

Feedback Teacher Survey Coding Scheme Process

Document Version Control

Version	Description
V1	<ul style="list-style-type: none">• Initial version of the code scheme• The codes are developed on a grounded approach
V2	<ul style="list-style-type: none">• The base level codes are categories using concepts identified in the feedback literature
V3 (final version)	<ul style="list-style-type: none">• Code scheme developed using combining the the code schemes in V1 and V2
	<ul style="list-style-type: none">• Two new first level codes were created - Feedback style, Feedback agents• 3rd level codes How am I doing and Where to next were removed• Related characteristics that were on Cognitive and Social-affective sections moved to Feedback Style and Feedback Agents accordingly• Detailed description, Usable codes were removed and the descriptions of the codes that closely overlap with them were updated• Updated the description of Social-affective, T-S Relationship, and Feedback Design
	<ul style="list-style-type: none">• Combined the attentiveness of teacher code with Personalised code. Description edited• Description of Feedback Agents level 1 code was edited• Description of expectations was edited.
	<ul style="list-style-type: none">• Added examples for Feedback levels using the text from a research paper

Feedback Teacher Survey - V1

Summary

Level 1 Codes	3
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Level 2 Codes	11
Level 3 Codes	33

Codes

Name	Description
1. Feedback Content	Contains about the information that should be included in the feedback
1.1 How am I doing	Feedback contains detailed descriptions highlighting the gap of student understanding showcasing their strengths, weaknesses and reasoning and acknowledge their effort
Detailed descriptions	The information given in the feedback is detailed enough to highlight the gap of understanding, reasons for certain comments
Strengths	The information given in the feedback highlights the strengths of the student in relation to the produced work / performance
Weaknesses	The information provided in the feedback contains weaknesses of students in relation to the produced work / performance.
1.2 Where to Next	Feedback contains constructive information that suggesting improvements to students' work with relevant examples and a clear execution strategy
Constructive suggestions	The feedback provides constructive suggestions for improvements clearly outlining relevant examples
Execution Strategy	The feedback contains information in relation to the execution of the proposed suggestion. In simpler terms, provide an answer to the question 'How to do it?'
1.3 Feedback Levels	Feedback contains information related at the task level, process level, self-regulation level and self-level
Task Level	The feedback contains information focusing on the task that the students completed
Process Level	The feedback contains information focusing the way student executed the task
Self-Regulation Level	The feedback contains information focusing to trigger self-regulation
Self-Level	The feedback contains information focusing at the self level (Eg: Praise, Encouragement)
2. Effective Characteristics of Feedback Elements	Contains characteristics of the feedback process, feedback content, feedback and feedback agents' tone of the feedback and learning environment that supports or hinders effective feedback mechanisms
2.1 Feedback Agents	Contains characteristics of feedback agents to make the feedback process effective
Attentiveness of Teacher	Teachers are aware of the students' learning needs, learning status and pay close attention to learning design
Domain Knowledge	All the agents involved in the feedback process is equipped with adequate knowledge to provide and understand the

Name	Description
	information in the feedback
Positive Relationship	The relationship between the feedback agents should be positive, foster mutual trust and respect, equip with open communication channels and offer emotional and other relevant support
Self-regulation	The active monitoring and regulation of goal setting, learning strategies, learning resource management, and producing high quality work through consuming external feedback
Student Agency	Students' active role in the process of seeking, receiving, generating and acting upon feedback information
2.2 Content and Structure	Contains characteristics of effective feedback content and how it should be organised
Clear	The information provided in the feedback is clear and simple making it easy for students to understand
Concise	The feedback contains precise information that is not too lengthy and specific to an assessment / module / exercise.
Personalised	The content of the feedback should be personalised or individualised
Usable	The feedback provides easily accessible information of high quality that is relevant and agreeable to the student with nuances of professional practices
Well Composed	The information in the feedback is composed with meaningful balanced structure while adapting to the context it occurs
2.3 Learning Environment	Contains the characteristics of the learning environment to occur effective feedback practices
Diverse Expectations	Both teachers and students having different expectations in relation to learning process and its outcomes
Learning Design	The learning design equipped with required methods, tools and other resources to employ positive feedback practices and impact measurements
2.4 Feedback Process	Contains the characteristics of an effective feedback process
Dialogic	The feedback between the agents should occur as a conversation or a continuous process
Feedback Modes	Use of different feedback modes (verbal, written, automatic etc) depending on the environment it occurs
Timely	The feedback is provided in a timely manner to the students
2.5 Feedback Tone	Contains information on the linguistic composition of the feedback message / dialogue
Positive Tone	The tone / language of the feedback to be sincere, unbiased, positive, encouraging, motivating, and consulting while using commonly understood communication patterns between agents.
3. Impact Evidence	Contains information on feedback impact measurement mechanisms employed by teachers
3.1 Student Response to Feedback	Contains tools / methods / mechanisms teachers and students used to engage in further conversation about initial feedback
Understanding Feedback	Contains instances such as student acknowledging feedback they received, and seeking further explanation

Name	Description
Student Evaluations	Contains instances where teachers use short surveys, course evaluation forms, focus group discussions and casual discussions with students to collect information regarding feedback provided
3.2 Follow up Activities	Contains mechanisms employed by teachers to ensure the application of feedback
Repeat or New Activity	Contains instances where the teachers have used the same activity or a new activity to check the application of feedback
Assessments or Tests	Contains instances where the teachers have used assessment or tests to check the application of feedback
3.3 Observing Students	Contains observation aspects teachers used to understand the impact of feedback
Changed Behaviour	Teachers experiencing changes in student behaviour and attitude
Class Performance	Teachers using the changes in the class performance, participation in activities as a measure for feedback impact
Emotional Response	Teachers observing students immediate changes to the facial expressions, and other observable emotional changes as an impact measurement
Implementing Feedback	Teachers observing students applying feedback immediately or in subsequent work or not

Feedback Teacher Survey - V2

Summary

Level 1 Codes	3
Level 2 Codes	9
Level 3 Codes	18
Level 4 Codes	11

Pre-set codes from the existing literature

Name	Description
1. Feedback design	

Name	Description
1.1 Cognitive	How the feedback is constructed to improve students' cognitive ability.
1.1.1 Feedback content and structure	The feedback content and structure can be based on the concept, technique, strategy, process, and other aspects of the students' work.
a. Depth	The feedback is too broad or general. Not enough information is provided in the feedback or even no feedback.
b. Language and clarity	The feedback language and terminology are expressed in a clear and unambiguous manner, so that students can easily understand.
c. Encourage learner agency	Encourage learners to have dialogue with teacher/use other resources/independent study
d. Highlight strengths	The information given in the feedback highlights the strengths of the student in relation to the produced work / performance
e. Provide critiques	The information provided in the feedback contains weaknesses of students in relation to the produced work / performance.
f. Provide actionable information	Comments which provide actionable information to help students to improve their performance, and develop skills, strategies, etc.
g. Personalised	e.g., Individualized feedback, personalized feedback, specific feedback, targeted feedback, etc.
h. FT	The feedback contains information focusing on the task that the students completed
i. FP	The feedback contains information focusing the way student executed the task
j. FR	The feedback contains information focusing to trigger self-regulation
k. FS	The feedback contains information focusing at the self level (Eg: Praise, Encouragement)
1.2 Social-affective	The social and relational impact on students' learning.
1.2.1 Feedback tone	The manner in which feedback is expressed(e.g., positive, negative, polite, encouraging, unbiased, non-personal, too critical, teacher's unacceptable communication, etc.)
1.2.2 T-S relationship	Trust relationship between teachers and students, or students believe that teachers do not know them well enough to provide effective feedback (including both positive and negative relationship).
1.3 Structural	How the feedback is constructed and managed by the educator and institution.
1.3.1 Feedback modes	In what manner the feedback is provided (e.g., f2f feedback, video feedback, written feedback, etc).
1.3.2 Feedback timing	The opportune timing of providing feedback, e.g., live, within timeframe, late, etc.
1.3.3 Dialogic feedback process (two way)	e.g., two-way communication, dialogic feedback, conversational feedback, encouraging continuous dialogue, etc.
1.3.4 Learning design	How the feedback is designed to be aligned with learning, e.g., learning objectives, opportunities for applying the feedback, marking rubric, assessment design (subsequent), feedback mechanism, class arrangement (groups

Name	Description
	activity, class size, etc.), providing exemplars of the assignment or works.
2. Student Agency	Students' active role in the process of seeking, receiving, generating and acting upon feedback information
2.1 Domain Knowledge	All the agents involved in the feedback process is equipped with adequate knowledge to provide and understand the information in the feedback
2.2 Self-regulation	The active monitoring and regulation of goal setting, learning strategies, learning resource management, and producing high quality work through consuming external feedback
2.3 Student disposition	Student characteristics and the tendency to behave.

After aligning emergent codes with the pre-set codes

Name	Description
1. Feedback design	
1.1 Cognitive	How the feedback is constructed to improve students' cognitive ability.
1.1.1 Feedback content and structure	The feedback content and structure can be based on the concept, technique, strategy, process, and other aspects of the students' work.
k. Depth	The feedback is too broad or general. Not enough information is provided in the feedback or even no feedback.
l. Language and clarity	The feedback language and terminology are expressed in a clear and unambiguous manner, so that students can easily understand.
m. Encourage learner agency	Encourage learners to have dialogue with teacher/use other resources/independent study
n. Highlight strengths	The information given in the feedback highlights the strengths of the student in relation to the produced work / performance
o. Provide critiques	The information provided in the feedback contains weaknesses of students in relation to the produced work / performance.
p. Provide actionable information	Comments which provide actionable information to help students to improve their performance, and develop skills, strategies, etc.
q. Personalised	e.g., Individualized feedback, personalized feedback, specific feedback, targeted feedback, etc.
r. FT	The feedback contains information focusing on the task that the students completed
s. FP	The feedback contains information focusing the way student executed the task
t. FR	The feedback contains information focusing to trigger self-regulation
k. FS	The feedback contains information focusing at the self level (Eg: Praise, Encouragement)

Name	Description
1.2 Social-affective	The social and relational impact on students' learning.
1.2.1 Feedback tone	The manner in which feedback is expressed(e.g., positive, negative, polite, encouraging, unbiased, non-personal, too critical, teacher's unacceptable communication, etc.)
1.2.2 T-S relationship	Trust relationship between teachers and students, or students believe that teachers do not know them well enough to provide effective feedback (including both positive and negative relationship).
1.3 Structural	How the feedback is constructed and managed by the educator and institution.
1.3.1 Feedback modes	In what manner the feedback is provided (e.g., f2f feedback, video feedback, written feedback, etc).
1.3.2 Feedback timing	The opportune timing of providing feedback, e.g., live, within timeframe, late, etc.
1.3.3 Dialogic feedback process (two way)	e.g., two-way communication, dialogic feedback, conversational feedback, encouraging continuous dialogue, etc.
1.3.4 Learning design	How the feedback is designed to be aligned with learning, e.g., learning objectives, opportunities for applying the feedback, marking rubric, assessment design (subsequent), feedback mechanism, class arrangement (groups activity, class size, etc.), providing exemplars of the assignment or works.
2. Student Agency	Students' active role in the process of seeking, receiving, generating and acting upon feedback information
2.1 Domain Knowledge	All the agents involved in the feedback process is equipped with adequate knowledge to provide and understand the information in the feedback
2.2 Self-regulation	The active monitoring and regulation of goal setting, learning strategies, learning resource management, and producing high quality work through consuming external feedback
2.3 Student disposition	Student characteristics and the tendency to behave.
2.3.1 Expectation	Different expectations compared with teachers in terms of feedback or results.
2.3.2 Student attitude	Attitude towards learning, e.g., willing to learn, careless with their learning/education, engaging in learning activities, lack of motivation, etc.
2.3.3 Student personality	e.g., shy, fear of criticism, grade-oriented, demotivated, etc.
3. Impact Evidence	Contains information on feedback impact measurement mechanisms employed by teachers
3.1 Student Response to Feedback	Contains tools / methods / mechanisms teachers and students used to engage in further conversation about initial feedback
3.1.1 Understanding Feedback	Contains instances such as student acknowledging feedback they received, and seeking further explanation
3.1.2 Student Evaluations	Contains instances where teachers use short surveys, course evaluation forms, focus group discussions and casual discussions with students to collect information regarding feedback provided
3.2 Follow up Activities	Contains mechanisms employed by teachers to ensure the application of feedback

Name	Description
3.2.1 Repeat or New Activity	Contains instances where the teachers have used the same activity or a new activity or assignment to check the application of feedback
3.2.2 Assessments or Tests	Contains instances where the teachers have used assessment or tests to check the application of feedback
3.3 Observing Students	Contains observation aspects teachers used to understand the impact of feedback
3.3.1 Changed Behaviour	Teachers experiencing changes in student behaviour and attitude
3.3.2 Class Performance	Teachers using the changes in the class performance, participation in activities as a measure for feedback impact
3.3.3 Emotional Response	Teachers observing students immediate changes to the facial expressions, and other observable emotional changes as an impact measurement
3.3.4 Implementing Feedback	Teachers observing students applying feedback immediately or in subsequent work or not

Feedback Teacher Survey - V3 (final version)

Codes Summary

Level	Number of Codes
Level 1	4
Level 2	12
Level 3	23
Level 4	6

Name	Description
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1. Feedback Design	Contains the information regarding the composition of the feedback content and feedback process to support cognitive, social-affective and structural elements.
1.1. Cognitive	How the feedback is constructed to improve students' cognitive ability. Includes what should be included in the feedback, at which level the feedback should address
1.1.1 Feedback Components	Contains the information that should be included in the feedback
a. Actionable suggestions	The information given in the feedback provide suggestions that is actionable for students to improve performance and develop skills
b. Highlighting strengths	The Information given in the feedback highlight the strengths of the student in relation to the produced work / performance
c. Highlighting weaknesses	The information provided in the feedback contain weaknesses of students in relation to the produced work / performance with reasonings to identify them as weaknesses
1.1.2 Feedback Levels	Feedback contains information related at the task level, process level, self-regulation level
a. Process Level	The feedback contains information focusing the way student executed the task and suggestions in the feedback (Ex: learning processes required for successfully/ thoroughly complete the current/similar/future task, etc)
b. Self-Regulation Level	The feedback contains information focusing to trigger self-regulation (Ex: reassurance on a successful previous procedure/process or students' relevant content knowledge to motivate their further expansion on the subject matter, providing a third party point of view and asking students to clarify and self-correct, etc)
c. Task Level	The feedback contains information focusing on the task that the students completed (Ex: clarifies whether information in the completed task is correct or incorrect, Offers directions to source correct information for the specific task, Direct text level edits without explanation, etc)
1.2 Social-affective	How the feedback process executed as a relational process considering how students relate to the teachers, their peers and subject matters and respond emotionally to feedback and assessment
1.2.1 Feedback Tone	The tone / language of the feedback to be sincere, unbiased, positive, encouraging, motivating, and consulting while using commonly understood communication patterns between agents.
1.2.2 Self-Level	The feedback contains information focusing at the self level (Eg: Praise, Encouragement)
1.2.3 T- S Relationship	The feedback process is happening between teacher and student that have an unequal power balance and the nature of that relationship supports or opposes the uptake and effective use of feedback.
1.3 Structural	How the feedback is constructed and managed by the educator and institution
1.3.1 Dialogic feedback process	Feedback initiating conversations to address confusions, stimulate interest in subject matters and clarify that the feedback is not

	to justify grades e.g., two-way communication, dialogic feedback, conversational feedback, encouraging continuous dialogue, etc.
1.3.2 Feedback modes	In what mode the feedback is provided (e.g., f2f feedback, video feedback, written feedback, automated feedback, etc).
1.3.3 Feedback timing	The opportune timing of providing feedback, e.g., live, within timeframe, late, etc.
1.3.4 Learning design	How the feedback is designed to be aligned with learning, e.g., learning objectives, opportunities for applying the feedback, marking rubric, assessment design (subsequent), feedback mechanism, class arrangement (groups activity, class size, etc.), providing examples of the assignment or works.
2. Feedback Characteristics	Contains characteristics of feedback content, that supports or oppose effective use of feedback
2.1 Clear	The information provided in the feedback is clear and simple making it easy for students to understand
2.2 Concise	The feedback contains precise information that is not too lengthy and specific to an assessment / module / exercise.
2.3 Personalised	The content of the feedback should be personalised or individualised (i.e the feedback content is relevant and agreeable to the student and focus on the students performance) by teachers being attentive to students' learning needs, learning status.
2.4 Well Composed	The information in the feedback is composed with meaningful balanced structure while adapting to the context it occurs
3. Feedback Agents	The qualities of feedback agents who involved in the process, that supports or oppose effective use of feedback
3.1 Common Qualities	The qualities that exhibits both in teachers and students to support or oppose the effective use feedback
3.1.1 Domain Knowledge	All the agents involved in the feedback process is equipped with adequate knowledge to provide and understand the information in the feedback
3.1.2 Expectation	Teachers and students having different expectations in terms of feedback and results
3.2 Student Related Qualities	The qualities that should primarily exhibit in students to support or oppose the effective use feedback
3.2.1 Self-regulation	The active monitoring and regulation of goal setting, learning strategies, learning resource management, and producing high quality work through consuming external feedback
3.2.2 Student Agency	Students' active role in the process of seeking, receiving, generating and acting upon feedback information
3.2.3 Student Attitude	Attitude towards learning, e.g., willing to learn, careless with their learning/education, engaging in learning activities, lack of motivation, etc.
3.2.4 Student Personality	Relates to the personality of the student (e.g., shy, fear of criticism, grade-oriented, demotivated, etc.) that affect the feedback practices
4. Impact Evidence	Contains information on feedback impact measurement mechanisms employed by teachers

4.1 Follow up Activities	Contains mechanisms employed by teachers to ensure the application of feedback
4.1.1 Exams or Tests	Contains instances where the teachers have used exams or tests to check the application of feedback
4.1.2 Repeat or New Activity	Contains instances where the teachers have used the same activity or a new activity to check the application of feedback
4.2 Observing Students	Contains observation aspects teachers used to understand the impact of feedback
4.2.1 Changed Behaviour	Teachers experiencing changes in student behaviour and attitude
4.2.2 Class Performance	Teachers using the changes in the class performance, participation in activities as a measure for feedback impact
4.2.3 Emotional Response	Teachers observing students immediate changes to the facial expressions, and other observable emotional changes as an impact measurement
4.2.4 Implementing Feedback	Teachers observing students applying feedback immediately or in subsequent work or not
4.3 Student Response to Feedback	Contains tools / methods / mechanisms teachers and students used to engage in further conversation about initial feedback
4.3.1 Student Evaluations	Contains instances where teachers use short surveys, course evaluation forms, focus group discussions and casual discussions with students to collect information regarding feedback provided
4.3.2 Understanding Feedback	Contains instances such as student acknowledging feedback they received, and seeking further explanation