**Appendix 1. Interview schedule for the academic teachers.**

1. **Introduction**

Before we begin, I want to explain why we conduct this interview. I will also explain how the interview is structured.

As you might have read in the email I sent and as we discussed over the phone, we conduct these interviews in the context of the Innovation Funds of the Bachelor College. All projects this year in these Funds focus on feedback. In the current project, Teach (who are responsible for the QTU training), Eindhoven School of Education (teacher training department), and the department of Industrial design are collaborating in order to develop materials for university teachers to improve their feedback skills. The first step is to explore how the university teachers at the TU/e already provide feedback and their knowledge about it. In this first step, we also aim to map the needs concerning feedback skills, that will support the development of the materials. So, this interview is about your knowledge and practice about feedback and about your needs. The interview has roughly four parts. The first is about your ideas about the learning. Second part is about your knowledge concerning feedback. The third part focuses on your needs, what and how you want to learn. Finally, I have a few questions about your background.

The interview concerns your ideas, experiences and so forth. There are no right or wrong answers. I want to ask you if you are willing to be audiotaped. These will only be used within the project team, to listen to and to analyse in order to develop the materials and for a small-scale research, and we hope to publish about it. Of course, we’ll report about the findings completely anonymized.

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| Part and opening questions | Follow up questions | Background to the questions. |
| 1. **Ideas/ beliefs about the learning** |  | Aim  To find out the learning theory the respondent adheres to  Because  Learning theory adhered to would make a difference on how one thinks about feedback (*Thurlings et al.2013*). |
| Let us begin. Can you first explain on how you consider ‘learning’?  *If respondent is hesitant, explain that this question is used to place their answer into a bigger picture.* | What is teaching about? *Ask for examples*  What is the role of the teacher in this learning?  What is the role of the student in this learning?  Who guides the learning? *Teacher, student, both?* | Learning theories  *Behaviourism/ transmissionist*  *Cognitivism*  *Socio-cultural theory*  *Meta-cognitivism*  *(social) constructivism* |
| Does feedback have a part in this learning? | *If yes*:  -What is the role of feedback?  -How do learning and feedback relate?, which comes first or after, or…?  -Who takes the initiative for feedback?, teacher, student, both, hierarchical or equal?  *If no:*  Ask why | Black box, white box, opening the box.  Linear or cyclic. |
| 1. **‘status quo’ of feedback/ what does the teacher do** |  | Aim  To find out what and how the university teacher thinks and knows about feedback, what are his/her current feedback skills like. |
| If you have to give a definition of feedback, what would that be?  *Elicit to define feedback.* | What is the aim of feedback?  What can feedback focus on?  What does feedback do, what is/are its function(s)?  About what do you provide feedback? | Levels and focus of feedback I  1.focused on current situation  2. focused on desired situation  3.focused on the gap between current and desired situation  4.focused on how students could close the gap between current and desired situation  (*Black & Wiliam, 1998*).  Levels feedback II (on what)  1.task  2.process  3.self regulation  4.self  (*Hattie & Timperley, 2007*) |
| What characteristics does ‘effective’ feedback have?  *Effective feedback means supporting learning* | Which characteristics should feedback have to promote learning?  Can you give an example? Why did this feedback promote learning? | Dimensions and characteristics  1.task focused – person focused  2.specific – vague/general  3.detailed – not detailed  4.corrective (i.e., saying something is wrong and providing a specification of what is wrong and what to do to correct it) – not corrective (i.e., saying something is wrong without further specification), but also explain why something is wrong  5.neutral in tone (neither positive or negative), positive (compliments), negative (critics), constructive  6.timing/ frequency  7.taking into account the receiver, respect, support  8.opening up for dialogue  (*Thurlings et al.2013*).  Feedback questions  1.where am I going?  2.how am I going?  3.where to next?  (*Hattie & Timperley, 2007*) |
| What characteristics does ‘ineffective’ feedback have?  *Ineffective feedback means not supporting learning* | What is ineffective or not supporting learning?  Can you provide an example? Why did this feedback hinder learning? | Idem |
| Can you provide an example of when you gave effective feedback? | -explain the situation, what was the context?  -what did you do, did you use any tools, which and why?  -what happened (next)?  -where you satisfied with the result?, how do you know it went well? |  |
| Can you provide an example of when you gave in- or less effective feedback? | -explain the situation, what was the context?  -what did you do, did you use any tools, which and why?  -what happened (next)?  -where you satisfied with the result?, how do you know it went wrong? |  |
| What is/are the purpose of feedback? |  |  |
| In which educational settings do you provide feedback? | *Write them down, focus on task-related feedback.*  Which of these settings are the two most occurring? |  |
| *Ask the following questions separately for each of the two (or three) most occurring settings* |  |  |
| You said you provide feedback in setting ….   * What are the reasons for providing that feedback? | What are the functions of this feedback? | Some functions  Correcting, guiding, motivating, supporting learning or meta-cognition |
| * When do you provide feedback? | How often, how long? In or out of class | Timing and frequency |
| * How do you provide feedback? (modes) |  | Modes  Such as, oral, written, audio, online. |
| * Whom do you provide feedback? | To individual students, groups of students, how many students within such a group? | Receiver(s) |
| * What do the students do with the feedback? | How do you know this? | Actions receiver |
| *If the university teacher says, students don’t act on* it: Oh, that seems frustrating (*acknowledge),* Did you wonder about how this might be so? | *Explain if necessary this question is not meant to blame.* | Actions receiver  1.perception of feedback depends on power relationships, credibility of the sender, and characteristics of the feedback itself  2.acceptence of feedback  3.willing to react  4.intented reaction  5.implemented reaction  (*Ilgen et al.1979*) |
| *Summarize what has been said about feedback in that educational setting (so in this setting you provide such and such feedback, aiming to, with these functions). Check your summary.*  *Go to the next setting.* |  |  |
| How do you think that students feel and think about feedback? | What would students consider as effective and ineffective feedback? Is that differed as to what you consider as (in)effective feedback?  Are there difference between students concerning their feelings/thinking about feedback?, first years, bachelor, master students, international students? |  |
| 1. **Ending** |  |  |
| We have come to the end of the interview. I’m curious to hear whether the ideas about feedback you expressed in the beginning are the same, or have they changed?  *Summarize the ideas if necessary.* | Why did your ideas change? |  |
| Background questions | -age  -education  -how long have you been working at TU/e  -do you have working experience in other universities?  -what are your tasks and responsibilities?, relation teaching and research duties? |  |

**Appendix 2. Interview schedule for Education directors.**

1. **Introduction**

Before we begin, I want to explain why we conduct this interview. I will also explain how the interview is structured.

As you might have read in the email I sent and as we discussed over the phone, we conduct these interviews in the context of the Innovation Funds of the Bachelor College. All projects this year in these Funds focus on feedback. In the current project, Teach (who are responsible for the QTU training), Eindhoven School of Education (teacher training department), and the department of Industrial design are collaborating in order to develop materials for university teachers to improve their feedback skills. The first step is to explore how the university teachers at the TU/e already provide feedback and their knowledge about it. In this first step, we also aim to map the needs concerning feedback skills, that will support the development of the materials.

The interview has roughly four parts. First, it’s about the ideas and beliefs about learning in your department. Next, we’ll focus on experiences concerning feedback in your department, for example in which educational settings feedback is provided. The third part is about the needs you see in your department, concerning developing feedback skills, what and how you want. Finally, I have a few questions about your background.

The interview concerns your ideas, experiences and so forth. There are no right or wrong answers. I want to ask you if you are willing to be audiotaped. These will only be used within the project team, to listen to and to analyse in order to develop the materials and for a small-scale research, and we hope to publish about it. Of course, we’ll report about the findings completely anonymized.

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| Part and opening questions | Follow up questions | Background to the questions. |
| 1. **Ideas/ beliefs about learning in the department** |  | Aim  To find out the learning theory the respondent adheres to  Because  Learning theory adhered to would make a difference on how one thinks about feedback (*Thurlings et al.2013*). |
| Let us begin. How is learning considered to be in your department? What is learning?  *If respondent is hesitant, explain that this question is used to place their answer into a bigger picture.* | What is teaching about? *Ask for examples*  What is the role of the teacher in this learning?  What is the role of the student in this learning? Who guides the learning? *Teacher, student, both?* | Learning theories  *Behaviourism/ transmissionist*  *Cognitivism*  *Socio-cultural theory*  *Meta-cognitivism*  *(social) constructivism* |
| Does feedback have a role in this learning?, in your department? | *If yes*:  -What is the role of feedback?  -How do learning and feedback relate?, which comes first or after, or…?  -Who takes the initiative for feedback?, teacher, student, both, hierarchical or equal?  *If no:*  Ask why | Black box, white box, opening the box.  Linear or cyclic. |
| 1. **‘status quo’ of feedback/ what do the university teachers of this department do** |  | Aim  To find out what and how the university teacher thinks and knows about feedback, what are his/her current feedback skills like. |
| If you have to give a definition of feedback, what would that be? in your department  *Elicit to define feedback.* | What is the aim of feedback?  What can feedback focus on?  What does feedback do, what is/are its function(s)?  About what do you provide feedback? | Levels and focus of feedback I  1.focused on current situation  2. focused on desired situation  3.focused on the gap between current and desired situation  4.focused on how students could close the gap between current and desired situation  (*Black & Wiliam, 1998*).  Levels feedback II (on what)  1.task  2.process  3.self regulation  4.self  (*Hattie & Timperley, 2007*) |
| What characteristics does ‘effective’ feedback have?  *Effective feedback means supporting learning* | Which characteristics should feedback have to promote learning?  Can you give an example? Why did this feedback promote learning? | Dimensions and characteristics  1.task focused – person focused  2.specific – vague/general  3.detailed – not detailed  4.corrective (i.e., saying something is wrong and providing a specification of what is wrong and what to do to correct it) – not corrective (i.e., saying something is wrong without further specification), but also explain why something is wrong  5.neutral in tone (neither positive or negative), positive (compliments), negative (critics), constructive  6.timing/ frequency  7.taking into account the receiver, respect, support  8.opening up for dialogue  (*Thurlings et al.2013*).  Feedback questions  1.where am I going?  2.how am I going?  3.where to next?  (*Hattie & Timperley, 2007*) |
| What characteristics does ‘ineffective’ feedback have?  *Ineffective feedback means not supporting learning* | What is ineffective or not supporting learning?  Can you provide an example? Why did this feedback hinder learning? | Idem |
| Can you provide an example of when teachers in your department gave effective feedback? | -explain the situation, what was the context?  -what did you do, did you use any tools, which and why?  -what happened (next)?  -where you satisfied with the result?, how do you know it went well? |  |
| Can you provide an example of when teachers in your department gave in- or less effective feedback? | -explain the situation, what was the context?  -what did you do, did you use any tools, which and why?  -what happened (next)?  -where you satisfied with the result?, how do you know it went wrong? |  |
| What is/are the purpose of feedback? |  |  |
| In which educational settings do the teachers of your department provide feedback? | *Write them down, focus on task-related feedback.*  Which of these settings are the two most occurring? |  |
| *Ask the following questions separately for each of the two (or three) most occurring settings* |  |  |
| You said the teachers provide feedback in setting ….   * What are the reasons for providing that feedback? | What are the functions of this feedback? | Some functions  Correcting, guiding, motivating, supporting learning or meta-cognition |
| * When do they provide feedback? | How often, how long? In or out of class | Timing and frequency |
| * How do they provide feedback? (modes) |  | Modes  Such as, oral, written, audio, online. |
| * To whom do they provide feedback? | To individual students, groups of students, how many students within such a group? | Receiver(s) |
| * What do the students do with the feedback? | How do you know this? | Actions receiver |
| *If the educational director says, students don’t act on* it: Oh, that seems frustrating (*acknowledge),* Did you wonder about how this might be so? | *Explain if necessary this question is not meant to blame.* | Actions receiver  1.perception of feedback depends on power relationships, credibility of the sender, and characteristics of the feedback itself  2.acceptence of feedback  3.willing to react  4.intented reaction  5.implemented reaction  (*Ilgen et al.1979*) |
| *Summarize what has been said about feedback in that educational setting (so in this setting teachers of your department provide such and such feedback, aiming to, with these functions). Check your summary.*  *Go to the next setting.* |  |  |
| How do you think that students feel and think about feedback? | What would students consider as effective and ineffective feedback? Is that differed as to what you consider as (in)effective feedback?  Are there difference between students concerning their feelings/thinking about feedback?, first years, bachelor, master students, international students? |  |
| 1. **Ending** |  |  |
| We have come to the end of the interview. I’m curious to hear whether the ideas about feedback you expressed in the beginning are the same, or have they changed?  *Summarize the ideas if necessary.* | Why did your ideas change? |  |
| Background questions | -age  -education  -how long have you been working at TU/e  -do you have working experience in other universities?  -what are your tasks and responsibilities?, relation teaching and research duties? |  |
| We will develop a report of all the interviews?, would you like to receive it? Do you have any remaining questions? |  |  |