Consent and Focus Group Survey

Project ID: 38407
Project Title: Learning Analytics based Dialogic Feedback Tool to Enhance Teaching and Learning

Faculty of Information Technology
This survey is conducted to facilitate a workshop to co-design an educator-facing tool, which aims to support effective dialogic feedback process. It is expected that educators will be able to use this platform to provide effective feedback to students and facilitate continuous dialogue with them. The tool will also provide analytics on students' interactions with feedback, thus informing the feedback provisioning process. The co-design sessions will use design thinking methods, through which educators will ideate and design a paper-based prototype of the features to be included in the tool.

The design session will be held physically on **Thursday, 22nd of February at 10:00 A.M**.

* Indicates required question

1. Email *

_____

2. I have been asked to take part in the Monash University research project   *
    specified above.
    I have read and understood the Explanatory Statement ([link to explanatory
    statement](#)) and I have had a chance to ask questions about it. I understand that
    being in this study is my choice. I know that if I have any questions I can ask my
    researcher or Monash Research Ethics Office.

    I hereby consent to the following
    Check all that apply

    Tick all that apply.

    ☐ Participate in the survey AND the co-design session
    ☐ Being audio recorded during the co-design session
    ☐ Provide my data collected in the study to be used in this & future research in a de-
    identified form
    ☐ Provide my data collected in the study to be shared publicly in a de-identified form
    ☐ Be contacted by the research team to clarify any responses collected in this study
    ☐ Be contacted by the research team to participate in future studies (e.g, future co-
    design sessions)

3. What is your name? *

    _____

4. What gender do you identify yourself with?

    Mark only one oval.

    ◯ Male

    ◯ Female

    ◯ Non-binary

    ◯ Prefer not to say

5. Please specify your faculty *

    Mark only one oval.

    ◯ Art, Design and Architecture

    ◯ Arts

    ◯ Business and Economics

    ◯ Education

    ◯ Engineering

    ◯ Information Technology

    ◯ Law

    ◯ Medicine, Nursing and Health Sciences

    ◯ Pharmacy and Pharmaceutical Sciences

    ◯ Science

6. How many years of teaching experience do you have? *

    Mark only one oval.

    ◯ less than 1 year

    ◯ 1 to 3 years

    ◯ more than 3 years

7. Have you received formal or informal training on facilitating effective feedback? *

    Mark only one oval.

    ◯ No, I have not. I usually facilitate feedback based on what I believe is helpful for the students.

    ◯ No, but I tend to follow existing feedback protocols used in a particular unit.

    ◯ Yes, I followed a training course on academic feedback practice.

    ◯ Yes, I consulted a senior colleague on academic feedback practice.

Dialogic Feedback

Dialogic feedback is an interactive process between educators and students where they engage in dialogue about feedback on learning. In this process, they share interpretations, negotiate meanings, and clarify the content of feedback. Dialogic feedback
requires students to actively engage in this interactive process.
Examples of dialogic feedback may include:

- Teachers inviting students in their feedback to meet and discuss further about certain points raised in the feedback.
- Teachers including questions in feedback or forums to probe them in a direction towards deeper learning or investigation.
- Teachers asking questions during teaching sessions to create a discussion about the formative feedback students received earlier.
- Teachers arranging short online meetings where they give feedback, address students' questions, and collaboratively set learning goals.
- Teachers responding to questions (via emails, forums, etc.) initiated by students on feedback clarifications or action plans to improve.
- Students and teacher engaging in a reflective discussion about what worked well, areas for improvement, and strategies for future success.

This section is designed to capture your experience with or/and perceptions of dialogic feedback.

We appreciate your detailed and explained answers to the 3 questions in this section. There is a minimum character limit for each question (300, 200 and 100 in order) as we are expecting detailed answers. Kindly note that the researchers may reach out via email to clarify your responses to these questions before the co-design session.

8. What is your experience with dialogic feedback?   *

   Please provide examples to explain how you facilitated the process. If you have never facilitated dialogic feedback, please share with us the approaches that you would consider taking if you were to facilitate dialogic feedback in your class.

9. What were the challenges you faced when facilitating dialogic feedback? Please *
discuss your current practice. If you have never facilitated dialogic feedback,
what are the challenges that you foresee based on your proposed approaches
above?

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10. In your view, what are the key aspects we need to focus on to be able to *
facilitate effective dialogic feedback?

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Google Forms