

Feedback for Learning Survey

About this survey

This survey was developed as part of the Feedback for Learning: Closing the Assessment Loop research project, which was a collaboration between Monash University, Deakin University, and Melbourne University. The aim of the survey was to determine the state of current assessment feedback practices in universities, and identify which feedback practices lead to improved student performance. The survey is designed to be completed by university staff and students, and the items measure:

- University context (staff and students)
- General experiences with feedback (students only)
- Context of assessment tasks (students only)
- Role profiling (staff only)
- Current state of feedback practices (staff only)
- Understanding the nature of comments relating to students work (staff only)
- Design of feedback (staff only)
- General frequency of feedback practices (staff and students)
- Effective feedback practices (staff and students)
- Demographics (staff and students)

The steps involved in development were:

- Literature searches to identify existing questionnaires relating to educator and student experiences and perceptions with assessment feedback.
- Obtaining permission to use and modify items from the following existing questionnaires:
 - 15-item Feedback Questionnaire (Adcroft 2011)
 - Teachers' Conceptions of Feedback Inventory (Harris & Brown, 2008)
 - Student Conceptions of Feedback Inventory (Version 3) (Irving & Peterson, 2007)
 - Assignment Feedback Questionnaire (Lizzio and Wilson 2008)
 - Feedback Practices survey (Pereira *et al.* 2016)
 - Y1Feedback Staff Survey (Y1Feedback 2016)
- Pooling and sharing items from the above instruments with members of the research team for further refinement, including several iterations of modification and adding additional items where necessary
- Sharing the final draft of the questionnaire with local and international feedback experts and incorporating their ideas
- Testing an online version of the survey for content validity using a pilot group of six academic staff and five students.

Details for use

This survey is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. You are free to modify and reuse this survey.



Please cite in any published work as: Henderson, M., Boud, D., Molloy, E., Dawson, P., Phillips, M., Ryan, T. (2016). *Feedback for Learning Survey* [Measurement instrument]. Retrieved from feedbackforlearning.org/publicationsresources. We'd also like to hear how you are using the survey – please email michael.henderson@monash.edu to let us know.

Survey Items

Introduction

Welcome to the Feedback for Learning survey. The purpose of this survey is to better understand how we can improve assessment feedback practices at universities. In this survey we are interested in feedback relating to an assessment task (graded or ungraded) in a unit/module of study. By feedback, we mean information that helps learners to improve their subsequent performance on tasks. This survey should take no more than 30 minutes to complete, and your responses are anonymous.

[Ask all]

1. What is your age group?

- Less than 17 (1)
- 17-19 (2)
- 20-24 (3)
- 25-29 (4)
- 30-34 (5)
- 35-39 (6)
- 40-44 (7)
- 45-49 (8)
- 50-54 (9)
- 55-59 (10)
- 60 or over (11)

University context

[Ask all]

2. Please select the most appropriate category for you.

- Staff member at Deakin University (1)
- Staff member at Monash University (2)
- Student at Deakin University (3)
- Student at Monash University (4)
- None of the above (5)

[Ask if student]

3. Which of the following qualifications are you currently enrolled in?

- Undergraduate degree (i.e. Bachelor's degree) (1)
- Postgraduate diploma or certificate (2)
- Honours degree (3)
- Master's degree (4)
- None of the above (8)

[Ask if student]

4. Which type of student are you?

(A domestic student is a citizen or permanent resident in the country where they attend university, i.e. an Australian citizen attending university in Australia)

- Full time international student (1)
- Part time international student (2)
- Full time domestic student (3)
- Part time domestic student (4)

[Ask if staff]

5. Which of the following describes your current role at the university?

(Please select all that apply)

- Academic staff with teaching and assessment responsibilities (e.g., lecturer, tutor, demonstrator) (1)
- Workplace-based affiliated teacher (e.g., hospital based mentor involved in guiding students) (2)
- Assessor/marker of student work (e.g., a sessional/casual employed person who marks and provides comments on assignments) (3)
- Non-teaching staff member who assists with students' assessment (e.g., librarian, language and academic support services, etc.) (4)
- Professional staff member who supports academic teaching staff (e.g., instructional designer, educational designer, academic developer) (5)
- Other (please specify) (6) _____

[Ask if student]

6. Which mode are you enrolled in for your current program of study?

- On-campus (1)
- Off-campus / Online (2)

[Ask if staff]

7. Which of the following campuses do you work at?

(Please select all that apply)

[insert list of campuses at relevant institution(s) – allow multiple choice and 'other' response]

[Ask if staff]

8. Which faculty or discipline are you currently working in?

(Please select all that apply)

[insert list of faculties at relevant institution(s) – allow multiple choice and 'other' response]

[Ask if staff]

9. Which of the following are you involved with in trimester/semester 2, 2016?

(Please select all that apply)

- Teaching units (1)
- Assessing / marking assessment tasks (2)
- Designing assessment tasks (3)
- None of the above (4)

[Ask if on-campus student]

10. Which of the following campuses do you primarily study at?

(Please select all that apply)

[insert list of campuses at relevant institution(s) – allow multiple choice and 'other' response]

[Ask if student]

11. Which faculty or discipline are you currently studying in? (e.g. Physiotherapy, Business Studies, History)

(If you are studying a double/combined degree, please include both names)

[open response]

[Ask if student]

12. How long have you been enrolled in your current program of study?

- Less than one year (1)
- One year (2)
- Two years (3)
- Three years (4)
- Four years (5)
- Five years (6)
- More than five years (7)

[Ask if student]

13. Which of the following best reflects your average grades in your current program of study?

- Fail (1)
- Pass (2)
- Credit (3)
- Distinction (4)
- High distinction (5)
- Not sure (6)

General experiences with feedback

[Ask if student]

The following question relates to assessment tasks you have recently submitted.

14. How many assessment tasks have you received comments back from the assessor on so far in trimester/semester 2?

- None (1)
- One (2)
- Two (3)
- Three (4)
- Four (5)
- Five (6)
- More than five (7)

Context of assessment tasks

[Ask if student]

The following questions are about the most recent assessment task on which you received comments back from the assessor.

15. Which unit was the assessment task for?

(please provide the name of the unit and the unit code if you know it, e.g. 'ABCD1234: Introduction to Letters and Numbers')

[open response]

[Ask if student]

16. What types of information did the assessor provide?

- Grades and comments (1)
- Comments only (2)
- Grade only (3) [do not allow this answer option to progress, as following questions relate to an assessment task on which comments were received]

[Ask if student]

The following questions are about the most recent assessment task on which you received comments back from the assessor.

17. What type of assessment task was it?

(Please select all that apply)

- Written essay (1)
- Oral/presentation (2)
- Exam (3)
- Portfolio/project (4)

- Short quiz/test (5)
- Journal/blog/reflective piece (8)
- Laboratory/practical or other skills based-tests (e.g. work-based assessment) (6)
- Other (please specify) (7) _____

[Ask if student]

18. Who worked on the assessment task?

- I worked by myself (1)
- I worked as part of a group (2)
- Other (please specify) (3) _____

[Ask if student And 'What types of information did the assessor provide on the assessment task?' 'Grades and comments' Is Selected]

19. Which of the following best describes the grade you received?

- Lower than expected (1)
- Same as expected (2)
- Higher than expected (3)

[Ask if student]

20. Who provided you with comments on your work before and after submission?

(Please select all that apply, if not applicable please leave boxes blank)

	Before submission (1)	After submission (2)
a. University academic staff (e.g., lecturer, tutor, demonstrator, sessional marker) (1)	<input type="checkbox"/>	<input type="checkbox"/>
b. Family members (2)	<input type="checkbox"/>	<input type="checkbox"/>
c. Friends (3)	<input type="checkbox"/>	<input type="checkbox"/>
d. Other people online (e.g. comments from a blog or discussion board) (4)	<input type="checkbox"/>	<input type="checkbox"/>
e. Users / consumers / clients (5)	<input type="checkbox"/>	<input type="checkbox"/>
f. Automatic sources (e.g., MCQ comments, Grammarly, compiler, computer simulation, etc.) (6)	<input type="checkbox"/>	<input type="checkbox"/>
g. Private tutor (7)	<input type="checkbox"/>	<input type="checkbox"/>
h. Peers/other students (8)	<input type="checkbox"/>	<input type="checkbox"/>
i. University support staff (9)	<input type="checkbox"/>	<input type="checkbox"/>
j. Other (10)	<input type="checkbox"/>	<input type="checkbox"/>

[Ask if student]

The following questions are about the most recent assessment task on which you received comments back from the assessor.

[Ask If student And 'Who provided you with comments on your work before and after submission?' University academic staff (e.g., lecturer, tutor, demonstrator, sessional marker) - Before submission Is Selected]

21. How useful were the comments you received from University academic staff (e.g., lecturer, tutor, demonstrator, sessional marker) before submission?

- Not at all (1)
- Slightly (2)
- Moderately (3)
- Very (4)
- Extremely (5)

[Ask if student]

22. How did you submit your work? (Please select all that apply)

- Hard copy (e.g., printed document) (1)
- Email (2)
- Moodle (3)
- Plagiarism software (e.g., Turnitin) (4)
- Other (please specify) (5) _____

[Ask if student]

23. What was the turnaround time for the comments to be returned after submission? (If unsure, your best guess is fine)

- Immediately (1)
- Within 1 week (2)
- Within 2 weeks (3)
- Within 3 weeks (4)
- Within 4 weeks (5)
- More than 4 weeks (6)

[Ask if student]

24. Who assessed your work?

- My teacher (e.g., lecturer / tutor / demonstrator) (1)
- Not my teacher (e.g., someone who teaches another class in the unit) (6)
- I don't know who assessed my work (2)
- Other (please specify) (5) _____

[Ask if student]

25. Which of the following statements best represents your experience with the assessor before you submitted your work?

- They had commented on my work before (1)
- They had never commented on my work before (2)
- Not able to judge (3)

[Ask if student]

26. What types of comments did you receive from the assessor after submission?

(Please select all that apply)

- Hand writing on a hard copy document (1)
- Hand writing on a scanned document (2)
- Electronic annotations (e.g. comments in Word or pdf) (3)
- Face-to-face (4)
- Audio recording (5)
- Video recording (6)
- Marking sheet/rubric (7)
- Other (please specify) (8) _____

[Ask if student]

The following questions are about the most recent assessment task on which you received comments back from the assessor.

27. Thinking of the comments you received from your assessor after submission, please rate your agreement with the following statements.

	Strongly disagree (20)	Disagree (21)	Neither disagree nor agree (22)	Agree (23)	Strongly agree (24)	Not able to judge (8)
a. I understood the comments (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The comments were detailed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I will use / have used the comments to improve subsequent work (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The comments were personalised to me (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The comments included statements about my specific assignment (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Ask if student – this item was designed to match a feedback-related course satisfaction question from the relevant university]

28. Now, please rate your agreement with the statement below.

	Strongly disagree (20)	Disagree (21)	Neutral (22)	Agree (23)	Strongly agree (24)	Not able to judge (8)
The feedback helped me achieve the learning outcomes for the unit (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Ask if student]

The following questions are about the most recent assessment task on which you received comments back from the assessor.

30. Now thinking of your assessor, please rate your agreement with the following statements.

	Strongly disagree (20)	Disagree (21)	Neither disagree nor agree (22)	Agree (23)	Strongly agree (24)	Not able to judge (8)
a. I am confident in the assessor's expertise (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The assessor knows me well enough to provide personalised comment for my learning needs (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I feel comfortable approaching the assessor to discuss my work (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I have a good relationship with the assessor (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Ask if student - for these slider scale items, the scale was calibrated at 2 decimal places, and began in a neutral position (i.e. 5)]

31. For the next set of items, please indicate how you felt after reading the assessor's comments.

Feedback for Learning

Closing the assessment loop



- a. How sad or happy did the comments make you feel?
_____ Please use the slider scale to respond. (1)
- b. How angry or content did the comments make you feel?
_____ Please use the slider scale to respond. (1)
- c. How ashamed or proud did the comments make you feel?
_____ Please use the slider scale to respond. (1)
- d. How discouraged or motivated did the comments make you feel?
_____ Please use the slider scale to respond. (1)

Role profiling

[Ask all items in this section to staff involved in teaching/marking/designing assessment]

These questions are to find out about units you are involved with in trimester/semester 2, 2016.

[Ask if teaching staff]

32. How many units are you teaching in trimester/semester 2, 2016?

- One (1)
- Two (2)
- Three (3)
- Four (4)
- Five (5)
- Six or more (6)

[Ask if staff involved in designing assessment tasks only]

33. How many units are you designing assessment tasks for in trimester/semester 2, 2016?

- One (1)
- Two (2)
- Three (3)
- Four (4)
- Five (5)
- Six or more (6)

[Ask if staff involved in assessing/ marking]

34. In total, approximately how many students are you involved in assessing in trimester/semester 2, 2016?

- Less than 10 (1)
- 10-50 (2)
- 50-100 (3)
- 100-200 (4)
- 200-500 (5)
- 500 or more (6)
- Not sure (7)

[Ask if teaching/marking staff]

35. How many years have you been teaching (or marking) in a higher education setting?

- Less than 1 year (1)
- 1-5 years (2)
- 6-10 years (3)
- 11-15 years (4)
- 16-20 years (5)
- More than 20 years (6)

[Ask if staff involved in teaching/marking/designing assessment]

36. How many years have you been designing assessment tasks in a higher education setting?

- Less than 1 year (1)
- 1-5 years (2)
- 6-10 years (3)
- 11-15 years (4)
- 16-20 years (5)
- More than 20 years (6)

[Ask all staff]

37. Which level of students are you working with in trimester/semester 2, 2016?

(Please select all that apply)

- First year undergraduate (1)
- Second year undergraduate (2)
- Third year undergraduate (3)
- Fourth year undergraduate (4)
- Honours degree (5)
- Postgraduate diploma (6)
- Master's degree (by coursework) (7)
- Master's degree (by research) (8)
- Doctoral degree (professional) (9)
- Doctoral degree (by research, e.g. PhD) (10)
- Other (please specify) (11) _____

[Ask all staff]

38. Which mode of study are these students enrolled in?

(Please select all that apply)

- On-campus (1)
- Off-campus / Online (2)
- Not sure (5)

Current state of feedback practices

[Ask if staff involved in teaching/marking/designing assessments]

The next few questions relate to assessment tasks used in units you are involved with in trimester/semester 2, 2016.

39. Which types of assessment tasks were used mid-trimester/semester?

(Please select all that apply)

- Written essay (1)
- Oral/presentation (2)
- Exam (3)
- Portfolio/project (4)
- Short quiz/test (5)
- Journal/blog/reflective piece (8)
- Laboratory/practical or other skills-based tests (e.g. work-based assessment) (6)
- Other (please specify) (7) _____
- Not applicable (11)

Feedback for Learning

Closing the assessment loop



[Ask if staff involved in teaching/marking/designing assessments]

40. Which types of assessment are used at the end of trimester/semester?

(Please select all that apply)

- Written essay (1)
- Oral/presentation (2)
- Exam (3)
- Portfolio/project (4)
- Short quiz/test (5)
- Journal/blog/reflective piece (8)
- Laboratory/practical or other skills-based tests (e.g. work-based assessment) (6)
- Other (please specify) (7) _____
- Not applicable (11)

[Ask if staff involved in teaching/marking/designing assessments]

41. Which of the following are used for group assessments?

(Please select all that apply)

- Written essay (1)
- Oral/presentation (2)
- Exam (3)
- Portfolio/project (4)
- Short quiz/test (5)
- Journal/blog/reflective piece (9)
- Laboratory/practical or other skills-based tests (e.g. work-based assessment) (6)
- Other (please specify) (7) _____
- Group assessments are not used (8)
- Not applicable (13)

[Ask if staff involved in teaching/marking/designing assessments]

42. In trimester/semester 2 2016, which type of performance-related information is provided to students on these assessment tasks after submission?

	Grades only (1)	Comments only (2)	Grades and comments (3)	Not applicable (4)
a. Written essay (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Oral/presentation (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Exam (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Portfolio/project (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Short quiz/test (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Journal/blog/reflective piece (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Laboratory/practical or other skills-based tests (e.g., work-based assessment) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Understanding the nature of comments relating to student work

[Ask if staff]

The following questions relate to your general experiences with assessment at your university.

43. How often do students submit their assessment tasks in the following ways?

	Never or almost never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always or almost always (5)	Not applicable (6)
a. Hard copy (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Email (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Moodle (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Plagiarism software (e.g., Turnitin) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other digital (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other non-digital (e.g., in class presentation) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Ask if staff]

44. How do you generally return comments to students when they submit hard copies of their assessment tasks?

(Please select all that apply)

- Hand written comments on original assessment task (1)
- Hand written comments on a scanned document (2)
- Electronic annotations on a scanned document (3)
- Digital recording (e.g., video, audio) (4)
- An online rubric or marking sheet (5)
- Other (please specify) (6) _____
- Not applicable (7)

[Ask if staff involved in teaching/marking/designing assessments]

The following questions relate to your general experiences with assessment at your university.

45. How often do you use the following to provide comments on assessment tasks submitted electronically?

	Never or almost never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always or almost always (5)	Not applicable (6)
a. Hand written comments on printed copies of assignments (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Electronic annotation (e.g. comments in word or pdf) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Face-to-face (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Audio recording (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Video recording (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Electronic rubric/marking sheet (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other (please specify) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Ask if staff involved in teaching/marketing/designing assessments]

46. How often are each of the following involved in the generation of comments after submission?

	Never or almost never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always or almost always (5)	Not applicable (6)
a. Teaching staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Staff employed for marking (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Peers / other students (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Automated systems (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Other (please specify) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Ask if staff involved in teaching/marketing/designing assessments]

47. What is the average turnaround time for you to provide comments to students after submission?

- Immediately (1)
- Within 1 week (2)
- Within 2 weeks (3)
- Within 3 weeks (4)
- Within 4 weeks (5)
- More than 4 weeks (6)
- Not applicable (7)

[[Ask if staff involved in teaching/marketing/designing assessments – the slider scale was calibrated at 2 decimal places, and began in a neutral position (i.e. 5)]]

48. For the next two questions please answer using the slider scale, where 0= 'Not at all' and 10 = 'Extremely'.

a. How detailed are the feedback comments you generally provide to students after submission?

_____ *Please use the slider scale to respond. (2)*

b. How individualised are the feedback comments you generally provide to students after submission?

_____ *Please use the slider scale to respond. (2)*

[Ask if staff involved in teaching/marketing/designing assessments]

49. Which of the following align with the focus of the comments you provide to students after submission?

(Please select all that apply)

- Acknowledges the strengths of the work (1)
- Acknowledges the weaknesses of the work (2)
- Corrects errors (3)
- Encourages further learning (4)
- Provides models or exemplars of good work (5)
- Relates back to assessment criteria/standards of work (6)
- Suggests how to improve in future tasks (7)
- Justifies the grade awarded (8)
- Refers specifically to students or their personal attributes (9)
- Invitation to discuss comments/work further (10)
- Other (please specify) (11) _____
- Not applicable (12)

Design of feedback

[Ask if staff involved in teaching/marketing/designing assessments]

You are more than halfway through the survey! The next few questions relate to the design of feedback.

50. What have been the key influences on how you design or create feedback?

(Please select all that apply)

- Your own experiences as a learner (1)
- Learning from other staff members in your department/university (2)
- Informal personal development (e.g., reading books on feedback) (3)
- A qualification in Education or Pedagogy (e.g., Graduate Certificate in Higher Education) (4)
- Formal training/workshop/module in the design of assessment and/or feedback (e.g., a professional development module or workshop) (5)
- Meetings you have attended discussing the types of comments that should be included in assessment feedback (e.g., moderation meetings) (6)
- Comments from students (7)
- Other (please specify) (8) _____

[Ask if staff involved in teaching/marketing/designing assessments]

51. Please rate how the following factors influence the quality of feedback you provide to individual students.

	Not at all (1)	Slightly (2)	Moderately (3)	Very (4)	A great deal (5)	Not applicable (6)
a. Own workload (1)	<input type="radio"/>					
b. Timing of assessment tasks (2)	<input type="radio"/>					
c. The nature of the assessment (e.g., test vs. essay) (3)	<input type="radio"/>					
d. The standard of work produced by the student (4)	<input type="radio"/>					
e. Your expertise in the content of the unit (5)	<input type="radio"/>					
f. Your experience in teaching that unit (6)	<input type="radio"/>					
g. How well you know the student (7)	<input type="radio"/>					

[Ask if staff involved in teaching/marking/designing assessments]

52. The following statements relate to comments that you provide to students on their assessment tasks. For each item, please rate how often the following occur.

	Never (1)	Rarely (2)	Occasionally (3)	Frequently (4)	Always (5)	Not applicable (6)
a. I know my students well enough to offer comments addressing how they can personally develop in their learning (1)	<input type="radio"/>					
b. I specifically design follow up assessment tasks to allow students to enact the comments they receive in prior tasks (2)	<input type="radio"/>					
c. I consciously avoid providing comments to students that could cause conflict (3)	<input type="radio"/>					
d. I try to provide students with comments that will mitigate negative emotional reactions (4)	<input type="radio"/>					
e. Students use the comments I provide on their assessment tasks to improve their subsequent work (5)	<input type="radio"/>					

Role of technology

[Ask this section if staff]

53. The next two questions relate to the role of technology in assessment feedback.

- How has technology assisted you in creating effective feedback? [open response]
- How has technology challenged you in creating effective feedback? [open response]

General frequency of feedback practices

[Ask all staff and students]

These questions relate to your beliefs and general experiences with assessment feedback at your university.

[Ask if student]

54. Which of the following types of comments have you ever received on assessment tasks?
(Please select all that apply)

- Hand written comments on a hard copy document (1)
- Hand written comments on a scanned document (2)
- Electronic annotations (e.g. comments in a Word or pdf document) (3)
- Face-to-face (4)
- Audio recordings (5)
- Video recordings (6)
- Marking sheet/rubric (7)
- Other (please specify) (8) _____

[Ask if student]

55. How would you generally prefer to receive comments on assessment tasks?
(Please select all that apply)

- Hand written comments on a hard copy document (1)
- Hand written comments on a scanned document (2)
- Electronic annotations (e.g. typed comments in a Word or pdf document) (3)
- Face-to-face (4)
- Audio recordings (5)
- Video recordings (6)
- Marking sheet/rubric (7)
- Other (please specify) (8) _____
- I don't generally pay attention to comments (9)

[Ask all staff and students]

56. What is the purpose of feedback?
[open response]

[Ask if staff involved in teaching/marking]

57. How do you know whether your feedback is effective?
[open response]

[Ask if staff involved in teaching/marking]

58. Thinking of assessment feedback you generally provide to students, please rate how often the following occur.

Feedback for Learning

Closing the assessment loop



	Never (1)	Rarely (2)	Occasionally (3)	Frequently (4)	Always (5)	Not able to judge (6)
a. Your feedback helps students improve their future performance (1)	<input type="radio"/>					
b. Your feedback helps students identify the gaps in their knowledge (2)	<input type="radio"/>					
c. Your feedback directs students towards the most appropriate strategies for learning (3)	<input type="radio"/>					
d. Your feedback motivates students in their studies (5)	<input type="radio"/>					
e. You provide feedback to students that is not related to assessment tasks (6)	<input type="radio"/>					
f. Your feedback is full of encouraging and positive comments (7)	<input type="radio"/>					
g. Students use your feedback to help them improve (8)	<input type="radio"/>					
h. Students discuss your feedback with you (9)	<input type="radio"/>					
i. Your feedback influences what students do in subsequent tasks (10)	<input type="radio"/>					
j. You spend time to help students understand the purpose of feedback, including how they should use it (11)	<input type="radio"/>					
k. Units are designed so that students are able to use the feedback they receive in their next piece of assessed work (12)	<input type="radio"/>					

Feedback for Learning

Closing the assessment loop



l. Students seek feedback from you prior to submission of their work (13)	<input type="radio"/>					
m. You provide students with follow up tasks to enable them to apply what they have learned from an initial task (14)	<input type="radio"/>					
n. You encourage students to seek feedback from other people (15)	<input type="radio"/>					

[Ask if staff who designs feedback]

59. Thinking of assessment feedback that is generally provided to students at your university, please rate how often the following occur.

Feedback for Learning

Closing the assessment loop



	Never (1)	Rarely (2)	Occasionally (3)	Frequently (4)	Always (5)	Not able to judge (6)
a. Feedback helps students improve their future performance (1)	<input type="radio"/>					
b. Feedback helps students identify the gaps in their knowledge (2)	<input type="radio"/>					
c. Feedback directs students towards the most appropriate strategies for learning (3)	<input type="radio"/>					
d. Feedback motivates students in their studies (5)	<input type="radio"/>					
e. Teachers provide feedback to students that is not related to assessment tasks (6)	<input type="radio"/>					
f. Feedback is full of encouraging and positive comments (7)	<input type="radio"/>					
g. Students use feedback to help them improve (8)	<input type="radio"/>					
h. Students discuss feedback with the teacher who provided it (9)	<input type="radio"/>					
i. Feedback influences what students do in subsequent tasks (10)	<input type="radio"/>					
j. Teachers spend time to help students understand the purpose of feedback, including how they should use it (11)	<input type="radio"/>					
k. Units are designed so that students are able to use the feedback they receive in their next piece of assessed work (12)	<input type="radio"/>					

Feedback for Learning

Closing the assessment loop



l. Students seek feedback from teaching staff prior to submission of their work (13)	<input type="radio"/>					
m. Teachers provide follow up tasks to enable students to apply what they have learned from an initial task (14)	<input type="radio"/>					
n. Teachers encourage students to seek feedback from other people (15)	<input type="radio"/>					

[Ask if student]

60. Thinking of assessment feedback that you generally receive at university, please rate how often the following occur.

Feedback for Learning

Closing the assessment loop



	Never (1)	Rarely (2)	Occasionally (3)	Frequently (4)	Always (5)	Not able to judge (6)
a. The feedback helps you improve your future performance (1)	<input type="radio"/>					
b. The feedback helps you identify the gaps in your knowledge (2)	<input type="radio"/>					
c. The feedback directs you towards the most appropriate strategies for learning (3)	<input type="radio"/>					
d. The feedback motivates you in your studies (5)	<input type="radio"/>					
e. You receive feedback from teachers that is not related to assessment tasks (6)	<input type="radio"/>					
f. The feedback is full of encouraging and positive comments (7)	<input type="radio"/>					
g. You use the feedback to help you improve (8)	<input type="radio"/>					
h. You discuss the feedback with the teacher who provided it (9)	<input type="radio"/>					
i. The feedback influences what you do in subsequent tasks (10)	<input type="radio"/>					
j. Your teachers spend time to help students understand the purpose of feedback, including how you should use it (11)	<input type="radio"/>					
k. Units are designed so that you are able to use the feedback you receive in your next piece of assessed work (12)	<input type="radio"/>					

Feedback for Learning

Closing the assessment loop



l. Your teachers provide follow up tasks to enable you to apply what you have learned from an initial task (13)	<input type="radio"/>					
m. You seek feedback from teaching staff prior to submission of your work (20)	<input type="radio"/>					
n. You seek feedback from people other than your teachers after submission of your work (15)	<input type="radio"/>					
o. The feedback discourages you in your studies (16)	<input type="radio"/>					

[Ask if student]

61. Now, please rate your agreement with the following statements.

	Strongly disagree (1)	Disagree (2)	Neither disagree nor agree (3)	Agree (4)	Strongly agree (5)	Not able to judge (6)
a. I typically avoid paying attention to feedback (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I often find feedback to be too critical (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I often find feedback to be upsetting (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Effective feedback practices

[Ask if student]

62. For the next few questions, please try to think of a situation in which you received particularly effective feedback during your current program of study.

- What was the unit name or code? (1) [open response]
- What year was the feedback received? (2) [open response]

[Ask if staff]

63. For the next few questions, please think of a situation in which you were part of, or observed, a particularly effective feedback process at university.

- a. What was the unit name or code? (1) [open response]
- b. What was the size of the unit? (3) [open response]
- c. What year did the feedback process occur? (2) [open response]

64. What type of assessment task was it?

(Please select all that apply)

- Written essay (1)
- Oral/presentation (2)
- Exam (3)
- Portfolio/project (4)
- Short quiz/test (5)
- Journal/blog/reflective piece (8)
- Laboratory/practical or other skills based-tests (e.g. work-based assessment) (6)
- Other (please specify) (7) _____

[Ask all staff and students]

65. What was it about the feedback that was so effective? (Please use as much detail as possible)

[open response]

[Ask all staff and students]

66. How do you know it worked?

[open response]

[Ask if staff]

67. What do you consider to be the greatest challenge to creating effective feedback, and why?

[open response]

[Ask if student]

68. Now, please think of a time when you received feedback that was not effective. Please explain why the feedback was not effective.

(Please use as much detail as possible, but avoid identifying individuals)

[open response]

[Ask if student]

69. What do you think universities can do to support more effective feedback?

[open response]

Demographics

[Ask all staff and students]

The remaining questions are to find out a little more about you.

70. What is your gender?

[Ask all staff and students]

71. In which country were you born?

- Australia (1)
- Other (please specify) (2) _____

[Ask if staff]

72. In which country did you complete your undergraduate degree (or if no tertiary qualification, then the majority of your secondary schooling)?

- Australia (1)
- Other (please specify) (2) _____

[Ask if student]

73. In which country did you complete the majority of your secondary schooling?

- Australia (1)
- Other (please specify) (2) _____

74. In which country do you currently live?

- Australia (1)
- Other (please specify) (2) _____

[Ask all staff and students]

75. How long have you lived in your current country of residence?

- Less than 1 year (1)
- 1-2 years (2)
- 2- 5 years (3)
- 6-10 years (4)
- 11-15 years (5)
- 16-20 years (6)
- More than 20 years (7)

[Ask all staff and students]

76. Is English your first language?

- Yes (1)
- No (2)

Feedback for Learning

Closing the assessment loop



[Ask if Is English your first language? No Is Selected]

77. Do you speak a language other than English at home?

(If you speak more than one language at home, please indicate the one that is spoken most often)

- No, English only (1)
- Yes, other (please specify) (2) _____

[Ask if student And Is English your first language? No Is Selected]

78. How would you rate your English-language proficiency?

- Excellent (1)
- Very good (2)
- Good (3)
- Average (4)
- Below average (5)
- Prefer not to say (6)

[Ask if student]

79. Do you have a disability that impacts on your assessment performance, and/or your ability to engage in assessment feedback processes?

- Yes (1)
- No (2)
- Prefer not to say (3)

[Ask if student]

80. On average, how many hours do you work in paid employment per week?

- 5 or less (1)
- 5-10 (2)
- 10-20 (3)
- 20-30 (4)
- 30-40 (5)
- More than 40 (6)

[Ask if staff or student]

That was the final question! Thank you for your time.