Title:
Developing students' feedback literacy in healthcare curriculum: a supportive educational innovation.

Background
There have been numerous calls for healthcare students to be explicitly supported to increase their agency and active engagement with the feedback process, that is, to intentionally support their feedback literacy skills (Winstone et al., 2017).

Aim
To enhance student feedback literacy to support students to become reflective practitioners who continuously develop, think, and act independently.

Materials and methods:
We developed an evidence based, online resource for allied health and social work undergraduate students. Following a review of the literature exploring evidence-based strategies in feedback literacy the initiative content was developed, including: enhancing self-appraisal skills, increasing the ability to make judgements about performance, converting goals for improvement into an action plan, and managing emotions associated with receiving difficult feedback (Carless & Boud, 2018; Winstone et al., 2017).

Based on Ruggeri et al.'s (2013) classification, the online module is asynchronous distributed location, independently completed and electronic-only. Online education technologists supported the inclusion of multimodal content to include animation components to increase student engagement (Liu and Elms 2019).

Evaluation
The initiative will have (i) pre-course evaluation to check prior knowledge and identify learning needs, (ii) post-course evaluation to measure students' perceptions of content (iii) evaluation three months after completion to determine long term benefits. Descriptive and inferential statistics will be completed to analyse the quantitative data collected and thematic analysis will be applied to qualitative data collected.

Conclusion
This transdisciplinary online module to support students' development of feedback literacy skills is innovative, engaging and novel. Its asynchronous online mode of delivery provides students with the tools to develop feedback literacy skills in a flexible manner, at a time, place and pace that suits (Wentling et al., 2000). This flexibility has become increasingly relevant in the context of COVID-19 with the rapid move to blended approaches to teaching and learning (UNESCO, 2020).