Student interview questions

Theme	Main questions	Follow-up questions
Introduction (5 mins)	- What academic degree are you currently studying for? - What do you study? - In which year are you currently in? - Which university are you currently studying at?	
Teachers' feedback practice from students' perspectives (7 mins)	1. In your opinion, what do your teachers focus on when they provide feedback to you?	a. Typically, there are four aspects of feedback: FT - feedback on your task performance; FP - feedback on the process needed to perform a task; FR - feedback that prompts self-regulation (e.g., monitoring/managing yourself and thinking about possible action to take); FS - feedback that focuses on you as a learner (e.g., good job, good response, great student, etc.). **Do you tend to receive feedback that focuses on one or some of these aspects more than others?** b. Do you think it's useful? c. How do you think your teachers can help you make better use of feedback?
Students' current practice of using feedback (7 mins)	2. How do you make use of feedback?	a. How do you usually respond to your teachers' feedback (e.g., don't read, only read, sense-making, self-reflection, discuss with teachers, taking actions, etc.). If taking action, what motivates you to do so? If not taking action, why? b. What kinds of actions do you usually take based on the received feedback?

Challenges (7 mins)	3. In your experience, what was the biggest challenge for you to make use of feedback?	**Sense-making** a. Did you have any experience where you struggled to understand your teacher's feedback, what might be the reasons? **Action/Motivation** b. Did you have any experience where you struggled to act on your teacher's feedback, what might be the reasons? **Feedback design** c. Feedback content (5 dimensions of learner-centred feedback components: **Highlight strengths, Provide critiques, Provide actionable information, Encourage student to take active role, Other information**) d. Language and clarity e. Learning design (e.g., assessment design) **Social/ personal aspects** f. T-S relationship g. Student disposition (attitude, motivation, etc.)
Tool function brainstorming (20 mins)	4. We'd like to develop a feedback management tool to help students to manage and make use of received feedback. We have discussed some challenges and effective elements for effective use of feedback, so we'd like to hear your ideas on the feedback tool design. Are there any functions or features you would like to see in the feedback tool?	a. Have you ever created an action plan based on feedback? (e.g., a checklist or a list of action items with deadlines in order to achieve your personal goals.) b. Do you think an action plan is helpful for making effective use of feedback? Do you have any suggestions for future development?
Closing remark (1 min)	5. Is there anything else you would like to share with me?	