Educator interview questions:

Themes	Questions	Prompts
Introduction	- What level of student groups do you teach (Undergraduate or postgraduate?) - What subject/discipline do you teach? - Where do you teach now (institution name)? - How long have you been teaching in higher education?	
Overall experience (5 mins)	How do you provide feedback to students?	1. What do you focus on when giving feedback (e.g., Feedback on what? What's the structure of the feedback?) Why? (ask if the participants didn't explain.) 2. Do you adopt any particular methods when giving feedback (e.g., marking rubrics, media, procedure, etc..)? Why? 3. How often do you provide feedback to your students? (follow-up question)

Challenge (Staff) (8 mins)	What is the biggest challenge for you when providing feedback to students?	1. The content of the feedback(e.g., Feedback consistency, specificity, and clarity). 2. Low levels of feedback understanding (student feedback literacy). 3. Management of students' emotions(e.g., A balance between supporting students and demotivating them or causing anxiety, stress, discouragement, etc). 4. Workload (e.g., Time allocation and volume of the feedback). 5. Complaints. 6. Timing. 7. Student engagement and satisfaction. 8. Creating opportunities for students to use the feedback (e.g., sequence of assignments)

Challenge (Students) (8 mins)	In your observations, what are the main reasons that stop students from benefiting from feedback?	**Feedback literacy** - Did your students have difficulties in making sense of your feedback? What do you think the reasons might be? (e.g., Terminology, Complex message and language, Language barrier, Cognitive knowledge, etc.) **Action/Motivation** - Did your students struggle to act on your feedback? What might be the reason? (e.g., Lack of appreciation, lack of motivation, lack of self-regulation ability, poor relationship between teachers and students (distrust), lack of feedback literacy, irrelevance, Not enough information about their learning progress, etc.)

| Effective elements (10 mins) | What does an effective feedback process look like to you? | Why? There are three basic functions of: Feed up (Where am I going? What are the goals?), Feed back (How am I going? What progress is being made toward the goal?), Feed forward (Where to next? What activities need to be undertaken to make better progress?), does your feedback focus on any of these three areas or do you try to cover them all? Feedback may work at 4 levels: feedback about the task (FT), about the processing of the task (FP), about self-regulation (FR), and about the self as a person (FS), FT: such as whether work is correct or incorrect. FP: feedback can be aimed at the process used to complete a task (FP). How to complete the task. FR: feedback to students can be focused at the self-regulation level (FR), e.g., Encourage student's self regulation, giving some cues, prompts. FS: feedback can be personal in the sense that it is directed to the "self", which is too often unrelated to performance on the task. E.g., you are a great student, well done, etc. (evaluations and affect about the student). Praise to students. Do you focus on any of these levels more than the others when you provide feedback to your student? Why? Is there anything else that you do to improve the effectiveness of feedback? |

Data source (10 mins)	Thinking about how students might interact with your feedback, is there any particular aspect that you'd be interested in learning about? Why?	● Do you use any particular method to understand how students interact with your feedback? ● Do you collect any data in this process or would you like to have access to any particular kind of data to help you understand student interaction with feedback? ● How do you use or how would you like to use these data to support students (e.g., student performance, online engagement, class performance, interactions with their peers, interactions with their teachers, interactions with their received feedback (whether they understand or action on the feedback), class engagement)?
Action/self-regulation (10 mins)	How do you know if students have acted on your feedback?	● Do you rely on any particular information/data about students to determine if they acted on your feedback? If yes, what information/data do you use? Why? ● How do you collect this kind of information/data? (e.g., Direct interactions (e.g., consultation), Purposeful learning design (e.g, having a subsequent task that builds on the previous one) ● How do you know if your students have made improvements in their learning because of your feedback?

Data-driven feedback (5 mins)	Have you had experience providing feedback to students based on any data about them? (e.g., performance or online engagement, their class activities, their interactions with peers, their interactions with teachers, their interactions with received feedback (e.g., whether they understand or act on feedback), their participation in classes, etc.)	● How useful did you find this data-driven feedback approach? ● How do students respond to this kind of data-driven feedback? ● Do you have any concerns about using data to facilitate a feedback process? (e.g., accuracy, bias, classification, ethics and privacy, etc.)
Closing remark (5 mins)	Is there anything else you would like to share with me?	