

Questionnaire (English Version)

Q1. What were your reasons for pursuing a Master's degree in the UK? (Multiple choice)

- ☐ The academic/research environment of UK universities attracted me
- ☐ To enhance career competitiveness or future employment prospects (university ranking)
- ☐ To enhance career competitiveness or future employment prospects (subject area)
- ☐ To broaden my horizons and experience different cultures and lifestyles
- ☐ Family/parents' suggestions or requirements
- ☐ One-year Master's allows for quicker degree completion
- ☐ Other (please specify): _____

Q2. What was your main motivation for studying abroad? (Single choice)

- ☐ Academic/research environment
- ☐ Career competitiveness
- ☐ Cultural experience / broadening horizons
- ☐ Family advice / household factors
- ☐ Faster graduation with one-year Master's
- ☐ Other

Q3. Before coming to the UK, what score did you consider a "good grade"? (Single choice)

- ☐ 90 and above
- ☐ 80–89
- ☐ 70–79
- ☐ 60–69
- ☐ Below 60 is also acceptable

Q4. Before pursuing your Master's in the UK, what was your typical academic score (e.g., in undergraduate)? (Single choice)

- ☐ 90 and above
- ☐ 80–89
- ☐ 70–79
- ☐ 60–69
- ☐ Below 60

Q5. After coming to the UK, what is your typical grade during your Master's studies? (Single choice)

- ☐ 90 and above
- ☐ 80–89
- ☐ 70–79
- ☐ 60–69
- ☐ 50–59
- ☐ 40–49
- ☐ Below 40

Q6. Did you experience emotional fluctuations when you first received a grade in the UK? (Single choice)

- ☐ Yes
- ☐ No
- ☐ Not sure / Don't remember

Q6-a. What were your primary emotional reactions at that time? (Multiple choice)

- ☐ Shocked or in disbelief
- ☐ Disappointed or frustrated
- ☐ Angry or felt it was unfair
- ☐ Anxious or self-doubting

☐ Wanted to give up or reassess goals

☐ Other (please specify): _____

Q6-b. What do you think were the main causes of those emotional reactions? (Multiple choice)

☐ The grade was far below my expectations

☐ Unclear grading criteria; unsure where I went wrong

☐ The teacher's feedback confused or discouraged me

☐ I put in a lot of effort but did not receive recognition

☐ Felt that the teacher didn't understand my expression or logic

☐ Not used to the emphasis on "critical thinking"

☐ Fast course pace and heavy workload caused stress

☐ Other (please specify): _____

Q6-c. If you did not experience emotional fluctuations, what were the reasons? (Multiple choice)

☐ I had already expected grades would be lower than in China

☐ I understood the UK grading standards and structure

☐ I don't care much about grades and focus more on the learning process

☐ UK grades are acceptable to me

☐ Other (please specify): _____

Q7. How do you usually manage emotional fluctuations and academic stress? (Multiple choice)

☐ Talk to friends or classmates

☐ Seek emotional support from family

☐ Seek help from tutors or the university (e.g., office hour, student support)

☐ Internalize or self-process

☐ Other (please specify): _____

Q7-a. Why didn't you express your confusion or emotions to your tutor or school?
(Multiple choice)

- ☐ Didn't know whom to approach / unclear communication channels
- ☐ Worried about being misunderstood or facing negative consequences
- ☐ Felt that the teacher wouldn't truly understand my situation
- ☐ Felt that expressing emotion seemed "weak" and was uncomfortable doing so
- ☐ Insufficient English ability to express inner feelings clearly
- ☐ The tutor was too busy / felt distant, didn't want to disturb
- ☐ Used to handling things independently, didn't want external help
- ☐ Expressed before but it didn't help
- ☐ Other (please specify): _____

Q8. Before coming to the UK for postgraduate study, did you value grades? (Single choice)

- ☐ Yes
- ☐ Neutral
- ☐ No

Q8-a. What were your main reasons for valuing (or not valuing) grades at that time?
(Multiple choice)

- ☐ Grades determine eligibility for scholarships or postgraduate programs
- ☐ High expectations from parents or teachers
- ☐ Good grades increase self-confidence and identity
- ☐ Grades directly affect job or overseas application
- ☐ High competition means grades are the only evaluation standard
- ☐ I cared more about the learning process or interest, not grades
- ☐ Other (please specify): _____

Q9. After studying in the UK, do you still value grades now? (Single choice)

- ☐ Yes
- ☐ Neutral
- ☐ No

Q9-a. What are your current reasons for valuing (or not valuing) grades? (Multiple choice)

- ☐ Grades affect whether I receive Distinction
- ☐ Grades affect whether I can graduate smoothly
- ☐ Worried about future job or return-to-home development
- ☐ I now focus more on actual learning and ability
- ☐ Adjusted expectations as UK grades are generally lower
- ☐ Feedback and comments matter more than numeric grades
- ☐ My tutor encourages focusing on thinking patterns over grades
- ☐ Other (please specify): _____

Q10. When it comes to grades, which aspects do you care about most? (Multiple choice)

- ☐ Absolute score (e.g., 60 vs. 75)
- ☐ Class distribution / relative ranking
- ☐ Whether the grade reflects my real performance
- ☐ Impact on future applications / employment

Q11. Would you change your course choices based on the grading method or grade difficulty? (Single choice)

- ☐ Yes, I often consider grades when choosing courses
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Q11-a. If yes, what are the main influencing factors? (Multiple choice)

- ☐ Prefer courses where it's easier to get high grades

- ☐ Avoid teachers or courses known for strict grading
- ☐ Consider whether the course has clear grading standards and feedback
- ☐ Peer feedback said this course is hard to score well in
- ☐ Concerned about affecting GPA / graduation classification
- ☐ Other (please specify): _____

Q11-b. If no, what are the reasons? (Multiple choice)

- ☐ I care more about course content's interest or practicality
- ☐ I believe I can handle any course
- ☐ I think course selection should challenge me, not avoid difficulty
- ☐ Credit distribution limits my choice flexibility
- ☐ Other (please specify): _____

Q11-c. During your study at the University of Edinburgh, have you heard of or encountered any courses that are generally graded very high or low? (Single choice)

- ☐ Yes, I've heard of or know some "easy A" or "low grade" courses
- ☐ No, I haven't heard of such information

Q12. Have you received written or oral feedback after submitting assignments/projects?

- ☐ Yes
- ☐ No

Q12-a. Do you find the written feedback you received helpful?

- ☐ Very helpful (specific and instructive)
- ☐ Somewhat helpful (but a bit vague)
- ☐ Not very helpful (generic or templated)
- ☐ Not helpful at all

Q12-b. Which aspects of feedback are most valuable to you? (Multiple choice)

- ☐ Suggestions for specific project components

- ☐ Clear explanation of strengths and areas for improvement
- ☐ Clarifying where and why points were deducted and how to fix them
- ☐ Providing excellent examples or reference works
- ☐ Other (please specify): _____

Q12-c. What type of feedback format do you prefer?

- ☐ Rubric-based scoring with comments on each aspect
- ☐ Overall evaluation with summary suggestions
- ☐ Mainly grades, no need for written comments
- ☐ Other (please specify): _____

Q13. Have you ever encountered a situation where the communication or written feedback was encouraging, but the final grade was unexpectedly low or strict? (Single choice)

- ☐ Yes
- ☐ No

Q13-a. How do you interpret this inconsistency? (Multiple choice)

- ☐ Teachers want to encourage students without hurting confidence
- ☐ Teachers tend to give criticism in softer, indirect language
- ☐ UK grades are generally lower and do not necessarily reflect disapproval
- ☐ Feedback is too vague to identify actionable improvements
- ☐ Other (please specify): _____

Q13-b. How did you feel about this inconsistency? (Multiple choice)

- ☐ Confused; didn't know what went wrong
- ☐ Felt the feedback was insincere or misleading
- ☐ Didn't know how to improve based on the comments
- ☐ Saw it as a cultural communication difference

- ☐ Accepted it, but still felt disappointed
- ☐ No special feelings; I understand the style
- ☐ Other (please specify): _____

Q14. Have you experienced any of the following situations? (Multiple choice)

- ☐ Discussed your plan with the teacher beforehand but was still marked as “off-topic”
- ☐ The actual grading did not match the stated criteria

Q14-a. How do you interpret such inconsistencies? (Multiple choice)

- ☐ The teacher did not follow a consistent grading standard
- ☐ Grading criteria were too vague or unclear
- ☐ Feedback was too general to allow targeted improvement
- ☐ Misinterpreted the teacher’s comments due to cultural or linguistic misunderstanding (e.g., terms like “interesting”)

Q15. Which mechanisms do you think would help improve the grading experience?
(Multiple choice)

- ☐ Detailed explanation of grading criteria and grade ranges at the beginning of the course
- ☐ Stage-by-stage feedback throughout the course
- ☐ Feedback split into “strengths” and “areas to improve”
- ☐ Provide class distribution / average scores as reference
- ☐ Opportunity to resubmit or revise
- ☐ Consistency in teacher grading standards throughout the course
- ☐ Clear specification of bonus/deduction criteria in grading forms
- ☐ Other (please specify): _____

Q16. What additional support would you like the university to provide regarding feedback?
(Multiple choice)

- ☐ Workshops explaining grading with typical examples

- ☐ Formal channels for appealing feedback or grades
- ☐ Buffer period or low-stakes tasks at the beginning to familiarize with system
- ☐ Stronger teacher engagement with project process
- ☐ Teachers giving more practical and executable guidance
- ☐ Other suggestions: _____