

Code Scheme for Analysing Students' Reflective Notes and Action Plans

Code	Description	Example
Student Perceptions	This set of codes reflects the student's feelings, attitudes, and judgements towards the highlighted feedback	
Appreciation of feedback	Thanking or acknowledging strengths, weaknesses, or suggestions emphasised in the feedback.	"Thank you for your kind comments regarding this section." "I understand a lot of problems in the homework, which will be of great help to future homework. The teacher is very responsible."
Satisfaction	Expressions of being pleased or happy with positive feedback.	"Satisfied."
Critique or frustration with feedback	Questioning, challenging, expressing dissatisfaction or confusion with the fairness, accuracy, or appropriateness of the feedback or marks.	"I really don't understand why the reason for deducting the marks of this."
Self-justification	Defending own work or explaining why it met or did not meet expectations.	"Even though the name includes Scandinavian, the journal is not limited to that region."
Student Actions	This set of codes captures what students intend to do, commit to, or plan based on the reflective notes and action plans they made based on highlighted feedback.	
Paraphrase feedback	Restating or rephrasing the teacher's feedback in one's own words to demonstrate understanding.	Strength: "This indicates that my understanding and articulation of the strategic alignment were clear and convincing."

		<p>Weakness: “some minor issues in expression or formatting may have detracted from the final polish. This could include things like inconsistent font sizes, awkward phrasing, or spacing issues”</p> <p>Suggestion: “ ‘out of scope’ needs more explanations, non-core departments or projects or infrastructures need to be more specific.”</p> <p>Confusion: “Overall, can be a bit challenging to see how this project is related to IT. ”</p>
Commitment to future improvement	Notes, promises, or reminders about actions, strategies, or improvements the student plans to make in the future.	<p>Strength: "Remind me to continue to conduct proper research materials next time."</p> <p>Weakness: “I will expand this to include the goals of the full digital portfolio next time.”</p> <p>Suggestion: “Rewatch the lecturers and improve understanding”</p>
Request for clarification or guidance	Asking what the feedback means, why marks were deducted, what is expected, or how to improve.	<p>Strength: “Is the overview clear ?”</p> <p>Weakness: "Would like to know if my inline citations are correct?"</p> <p>Suggestion: “What level is limited plan? Just has the doubt.”</p> <p>Confusion: “In "APA referencing section" I was told my referencing is generally accurate, but here it says it needs correction. Which one is it?”</p>
Self-realisation	Internalising the feedback by critiquing one's own work	<p>Strength: “This shows I have improved creativity,</p>

	<p>to identify inclusions, omissions, deficiencies, or express insights about what went wrong, what went well, or how to improve.</p>	<p>which was one of the major reasons of studying the unit."</p> <p>Weakness: "I miss to double check my references format such as hanging indents and order of references"</p> <p>Suggestions: " This made me realise I didn't justify how the cost estimates lead to specific benefits."</p> <p>Confusion: "I miss to double check my references format such as hanging indents and order of references"</p> <p>Other: "Missed the complexity which was my side of the task"</p>
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