

Code Scheme - Teacher Pilot Lab Study

Code	Description	Example
1. Tool Effectiveness and Usefulness	Evaluates educators' perceptions of the overall effectiveness and utility of the tool in enhancing their teaching process. This theme aims to capture holistic views on how well the tool meets teachers' needs.	
1.1 Polarised Views	Educators expressing polarised views about the overall effectiveness and utility of the tool in their teaching process after the initial encounter with the tool. The sub codes are used in combination with the codes 1.2, 3.1, 3.2, 3.3, 3.4, and 3.5	
1.1.1 Positive	Educators' positive feedback about the overall effectiveness and utility of the tool in their teaching process after the initial encounter with the tool	"Using XXX would potentially help. A large teaching team. Standardise the quality and the content of the feedback that we give to the students."
1.1.2 Negative	Educators' negative feedback about the overall effectiveness and utility of the tool in their teaching process after the initial encounter with the tool	"Not necessary for me, it's a bit obsolete getting those overall summaries would be good, but I don't like the way that it has inflated my rating my grade and. Nowhere did I get to say that it was mastery, proficient."
1.2 Features of the tool	Educators' perceptions of the different features of the tool. This code is used with 1.1 to capture the polarised views of educators on each feature.	
1.2.1 Entire Tool	Educators feedback about the effectiveness and usefulness of the entire tool in facilitating effective feedback processes	<p>"Using XXX would potentially help. A large teaching team. Standardise the quality and the content of the feedback that we give to the students."</p> <p>"Not necessary for me, it's a bit obsolete getting those overall summaries would be good, but I don't like the way that it has</p>

		inflated my rating my grade and. Nowhere did I get to say that it was mastery, proficient.”
1.2.2 Students’ interactions	Educators feedback about the effectiveness and usefulness of viewing students interactions (e.g., annotation counts, ratings, and additional comments) with previous feedback	<p>“I'm a visual person, so I find it easy just to have a quick look and it's mainly Reds so I'm thinking Oh my feedback is not good enough so that will push me to improve my feedback.”</p> <p>“ I would also be careful that just tagging the number of strengths, the number of weaknesses may not give the student the full picture”</p> <p>“This is a very tricky one because this can send educators into a very Massive psychological problem. Because students can be really nasty and educators take things personally, it took a long time for me not to take things personally. So this kind of thing is very confronting and it's very unhealthy if you don't create train the educators to get the feedback.”</p>
1.2.3 Students’ feedback requests	Educators feedback about the effectiveness and usefulness of viewing students specific feedback requests for upcoming / submitted assignments	<p>“it helps me understand what areas that need more clarification. So that might indicate that I need to give more information to the students or we might need to do some exercises in one of the tutorials to help support them develop those particular skills or clarify what's required or expected for them to present in those skills.”</p> <p>“So what we're seeing right here is something that I needed to have seen weeks before the submission so I can explicitly teach around the task. None of these items look like they are things, or maybe only one or two of them looks like things that. Are asking for qualitative kind of understandings of what they did and how that relates to the rubric. And those ones that it is asking, I'm thinking it looks like I would answer that anyway because if I'm providing feedback based on the rubric.”</p>
1.2.4 Feedback templates	Educators feedback about the effectiveness and usefulness of using feedback templates in drafting	“I think they're helpful because It has the key elements of Like the basics of the feedback. So it gives me prompt on what I

	feedback	<p>should include.”</p> <p>“I would like to have known what all the different templates would look like. But having 8 of them, or whatever it was, is not going to be deemed very nicely by the academics because it's one more thing that we have to do when we just want to get in and do the feedback.”</p>
1.2.5 ML model analysis	Educators feedback about the effectiveness and usefulness of viewing the analysis from the ML model and the suggestions to improve feedback	<p>“I really like that functionality. So this bit where it shows me the blacks and the Greys. Because. What I did today is what I usually do, so it kind of makes me think ohh maybe I'm always short about these two things and it's something that I have to be mindful of and include in my own feedback.”</p> <p>“ I like it how the model recognises particular parts of my feedback that they are there basically.”</p> <p>“the analysis, I'm not 100% sure on that. Maybe I need to spend more time or try to do that with a few other pieces of feedback. The main reason being like there were a couple of things in Grey which I thought I had done, but then there were a couple of things in black Like I thought what I had not done well enough.”</p>
1.2.6 Use of GenAI	Educators feedback about the effectiveness and usefulness of using the GenAI to improve the initial version of the feedback	<p>“it was it was good. It feels a lot more structured compared to the original text that I provided. Mine was more like a list, whereas ChatGPT fleshed it out and connected some of the specific comments that I wanted the student to address more clearly, so I think it's useful.”</p> <p>“No. I think I think there was some nice little phrase changes and there was some nice little shifting of of some comments from bottom to top kind of thing. And but are those phrasing changes Actually impactful, I'm not sure. But what we did see was it made something up. It also patronised my students. ”</p>
1.2.7 Dashboard`Entire	Educators feedback about the effectiveness and	“this is something that I would love to know because then I can

Cohort)	usefulness of viewing common strengths, weaknesses, confusions and the feedback requests for the entire cohort in facilitating feedback processes	<p>address it, particularly if an assignment is a Formative one, by identifying the strengths and weaknesses of the students, we can then work on those skills that need more work.”</p> <p>“Not that helpful. It will be a good reference, but. Not. That helpful, I would say.”</p>
1.2.8 Dashboard` (Own Students)	Educators feedback about the effectiveness and usefulness of viewing common strengths, weaknesses, confusions and the feedback ratings for the students whom they marked in facilitating feedback processes	<p>“I would say it's even more helpful than the whole cohort. You know, because it helped me to Improve my feedback. Yeah, especially for the common confusion.”</p> <p>“Probably not, because all these like common strengths, weakness and confusions mostly would already be in my head because like I interact with the, unless I'm not marking the students and I don't unless I'm marking the students, then I didn't teach so that if they're not from my class then I wouldn't know. If they are from my class after all these interaction of like was 6-7 weeks with them, I generally generally can locate like the face and also what they usually lacking on. So Yeah, wouldn't be that helpful.”</p>
1.2.9 Dashboard (Own feedback practice)	Educators feedback about the effectiveness and usefulness of viewing the actions stemmed from their feedback and analytics derived from the ML model analysis in facilitating feedback processes	<p>“that would definitely help to like. Once again, like make the feedback more complete instead of just focusing on one or two things.”</p> <p>“At least you feel good. Someone actually cares about the feedback or someone actually read the feedback. So and also like putting on action plan is even better.”</p> <p>“Yes, yes. If you are starting out, it will be good. But for me like the first feedback when it came out, I knew that I missed those two and I will be very, very, very sure how to write the next one you know and. I don't, personally, I don't think it's. Because once you start writing feedback, you write it in a certain way.”</p>
2. Challenges	Educators discussing about some of the challenges in	

	using the tool	
2.1 Time Limitations	Educators raising concerns about managing the time with extra work to be done with the tool	<p>“then I would say that it it does force me to do more things like to give more comprehensive feedback which I know is a good thing, but it's potentially A practical limitation because I might not Have the time to to do all those, all those things, and I might feel like this is forcing me to do more than I can do.”</p> <p>“Well, given that If you're full time or even anytime staff member, we are only allocated a certain amount of time to provide free quality feedback.”</p>
2.2 Need of additional Training	Educators raising concerns about the training required to use the tool	“It's another tool that I have to learn how to use right as part of my practise, which is always difficult”
2.3 Additional workload	Educators emphasising the additional workload on both educators and students sides to engage with the tool	“Realistically, it will be a lot more work responding to the additional questions about the feedback”
3. Feedback analytics and Dialogic Feedback	Exploring educators perceptions on the support of feedback analytics in achieving objectives of LA for dialogic feedback	
3.1 Reflection	Educators emphasise how feedback analytics (e.g., viewing common strengths, weaknesses, confusions for the entire cohort or the students marked by them, consolidated feedback requests, feedback on feedback, feedback impact and feedback health check) helps them to reflect on their feedback process or learning designs	<p>“If the if the if the students say that the I gave it doesn't relate to their work, it means that I'm probably I Failing in something, but I would like to know like what is the particular thing that they say that is not related to the because again they could be wrong, they could, they could be wrong. So probably they are not actually coming with the a good answer but they could be wrong. So I need to check on What is wrong and then probably align with my perspective and then and then say probably yeah, I think that this student is, it's actually giving me like a really good perspective because I didn't consider.</p> <p>”</p>
3.2 Informing feedback practice	Educators emphasise how feedback analytics (e.g., viewing common strengths, weaknesses, confusions for	“I could see that for example, strengths and weaknesses could be more To improve Or not to improve to actually check on

	the entire cohort or the students marked by them, students' individual feedback requests, consolidated feedback requests, feedback on feedback, feedback impact and feedback health check) helps them to revise their feedback process or learning designs	improvements on the next assignment. But in common confusions, so this is more like. Student LED information that can help me guide into my feedback for the next iteration. For the next assignment, but then for the confusions it is more teacher LED it is. Information that I could use next time to make sure that I probably give more. Details and then I Try to avoid. This confusion when I am giving the With the next assignment. "
3.3 Personalising feedback	Educators emphasise how personalised feedback analytics (feedback on feedback, students' interactions with feedback) help them to personalise the feedback for students. In addition, how feedback analytics on their own feedback practice (feedback health check) helps them to improve their feedback process or learning designs	"I think that it's super helpful because that helps like bridge the gap between. What I am actually providing here and what they are expecting. Sometimes students will expect a totally different thing and then I will provide other aspects that. But it's good to know that they are expecting this so I can actually incorporate this and then you know, having like a better Interaction and also like a better understanding about what he is expecting and what I am evaluating in this work. "
3.4 Emotional Management	Educators emphasise how some feedback analytics can affect the emotions of educators	"At least you feel good. Someone actually cares about the feedback or someone actually read the feedback. So and also like putting on action plan is even better." "This is a very tricky one because this can send educators into a very Massive psychological problem. Because students can be really nasty and educators take things personally, it took a long time for me not to take things personally. So this kind of thing is very confronting and it's very unhealthy if you don't create train the educators to get the feedback."
3.5 Augmenting feedback practice	Educators emphasise how feedback analytics (response from ML model, feedback health check) and other features such as feedback templates can support them to identify the missing aspects from their feedback and improve the feedback in subsequent rounds.	"when I saw the template, then I could like. Try to structure my feedback like things that. He did good. And then things for improvement and then Suggestions. But then at the beginning they didn't have like things that he Did good. It was more like my comments on things that he should improve, but not like things that he did in a good way. So that's how basically the the

		<p>template helped me to Structure in a better way. My feedback”</p> <p>“I like it how the model recognises particular parts of my feedback that they are there basically. So I like it because it's like a really structured way, so. You're giving me a template and trying to follow the template because I know that that template is already validated. Then after that you are telling me, OK, yeah. You followed the template, but you are forgetting this particular elements that are also important for the feedback.”</p>
4. Suggestions for improvement	Educators recommendations on enhancing various features and functionalities of the tool.	
4.1. Improvements for the interface	Educators are proposing improvements (e.g.,: add or remove buttons, hide side panel, etc.) for the current interfaces (i.e., the browser extension and dashboard) - excluding comments on the actual data visualisations (i.e., graphs, charts, and tables).	<p>“just that first one where I thought it was too narrow, ”</p> <p>“Can just do a pop out, Overlay or something like that”</p>
4.2 Improvements for the visualisations	Educators are proposing improvements for the existing graphical and textual visualisations (i.e., graphs, charts, and tables) presented in the dashboard and the extension	<p>“I suppose you Could Hover on the number on the on the colour and it shows you with the number”</p>
4.3 New features	Educators are proposing new features for the tool (e.g., including marking rubric, maintaining feedback bank)	<p>“So if we can have some common feedback then we can. Just tick tick tick. And then. Instead of like us typing it out.”</p> <p>“ including simple things like length of word count and things like that are broken down by various details such as grades, gender, those kinds of things are are are really useful.”</p>