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Evaluating alignment of student and tutor perspectives on feedback on language learning assignments

Journal Item

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Student perceptions of and attitudes to assignment feedback

This is the **student survey** that was used to collect the data reported in the article by Fernández-Toro & Furnborough (2018) **Evaluating feedback on language assignments in distance learning: tutor and student perspectives**. Sections that have no direct relevance to the findings presented in the article have been removed.

i1 - The aim of this survey is to find out what you as a student think about assignment feedback and how you actually use it.

q1_1 - Which of the following aspects of feedback is the most important to you?

- Getting a good mark (1)
- Seeing what I got wrong (2)
- Getting advice for future assignments (3)
- Gauging my progress (4)
- Feeling supported/encouraged (5)

q1_2 - Are any of the remaining aspects of feedback important to you?

	Also important (1)	Not important (2)
Getting a good mark (1)	<input type="radio"/>	<input type="radio"/>
Seeing what I got wrong (2)	<input type="radio"/>	<input type="radio"/>
Getting advice for future assignments (3)	<input type="radio"/>	<input type="radio"/>
Gauging my progress (4)	<input type="radio"/>	<input type="radio"/>
Feeling supported/encouraged (5)	<input type="radio"/>	<input type="radio"/>

q2 - How soon do you normally look at your feedback, once the assessed coursework has been returned to you?

- On the same day (1)
- Within a week (2)
- More than a week later (3)
- I do not look at the feedback (4)

q4 - What do you normally do with the feedback that you receive in this module?

- I just look at the mark, not at the feedback (1)
- I look at the feedback just once when I receive it, then I put it away (2)
- I do some follow-up work (e.g. highlighting, checking grammar, etc.) based on the feedback I got (3)
- I put it aside and go back to it again before my next assignment (4)

q5 - How often do you find the feedback unclear?

- Never (1)
- Rarely (2)
- Occasionally (3)
- Often (4)
- Always (5)

q6 - What do you normally do when you do not understand the feedback or when it does not provide enough information?

- Get on with the module and hope that it will become clear later (1)
- Ask another student (2)
- Ask my tutor (3)
- Ask a competent speaker (4)

q7 - How often do you feel your tutor does the following?*(Please select one for each row)*

	Not often enough (1)	Just often enough (2)	Too often (3)
Indicate errors I made (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Correct errors I made (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give explanations (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indicate that I did well (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe my strengths specifically (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tell me how to improve in the future (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q11 - Think about the feedback that you've received so far on this module's assignments. To what extent do you agree with the following statements?*(Please select one for each row)*

	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
Feedback on my use of language was useful (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback on the content and structure of my assignments was useful (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback helped me see what I got wrong (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback helped me see what I got right (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback showed me how I could improve (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can remember most of the feedback I got (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have made definite efforts to act upon the feedback I got (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutors should correct every single error, even minor ones (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutors should explain every correction they make (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback I got so far has helped me learn (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback made me feel supported (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback helped me understand the mark I got (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback has boosted my confidence (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoken feedback should be given on written assignments too (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I normally look forward to receiving my feedback (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>