

# Open Research Online

---

The Open University's repository of research publications and other research outputs

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

### Journal Item

How to cite:

Fernández-Toro, María and Furnborough, Concha (2018). Evaluating alignment of student and tutor perspectives on feedback on language learning assignments. *Distance Education*, 39(4) pp. 548–567.

For guidance on citations see [FAQs](#).

© 2018 Open and Distance Learning Association of Australia, Inc.

Version: Supplementary Material

Link(s) to article on publisher's website:

<http://dx.doi.org/doi:10.1080/01587919.2018.1520043>

---

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online's data [policy](#) on reuse of materials please consult the policies page.

---

[oro.open.ac.uk](http://oro.open.ac.uk)

## Tutor perceptions of and attitudes to assignment feedback

This is the **tutor 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.

### q2 - How important do you think the following aspects of feedback are to your students?

For each item, please indicate what proportion of your students appear to regard it as the most important aspect.

	Nearly all my students (1)	A significant majority (2)	About half (3)	A significant minority (4)	Very few/None (5)
Getting a good mark (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing what they got wrong (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting advice for future assignments (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gauging their progress (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling supported/encouraged (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### q3 - What proportion of your students do you believe would fit into the following categories?

*(Please select one for each row)*

	Nearly all my students (1)	A significant majority (2)	About half (3)	A significant minority (4)	Very few/None (5)
Always look at all the feedback provided (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not look at the PT3 form (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not look at the annotated TMA (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not listen to the spoken feedback (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask you for clarification or further information related to your feedback (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**q4 - How often do you do the following?***(Please select one for each row)*

	At every opportunity (1)	Generally (more than half of the time) (2)	Selectively (in about half of the cases) (3)	Very selectively (less than half of the time) (4)	Never or almost never (5)
Indicate errors (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Correct errors (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give explanations (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tell a student that s/he did well (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe a student's strengths specifically (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tell the student how to improve in future (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**q10 - 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 the use of language is useful to my students (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback on the content and structure of assignments is useful to my students (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback helps my students see what they got wrong (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback helps my students see what they got right (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback shows my students how they can improve (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students can remember most of the feedback I give them (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students generally make efforts to act upon the feedback I give them (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"/>
Feedback does indeed help my students learn (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback makes my students feel supported (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback helps my students understand the marks they get (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback boosts my students' 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"/>
My students normally look forward to seeing their feedback (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>