HEAT Questionaire

Questionaire to collect opitions and ideas for the assessment tool design

Information for participants and consent form

Before you decide whether to participate, we want you to understand why the research is being conducted and what it would involve. Talk to others about the study if you wish. Please take the time to read through the following complete letter and ask us questions if anything is unclear.

Please click the link to **read the participant information letter**. https://1drv.ms/b/s!AtWqjDyiEefUgb-FVM5eCOyQkmDrZww?e=qW6mea

1. After reading the letter, carefully read and answer the following questions.

	Yes
Have you been given information explaining about the study?	○
Have you had an opportunity to ask questions and discuss this study?	○
Have you received satisfactory answers to all questions you asked?	○
Have you received enough information about the study for you to make a decision about your participation?	○
Do you understand that you are free to withdraw at any time from the study and free to withdraw your data prior to final consent / publication?	○
Do you understand that you do not need to give a reason for withdrawing?	○

2. · I understand the nature and purpose of the procedures involved in this study. These have been communicated to me on the information sheet accompanying this form.

· I understand and acknowledge that the investigation is designed to promote scientific knowledge and that the University of Bristol will use the data I provide for no purpose other than research.

· I understand the data I provide will be kept confidential. My name or other identifying information will not be disclosed in any presentation or publication of the research.

· I understand the data I provide will be anonymous. No link will be made between my name or other identifying information and my study data.

· I understand that the data I provide will be kept confidential, and that on completion of the study my data will be anonymised by removing all links between my name or other identifying information and my study data. This will be done by <insert date>, and before any presentation or publication of my data.

· I understand that the University of Bristol may use the data collected for this project in a future research project but that the conditions on this form under which I have provided the data will still apply.

· I understand that after the study, it will be made "open data". I understand that this means the anonymised data will be publicly available and may be used for purposes not related to this study, and it will not be possible to identify me from these data.

· I agree to the University of Bristol keeping and processing the data I have provided during the course of this study. I understand that these data will be used only for the purpose(s) set out in the information sheet, and my consent is conditional upon the University complying with its duties and obligations under the Data Protection Act / General Data Protection Regulation (GDPR).

I hereby fully and freely consent to my participation in this study *

◯ Yes

3. What's your study filed? *

○ Arts and Humanities

○ Engineering

○ Science

○ Social Sciences and Law

○ Health Sciences

○ Other

4. Are you undergradute or postgraduate student? *

○ Undergraduate

○ Postgraduate

5. What aspect do you think need to be improved while you are using your current assessment tool?

☐ Lack of needed functionality: The tool may be missing specific functionalities that are essential for an effective assessment process.

☐ Manual synchronization: The tool currently requires manual settings to synchronize information, which can be time-consuming and error-prone.

☐ Unnecessary functionality overload: The tool contains numerous functionalities that are not directly related to studying or assessment, causing confusion and reduced efficiency.

☐ Insufficient course-related information: The tool lacks comprehensive and relevant content related to the course, including detailed information aligned with specific topics and learning objectives.

☐ Limited interactivity: The tool may lack interactivity, resulting in a static and less engaging experience for users.

☐ Poor User Interface (UI) and User Experience (UX): The tool's interface design, navigation, and overall user experience are not clear and intuitive enough.

☐ Collaboration and Communication: The tool does not support or facilitate effective communication among instructors and students.

☐ All of the above

☐ None of the above

☐ Other

6. What challenges do you feel when you are preparing for assessments?

☐ Organization of assessment materials: Gathering and consolidating assessment information from various sources and ensuring they are easily accessible can be time-consuming and prone to errors.

☐ Managing assessment deadlines: Keeping track of assessment due dates and effectively managing time to meet those deadlines can be demanding.

☐ Understanding assessment criteria and corresponding workload: Assessments with different weights can create a dilemma in terms of time allocation and prioritization. Determining how much effort to dedicate to each assessment to achieve a desirable overall grade can be a complex decision.

☐ Ensuring comprehensive coverage: Designing assessments that adequately cover the entire scope of the course material and learning objectives can be complex and require careful alignment.

☐ Seeking clarification and support: Students may encounter challenges in seeking clarification or support from instructors or peers when they have questions or need further explanation on assessment topics.

☐ Motivation and focus: Staying motivated and maintaining focus during the preparation process can be difficult, especially when facing long study hours or repetitive material.

☐ Wellbeing: Preparing for assessments can be stressful, and students may face challenges in managing their stress levels and dealing with exam-related anxiety.

☐ Other

7. Which of the following features and functions do you consider the most essential for an assessment tool?

- [ ] Alert system: Notify users when assessment deadlines are approaching, with the ability to customize the alerts.

- [ ] Assessment information: Provide details about the course, credit, academic year structure, and the percentage breakdown of the assessment components.

- [ ] Detailed assessment view: Display in-depth information about exams, coursework, and other assessment elements upon clicking, including all relevant details.

- [ ] Versatile grade system: Offer multiple display methods for grades, allowing users to view them by year or module.

- [ ] Support sections: Include dedicated sections to address various needs, such as requesting extensions for coursework, additional time for tests, or accessing resources related to student well-being.

- [ ] Questions and comminication section: Allow students post questions of course contents and communicate with lecturers.

- [ ] Other

8. In the interface page, what do you want to see after log in?

- ( ) An overview of assessment calendar of current year

- ( ) Notification from Lecturers/ Faculty

- ( ) Current grad of the semester

9. What criteria do you use to evaluate whether an assessment tool is good software?

	1	2	3	4	5
User-friendly interface: The tool should have an intuitive and easy-to-use interface.	○	○	○	○	○
Efficient navigation: Users should be able to quickly access the desired information without difficulty.	○	○	○	○	○
Meeting requirements: The tool's functionalities should align with your specific needs and requirements.	○	○	○	○	○
Responsiveness: The tool should provide immediate responses and perform tasks efficiently.	○	○	○	○	○
Accurate and well-displayed information: The information presented by the tool should be accurate, organized, and easy to understand.	○	○	○	○	○

Reliability and

stability: The

10. Do you believe a good assessment tool alongside your study will improve your
    academic performance?

○ Yes

○ No

○ Maybe