THE DEVELOPMENT OF AN INSTRUCTIONAL MODEL TO IMPROVE STUDENT FEEDBACK LITERACY IN BLENDED LEARNING ENVIRONMENTS AT VOCATIONAL COLLEGES IN GUANGXI, CHINA

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Abstract

The impact of providing feedback on student performance has been possessed the potential to yield substantial enhancements in learning outcomes. This study aimed to develop an instructional model to improve student feedback literacy at vocational college in Guangxi, China. The acquisition of qualitative data involved conducting an extensive literature review, which was subsequently scrutinized to integrate the indispensable skills and the strategies influencing student feedback literacy. A questionnaire was created and circulated among 1203 students in three vocational colleges, with the aim of gathering quantitative data. The findings showed high levels of student feedback literacy in the three targeted schools, Mean 3.63, S.D. .995. Simultaneously, the strategies that influencing student feedback literacy were found to online and offline teacher feedback, online and offline peer feedback, feedback files and authentic feedback. The findings of the survey also indicated a positive correlation between the aforementioned six strategies and the enhancement of student feedback literacy.

Keywords: feedback literacy; student feedback literacy; teacher feedback literacy; peer feedback; strategies

Introduction

Feedback is an activity in which instructors and students jointly take responsibility on their learning process (Carless, 2022). Instructors and students show various individual factors, such as ability and emotion, in feedback activities (Han & Xu, 2021). High feedback literacy is of great significance for students to participate in feedback activities more effectively (Carless, 2022). However, some instructors and students are not satisfied with each other's performance in feedback activities (Boud & Dawson, 2021). For example, these students believe that instructors are inefficiency providing feedback, lack timeliness, and providing feedback activities that are unreasonable. Conversely, these instructors believe that students cannot understand feedback and invest input in their study (Boud & Molloy, 2013).

The current blending teaching mode prevails under the highly developed teaching technology, and blending teaching activities even dominate in the teaching form. During this period, the form of feedback has gradually changed from the traditional offline classroom written corrective assignment, group meetings, classroom interactive communication to online teaching platform forum communication, electronic annotation through Word and other editing tools or sharing information through social media. The change in feedback form brought about by blending teaching also lays a foundation for teachers to actively use information tools to provide feedback in the future.

The study sought to improve teaching feedback design to address the problem of superficial interactions through blended learning in vocational education, further enhance students' feedback literacy, build the students feedback perception and teacher feedback literacy "two-way channel" and promote learning quality and deep understanding.

Research Objectives

1. To identify Feedback Literacy skills for improving Student Feedback Literacy in China.
2. To determine the Feedback Literacy status of vocational college students in Guangxi, China.

3. To establish instructional strategies to develop Student Feedback Literacy skills in Vocational Colleges in Guangxi, China.

4. To develop a model that utilizes the strategies needed to develop Student Feedback Literacy skills for vocational college students in Guangxi, China.

5. To validate the model for improving student feedback literacy at Beihai Vocational College in Guangxi, China.

Literature Reviews

Feedback stands as a formidable influencer, wielding significant impact on both learning and performance outcomes (Hattie ＆Timperley, 2007; Shute, 2008; Hattie, 2009; Evans, 2013). Thus, more than over a century, Numerous experimental studies on feedback have explored a wide array of feedback types and strategies. These studies have approached the subject from different angles, delving into aspects like (a) the characteristics of peer feedback and instructor feedback, encompassing its content and delivery methods, and (b) how recipients perceive and respond to external feedback, which can vary based on factors like the source of feedback and its specific features. The growing focus within feedback research is on the active involvement of learners in feedback processes, emphasizing its significance in self-regulating their learning. This shift in attention towards the learners' role has prompted discussions concerning the circumstances and impacts associated with generating internal feedback (Narciss, 2017). Constructivists believe that learners are builders of knowledge and actively use external and internal feedback information to regulate the learning process. The function of feedback extends from simple correction of external information sources to monitoring function and feedback loop. No matter what kind of feedback is defined, feedback in education can be obtained through various internal information sources.

The importance of feedback language has become increasingly prominent. It often refers to the language choice teachers provide students about their work. The origins of feedback help to understand its importance and place in modern curricula. Feedback became a synonym for *telling* (Carless, 2018), namely the one-way transmission of data from teacher to student as if the student did not need to be involved and make their judgment on what they should do. Sadler (1989) stressed that feedback might be viewed simply as

“dangling data” without providing strategies for improving learning and without finding and monitoring how performance information subsequently affects the learners. Feedback in learning theory is considered a reinforcer and motivation. Positive feedback will trigger students’ intrinsic motivation, vice versa.

The bulk of the feedback literature in higher education and professional education has focused on the micro-skills of the teachers in the feedback how teachers process the data. Feedback is repositioned as a fundamental part of curriculum design, not an episodic mechanism teachers deliver to learners (Boud & Molly, 2013). Carless (2018) considered the concept of teachers-students' bilateral and multilateral feedback to students, making students active learners and understanding their judgments using various other information. In the focus of the vast current feedback literature and professional development agenda, instructors challenge the work done in assessment interactions and how the curriculum is designed and structured. Feedback was repositioned as a fundamental part of curriculum design rather than a contingencies mechanism provided by teachers to learners.

Sutton's（2013） initial introduction of feedback literacy did not attract significant attention initially. The surge in popularity surrounding learner-centered concepts has generated increased interest among researchers exploring learner feedback. Since 2018, there has been a swift initiation of research focused on reconstructing the student feedback literacy model. Many articles within higher education feedback evaluation often face a dilemma as they strive to strike a balance between providing high-quality feedback that holds immense potential and exerts the most substantial impact on student achievement.

The research on feedback literacy has increased in the past decade, showing an increasing development trend. Among them, 2012-2015 is the first development stage, with less literature and the slow growth of annual publications. After reflection, the feedback literacy in 2016-2019 presents the second development opportunity, and the annual document volume increased significantly, but a slight decline again in 2020. In 2021, the feedback literacy showed a new rise after the second stage, currently in the rapid development cycle of the third stage.

To understand the research status of feedback literacy in China, this part aims to analyze the literature in China's most prominent national journal literature website CNKI(CSSCI) and draw the knowledge map with the help of knowledge graph technology. From the time dimension, the detailed data for each year are shown in Figure 1. As seen in Figure 2, the number of works of literature on domestic feedback literacy studies shows an upward general trend.

Research Methodology

This study aimed to develop a model for improving student feedback literacy through instructional strategies. The major variables were identified through a systematic literature review and subsequently transformed into a questionnaire. The questionnaire was employed to assess the present levels of student feedback literacy and engagement in instructional strategies at vocational colleges in Guangxi, China. The data was subjected to multiple regression and ANOVA analysis in order to ascertain the relationships between student characteristics, type, level of student feedback literacy, and instructional strategies. The integrated findings from all objectives were utilized to develop a model, which was subsequently proposed for validation to a panel of experts using the focus group method. The research sequence is illustrated in the figure below. The population of for the research were students from three vocational colleges in Guangxi who were chosen by random sampling. The final sample size obtained was 1203 vocational college students.

Results

Finding for Research Objective One: Objective One involved the comprehensive review, analysis, and synthesis of pertinent literature sources such as books, research reports, articles, government documents, journals, and online publications. Additionally, valuable insights were gathered from expert opinions. A comprehensive review of literature focusing on student feedback literacy, six key domains essential for student feedback literacy emerged. Drawing from the feedback action, embodying cognition and social constructionism theory, a summary was made identifying five strategies that impact the development of student feedback literacy among vocational colleges. Maximizing the effectiveness of each strategy in elevating student feedback

literacy necessitates a collaborative effort involving government, educational institutions, colleagues, parents, and businesses. To bolster Chinese vocational college student feedback literacy, it's imperative to harness the potential of these five strategies to augment the landscape of student feedback literacy tangibly.

Table 1: Summary of Skills Needed in Student Feedback Literacy

No	Keyword	Sub-keyword	Description	Source
1	Perceiving Feedback Domain	- Willingness -Growth and improvement -Actively seeking - Positive role	Willingness to accept feedback from different perspectives; consider feedback as growth and improvement; actively seeking feedback; try to understand the message being conveyed fully.	Winstone et al. 2017; Carless & Boud, 2018; Malecka et al., 2020; Molloy et al., 2020; Noble et al. 2020; Joughin et al., 2021; Chong, 2021; Hoo et al., 2021; Wood, 2021
2	Integrating Feedback Domain	- Comprehending -Judging -Self-assessment -Self-evaluation	Reflect on the underlying purpose of giving feedback; analyze the content of feedback; evaluate feedback relevance; monitor and assess the learning process; integrate feedback effectively	Sutton 2012; Winstone et al. 2017a; Carless & Boud 2018; Gravett & Winstone 2019; Fernández-toro & Duensing 2020; Malecka et al., 2020; Molloy et al., 2020; Noble et al., 2020; Wei et al., 2021; Chong 2021; Han & Xu 2020, 2021; Hoo et al., 2021; Li & Han 2021; Tai et al. 2018; Winstone et al., 2020; Wood, 2021; Yu & Liu, 2021
3	Enacting Feedback Domain	-Goal-setting -Monitoring action -Clarification	Make learning goals measurable; seek clarification from the feedback provider; be motivated to act upon suggestions or	Sutton, 2012; Winstone et al., 2017a; Carless & Boud, 2018; Fernández-toro & Duensing, 2020; Gravett, 2020; Malecka

No	Keyword	Sub-keyword	Description	Source
		-Motivated -Incorporate	recommendations; incorporate received feedback into practices.	et al., 2020; Molloy et al., 2020; Noble et al., 2020; Wei et al., 2021; Chong, 2021; Han & Xu 2020, 2021; Hoo et al., 2021; Smith, 2021; Winstone et al., 2020; Wood 2021; Yu & Liu, 2021.
4	Appreciating Feedback domain	- Acknowledgement - Appreciating - Contribute - Accomplishment -Positive behavior -Significance -Positive relationship	View the feedback as motivation; be specific about acknowledging; explain feedback contributed to the success; offer appreciation feedback genuinely; build positive relationships with classmates, teachers, and stakeholders.	Sutton, 2012; carless & Boud 2018; Fernández-toro & Duensing 2020; Molloy et al., 2020; Noble et al. 2020; Wei et al., 2021; Chong, 2021; Hoo et al., 2021; Li & Han 2021; Winstone et al., 2020; Wood, 2021
5	Readiness feedback domain	-Emotion -Regulation -Critical -Support -Readiness	Identify, analyze, and solve problems; assess the feedback by applying new information; demonstrate a readiness to acquire and integrate new knowledge; support myself in challenging or stressful situations.	Sutton, 2012; Winstone et al., 2017a; Carless & Boud, 2018; Fernández-toro & Duensing, 2020; Molloy et al., 2020; Noble et al., 2020; Wei et al., 2021; Chong, 2021; Han & Xu, 2020, 2021; Hoo et al., 2021; Winstone et al., 2020; Wood, 2021;
6	Digital feedback domain	-Digital information -Blended learning -Online learning	Use computers, mobile devices, and software applications; use ethically digital information; use digital tools and platforms	Prata et al, 2017; Lu, D. et al, 2018; Zhao, Lv& Wang, 2020; Haider et al, 2022; Sun et al, 2020; Sun et al, 2019;

No	Keyword	Sub-keyword	Description	Source
		-Online communication -Digital platforms -Digital formats	for effective communication, collaboration, and sharing of ideas; critically analyze and interpret media messages in various digital formats.	Gumber& Rawat, 2018; Mohammady et al, 2019.

Finding for Research Objective Two: The questionnaire was distributed to 1300 vocational college students from three target vocational colleges in Guangxi, China, and 1203 valid questionnaires were returned. The questionnaire used to assess student feedback literacy levels at these vocational colleges was divided into six domains: perceiving feedback, integrating feedback, enacting feedback, appreciating feedback, digital feedback, and readiness feedback. Each domain consisted of more than four questions, resulting in a total of 30 questions.

Table 2: Means and Standard Deviations of Domains in Total (n=1203)

Domains	Items	□X	S.D.	Interpretation
Domain 1: Perceiving feedback	1-4	3.70	1.005	High
Domain 2: Integrating feedback	5-10	3.45	.963	Moderate
Domain 3: Enacting feedback	11-14	3.72	1.005	High
Domain 4: Appreciation feedback	15-22	3.49	.984	Moderate
Domain 5: Readiness feedback	23-26	3.70	.998	High
Domain 6: Digit feedback	27-30	3.70	1.016	High
Total	30	3.63	.995	High

Note. S.D. is used to represent Standard Deviation

Table 2 summarized the mean and standard deviation of the student feedback literacy level. The overall mean for this objective is 3.63, and the standard deviation is .995, indicating that the current level of student feedback literacy in the three vocational colleges in Guangxi was high. The six domains of Domain 1, "perceiving feedback," were at a high level; Domain 2, "integrating feedback," was at a moderate level; Domain 3, "enacting feedback" was at a high level; Domain 4, "appreciating feedback" was at a moderate level; Domain 5 "readiness feedback" was at a high level, and Domain 6, "digit feedback" was also high. The highest domain is domain 3, with a mean of 3.72

and a standard deviation of 1.005, while the lowest domain is domain 2, with a mean of 3.45 and a standard deviation of 0.993.

Finding for Research Objective Three: When VIF is less than 5, there is no multicollinearity problem. The adjusted R-squared is 0.935, indicating that the independent variable accounts for 93.5 % of the variance of the dependent variable. The P-value is 0.000, less than 0.05, indicating a significant linear relationship between the dependent and independent variables. The researcher focused on the table of coefficients, especially the cells "B" and "Sig" under "Unstandardized Coefficients." The estimated regression equation for this objective is Student Feedback Literacy level = 0.119 + 0.193* Teacher Feedback Strategy + 0.221* Peer Feedback Strategy + 0. 238* Online Peer Feedback Strategy + 0. 188* Feedback Tool Strategy + 0. 126* Authentic Feedback Strategy. Independent variables Teacher Feedback Strategy, Peer Feedback Strategy, Online Peer Feedback Strategy, Feedback Tool Strategy, and Authentic Feedback Strategy were significant at 0.000, less than 0.05. The coefficients are all greater than 0, indicating that they significantly positively affect the level of student feedback literacy. Therefore, all five factors significantly affect the development of student feedback literacy in three Vocational Colleges in Guangxi.

Table 3: Results of Multiple Regression Analysis of Important Factors Affecting the Development of Student Feedback Literacy in three Vocational Colleges in Guangxi (n=1203)

	Unstandardized Coefficients		**Standardized Coefficients**	**t**	**Sig**	**Collinearity Statistics**	
Model	**B**	**Std.Error**	**Beta**			**Tolerance**	**VIF**
1(Constant)	.119	.028		4.293	.000		
Teacher Feedback Strategy	.193	.017	.204	11.510	.000	.170	5.875
Peer Feedback Strategy	.221	.018	.233	12.611	.000	.157	6.357
Online Peer Feedback Strategy	.238	.018	.248	12.947	.000	.146	6.835
Feedback Tool Strategy	.188	.015	.203	12.420	.000	.201	4.966
Authentic Feedback Strategy	.126	.014	.140	9.247	.000	.235	4.262

a. Dependent: Student Feedback Literacy

Note. Std. is used to represent standard, Sig. is used to describe significance, VIF is used to represent the variance inflation factor.

Finding for Research Objective Four: The objective four was model development. Keyword analysis was conducted to obtain the components of model development through the findings of Objective 1 and Objective 3, combined with the interviews with ten college students in the controlled group, and a draft model was proposed.

Based on the results of objective 1 and objective 3, it can be concluded that the factors affecting student feedback literacy and the strategies supported for student feedback literacy all play a significant role in the generation of the final model of student feedback literacy. For this purpose, the researcher initially developed the following model. Subsequently, the researcher verified the developed model by the survey of two classes.

Finding for Research Objective Five:The teaching training was carried out based on the blended learning course of "Business English" of Beihai Vocational College, and the research period was from October to December 2023. The online teaching environment is a Chinese Chaoxing platform with rich resources and stable services. The offline teaching environment was a small multimedia classroom that accommodated 30 people, equipped with multi-function equipment, a physical display platform, a teaching management system, and wireless campus network coverage, providing a good basic blended learning environment. The teacher-student interaction environment was a Chaoxing discussion area and course learning QQ and WeChat group, mainly used for information release, resource sharing, learning discussion, and Q&A interaction.

The program trainers at Beihai Vocational College conducted the Student Feedback Literacy Training Program as an experimental group. The training program was done in the experimental group, Business English major students in Grade 2022 Class 2, and the control group was the Business English major students in Grade 2022 Class 1.

Teaching Implementation the Initial Experience phase began the study of the course's core content. It will take two weeks to complete the first lesson

(What is Feedback? Why is feedback needed, how do we apply it? etc.) The main task is to make students gradually familiar with the F-F-R three-stage blended learning process, and after the learning contract, introduce three critical learning activities: teacher feedback task (perceiving feedback, digital feedback), peer feedback (integrating feedback, enacting feedback) and feedback tool (appreciation feedback, readiness feedback).

Teaching reflection from the dashboard of the Chaoxing platform in the third and fourth weeks, most students gradually became familiar with and adapted to the three-stage F-F-R blended learning process under the guidance of trainers. From the perspective of pre-class preparation, most students could independently complete basic knowledge in Chaoxing before class to prepare for in-class study. The practice of the experience stage proved that completing students' online self-learning content before class directly affected the enthusiasm for participating in the discussion and the quality of speeches in the class. Therefore, the implementation of preview activities was optimized in this stage. Consequently, online self-learning was emphasized, and students were encouraged to establish the "flipped classroom" learning concept and complete the online micro class before face-to-face teaching. Second, when publishing online learning content, trainers synchronously push messages in the course QQ learning group to remind students to complete their learning progress in time. Third, give play to the group learning mechanism, encourage group leaders and supervisors to manage the group learning progress, and help each other complete pre-class learning. Fourth, make a learning task list and issue the online learning content and individual and group preparation work that needs to be completed for research in class to clear activity tasks to improve pre-class preparation quality.

Level of Student Feedback Literacy Tables 4 and 5 present the results comparing the Means from the experimental and control groups under Student Feedback Literacy.

Table 4: Independent Sample Test (Experimental group and control group) Student Feedback Literacy Level

	M	**N**	**Std. Deviation**	**Std. Error Mean**
Experimental group	3.8075	31	.63775	.11454
Control group	4.2218	26	.74476	.14606

Note. M is used to represent Mean; N is used to represent Number.

Table 4 presents descriptive statistics for the condition of the experimental and control groups' results regarding the level of student feedback literacy at Beihai Vocational College Business English major students. From the mean, the experimental group participants scored higher (M=4.2218) than the control group (M=3.8075). The standard deviation explained that the scores of the experimental group (Std.=.63775) and the control group (Std.=.74476) were similarly dispersed.

Table 5: The Results of Experimental and Control Group Tests by T-Test (Student Feedback Literacy)

Group	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig.(2-tailed)
			Lower	Upper			
Experimental group	.18308	.18308	-.78117	-.04737	-2.263	55	.028
Control group							

Note: Std. is used to represent standard, Sig. is used to represent significance.
Table 5 conveyed that the t-test found this difference to be significant since t (57) = -2.263, p = .028 < .05 level of significance. This supported the fact that there was a significant difference between the means of experimental and control groups.

Table 6: Independent Sample Statistics (experimental group and control group) Teaching Strategies on Student Feedback Literacy

	M	N	Std. Deviation	Std. Error Mean
Experimental group	4.2026	31	. 79106	.15514
Control group	3.8430	26	. 60395	.10847

Note. M is used to represent Mean; N is used to represent Number.

Table 6 presents descriptive statistics for collecting experimental and control Groups' results about the teaching strategies of the Beihai Vocational College teachers. From the mean, the experimental group participants scored higher (M=4.2026) than the control group participants (M=3.8430). The standard deviation explains that the scores of the experimental group (Std.=.79106) and the control group (Std.=.60395) were similarly dispersed.

Table 7: The Results of Experimental and Control Group Tests by T-Test (Teaching Strategies)

Group	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig.(2-tailed)
			Lower	Upper			
Experimental group	.18308	.18308	-.01098	-73009	1.945	55	.047
Control group							

Table 7: presents descriptive statistics for collecting experimental and control groups 'results about the teaching strategies used by the Beihai Vocational College teachers. Significant difference in Beihai Vocational College Business English students' achievement was found between the experimental group (M = 3.8430, SD =.60395, N = 31) and the control group (M = 4.2026, SD = .79106, N = 26) at a significance level of .05, T (55) = 1.945, p = .047.

Discussions

Feedback literacy is a comprehensive and multifaceted skill, crucial for students to effectively adapt to the demands of learning, working, and living in the 21st century. This study introduced the instructional model, building upon existing findings. It elucidated six dimensions that constitute interdisciplinary key skills: perceiving feedback, integrating feedback, applying feedback, enacting feedback, appreciation feedback, and readiness feedback. Furthermore, it refined and enhanced the measurement scale for assessing student feedback literacy. By surveying 57 college students who selected courses, it was revealed that college students exhibit relatively weak feedback literacy overall. While their perceiving feedback skills are relatively strong, deficiencies in integrating feedback and appreciation feedback posed significant obstacles to deep learning.

Considering the temporal characteristics of blended learning and the quality demands of deep understanding, in the pre-class feedforward stage, students' subjective agency should be fully leveraged to master fundamental knowledge through online learning resources. Teachers' guidance and assistance should be emphasized during the in-class deep feedback phase to facilitate detailed instruction on crucial and challenging concepts and resolve intricate problems. In the post-class reflection and extension period, timely learning

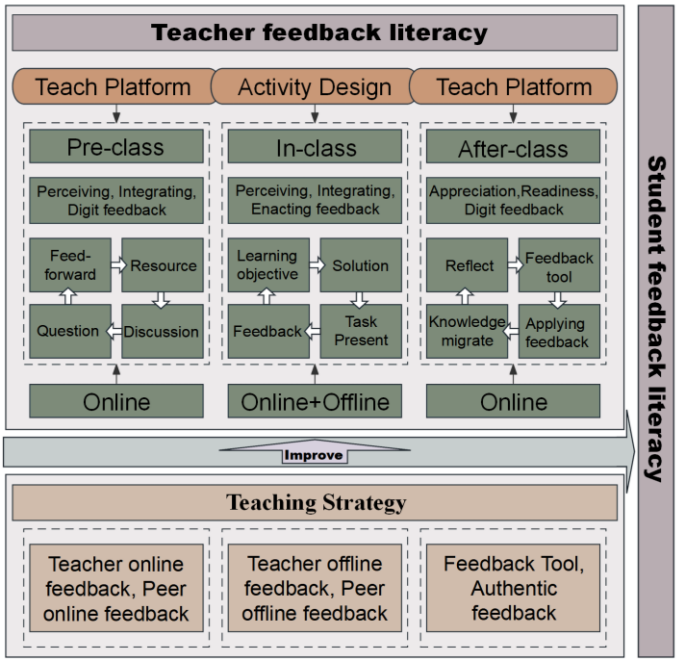
reflection ought to be conducted by students to achieve knowledge transfer and application.

Upon revisiting the study's proposed design model, further refinement and optimization were conducted based on practical exploration of the experimental and control groups and theoretical traceability. Consequently, five feedback strategies designed to enhance students' feedback literacy were formulated to foster learners' intrinsic motivation by creating an appropriate blended teaching environment, ultimately leading to improved feedback literacy. Resource design principles should be organized around core concepts, ensuring cohesion and complementarity between online and offline resources. Considering the characteristics of resource distribution in blended learning environments, teachers must consider the types of knowledge and cognitive levels of learning content to determine the appropriate types, quantities, and media expression methods for online and offline resources. Participatory activity design principles should prioritize collaborative problem-solving. Given the complexity of student feedback tasks, it was necessary to actively engage students in higher-order cognitive activities such as application, analysis, evaluation, and reflection. This will provide them ample opportunities to participate in experiential learning and showcase their achievements while harnessing collective wisdom to enhance complex problem-solving effectiveness. Multiple evaluation design principles should give equal weightage to both process and results. Numerous studies demonstrated that evaluations were crucial in guiding learning processes (Carless, 2015). Summative and formative evaluations should be fully utilized to effectively drive intrinsic motivation for learning among students. A comprehensive scientific evaluation approach can be employed for blended learning assessments encompassing knowledge mastery, skill development, emotional experience, and process performance.

The satisfaction among students indicates a high recognition level for the blended learning feedback instructional mode that promoted student feedback. Furthermore, class-end interview data revealed that students exhibit strong adaptability to this new instructional mode and fully acknowledge the value of six typical feedback strategies: online and offline teacher feedback, online and offline peer feedback, feedback clickers, and real-time feedback. These findings aligned with the questionnaire survey data and highlighted a positive learning

experience. Additionally, interviews indicated high student satisfaction stems from meaningful learning experiences facilitated by flexible and effective teaching methods and harmonious teacher-student relationships within a positive feedback culture.

New Knowledges



Conclusions

From the systematic literature review revealed six competencies of student feedback literacy at vocational colleges in Guangxi, China: perceiving feedback, integrating feedback, enacting feedback, readiness feedback, appreciation feedback, and digital feedback. The current levels of student feedback literacy at the three vocational colleges in Guangxi were explored. The mean and standard deviation analysis revealed a high level of student feedback literacy in the three targeted schools. Notably, the "perceiving feedback" domain mean score was 3.70 (SD= 1.005), which meant "High." This meant that the vocational college students perceived feedback literacy was high. The systematic analysis of educational materials unveiled five distinct teaching strategies employed by vocational colleges in Guangxi, China. These strategies

are collectively referred to as the Teacher feedback Strategy, Online peer feedback strategy, Offline peer feedback, Feedback tool strategy, and Authentic feedback strategy—the findings of the systematic literature review on instructional approach aligned with the overarching theoretical framework. The instructional model was developed in two parts: the adhibition of student feedback literacy and the implementation of feedback strategy. The adhibition of student feedback literacy comprised three processes: pre-class, in-class, and after-class, and the vocational college teachers implemented it. To validate the model for improving student feedback literacy at Beihai Vocational College in Guangxi, China. The application of the student feedback literacy model at Beihai Vocational College in Guangxi yielded positive results, according to survey findings. However, full implementation was not feasible due to its limited implementation within a small experimental group and the need for teachers at Beihai Vocational College to focus on feedback strategies and gradually adapt the model at their own pace. They must have sufficient time and space for the progressive integration of this model.

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