信息。	1	2	3	4	5	6
SF2	我会搜寻他人优秀的学习案例，来提升自己的学习表现。	1	2	3	4	5	6
SF3	当他人提供关于我的学习表现的意见时，我会仔细聆听或浏览。	1	2	3	4	5	6
SF4	当我忙于一个学习任务时，我会参考之前完成类似任务时所收到的评语。	1	2	3	4	5	6
SF5	我会询问有关于我学习表现具体某些方面的意见。	1	2	3	4	5	6
理解反馈							
MS1	我会仔细思考有关于我学习表现的意见，再决定是否采纳。	1	2	3	4	5	6
MS2	从不同渠道获得的关于我学习表现的评语自相矛盾时，我会自行判断采纳哪些评语。	1	2	3	4	5	6
MS3	我会考虑有关于我学习表现意见来源的可信度，再决定如何利用它们。	1	2	3	4	5	6
MS4	我会思考评语和评价标准或准则之间的关系。	1	2	3	4	5	6
使用反馈							
UF1	采纳意见，付诸行动之后，我会审视我的学习表现是否有所提高。	1	2	3	4	5	6
UF2	我会采纳有关于我学习表现的意见，去更好理解什么是好的学习成果。	1	2	3	4	5	6
UF3	收到评语之后，我会计划如何利用它们提高我将来的学习表现，而不仅仅是为了当下的学习任务。	1	2	3	4	5	6
UF4	我会保留对我之前学习表现的评语，以备将来再次使用。	1	2	3	4	5	6
UF5	收到他人评语后，我会利用它们来改进我当下的学习表现。	1	2	3	4	5	6

提供反馈							
PF1	评论他人学习表现，我会给具有建设性的批评意见。	1	2	3	4	5	6
PF2	当他人邀请我时，我会评价他人的学习表现。	1	2	3	4	5	6
PF3	我会参照标准或准则来评价他人的学习表现。	1	2	3	4	5	6
PF4	我会主动提供反馈给我的同伴。	1	2	3	4	5	6
PF5	给予其他人提供反馈意见时，我尽量说得清楚。	1	2	3	4	5	6
情绪管理							
MA1	我乐意接受对我学习表现的合理批评。	1	2	3	4	5	6
MA2	我能处理好由反馈信息而带来的任何负面情绪。	1	2	3	4	5	6
MA3	如果反馈信息对我有价值，但令人恼怒或厌烦，我仍然会想办法利用这些反馈信息。	1	2	3	4	5	6
MA4	批评意见激励我改进我的学习表现。	1	2	3	4	5	6
MA5	即便接受起来很难，但我仍会好好利用批评意见。	1	2	3	4	5	6