

Feedback Practices and Accounting Students' Satisfaction

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ABSTRACT

This paper explores the accounting feedback practices adopted by the teachers and students' satisfaction about that feedback. Data was collected from three different departments of Bahauddin Zakariya University, Multan. Results suggested that 64% students are broadly agreed with the feedback provided to them by accounting teachers. This study tells that accounting students prefer constructive feedback, than individualized feedback, than timely feedback and then detailed feedback. This variation is because of different assessment methods adopted by accounting teachers.

Key words: Feedback practices, Accounting feedback, Students' satisfaction, Students' perception

1. INTRODUCTION

For effective learning students need some assessment methods. This assessment could be in the form of class tests (quizzes), essays (assignments), oral presentations, group work (projects) and the exams (mid and final term). With the help of these assessment methods teachers and students can understand the learning process, its effectiveness and most importantly the position of each student individually in the learning process. These assessment methods produce required results when these are accompanied by proper feedback from the teacher to the students. Feedback is an important feature for effective and efficient teaching and learning, and can be used as one of the most powerful ways to enhance and strengthen student's learning (Parkin et al., 2011). Feedback is considered an integral part for the process of learning (Schmidt, and Lee, 2006; Cummins et al., 2011), and is often seen as the reason for assessment (Knight, 1995). According to Race (2005), learning includes at least five factors: "wanting to learn, needing to learn, doing, digesting and feedback". Teachers are using a variety of classroom response technologies to allow students to participate in assessment in the classroom. Currently the focus of studies of assessment has been shifted towards greater interest in the interactive assessment and classroom learning and away from concentration on the properties of restricted forms of test which are only weakly linked to the learning experiences of students (Black and William, 1998).

Feedback practices may vary according to the teacher's preference and the student's needs, but any one of them can be effective in particular context but still others can be effective in some other scenarios. These practices most prominently include the verbal or written feedback to the personalized, timely, constructive etc. forms of feedback. According to previous researches accounting students are less satisfied with the feedback practices they experience from the assessment process (Watty et al., 2013). And still there is an unanswered question, that, either feedback practices are worthwhile or not?

Focus of this study is on the accounting subject students. As accounting students have to practice their knowledge in the field, so they have certain stakeholders for their learning. Currently, employers are experiencing much difficulty in finding the suitable candidates in the shape of university graduates. So this study will help us identify the ways to improve the learning of students at the one hand and at the other hand it will provide some insight into the effective teaching through the effective feedback practices, and ultimately the employers will be able to find the suitable and learned candidate to serve them. This study will particularly focus on the areas like, feedback practices being provided to

the accounting students, accounting students level of satisfaction with these available practices, their preferred methods of feedback and last but not least the overall need and effectiveness of the feedback practices, either these practices are viewed as useful or just an wastage of time and resources. For this purpose this study will be focused on answering some important research questions. These questions and their background and rationale will be discussed in next couple of paragraphs.

2. LITERATURE REVIEW

Feedback Practices in the Accounting Subject

MacDonald (1991) has defined feedback as “the process of providing some detailed comments on student’s work, in which an instructor respond to the material in print, assesses a student’s strengths and weaknesses, and recommends directions for improvement” (p. 3). Feedback is not the one time activity it is an ongoing process, i.e. it is not considered just highlighting the errors but also the possible remedial actions to avoid such errors in the future. That’s why “Feedback is viewed as feed forward” as being an important element of learning-oriented assessment (Carless, Joughin, and Mok, 2006).

If students receive proper feedback on performance, in class or on assignments, they can restructure their understanding /skills and can build more powerful ideas and capabilities. Feedback is often provided by peers, for example, in group-work contexts, and students generate their own feedback through self-assessment process. Formative assessment helps teachers in identifying the student difficulties and even for the teachers how and where to focus their teaching efforts (Nicol, and MacFarlane-Dick, 2004).

Before furthering any discussion we still need to understand exactly the feedback process. According to Rowe (2008) feedback is defined as “information provided to students about their performance, and includes written comments on assignments, verbal responses provided in class or individually, postings on Web CT (the online student learning system), and peer- and self-evaluation forms of feedback”.

Feedback practices are important for effective learning, but each feedback practice has its own merits and demerits. Feedback could be written VS oral, individual VS group, individualized (specific) VS general, detailed VS vague, frequent VS limited, consistent VS variety, and constructive VS destructive (frustrating). Many universities face the issue of dissatisfaction with feedback as is highlighted by the Higher Education Academy (2011) in the UK. Due to this reason, this study is

trying to explore the type of feedback actually received and the feedback preferred by accounting students to improve our learning outcomes in the discipline of accounting. So before going towards the judgment of the effectiveness and perception of the students regarding the feedback practices being used, this study focuses on enlisting the feedback practices being used in the target university.

Note: For the purpose of simplicity and the easy understandability of the students only four types of feedback practices have been included in the survey questionnaire, individualized/group, detailed/grades only, timely/late and Constructive/useless, as these dimensions have been identified in previous researches as prominent ones (Watty et al., 2013).

Which type of feedback practices are being used for accounting students assessment?

Level of Satisfaction with Feedback provided

In Australia and many other countries the CEQ (Course Experience Questionnaire) is the national survey used to compare the programs and the universities, many scales are used for this survey and two of them is the Good Teaching Scale (GTS) from the 2007 and 2010 Course Experience Questionnaires (CEQ) (Watty et al., 2013). According to this survey the accounting students are least satisfied with the teaching and feedback practices (Watty et al., 2013). As in preceding discussion it is highlighted that different feedback processes are used by the teachers, and these all processes have their own underlying purposes. Teachers must communicate the purpose of the feedback to the students such as just error detection or the future improvement etc., and the student's level of satisfaction must be judged against that particular purpose. The focus of the feedback has now shifted from the concept of "the area of feedback from students, as opposed to feedback to students" (Brown 2007), and the same is the focus of this study. Another aspect is that teaching methods, assessment methods and even the feedback process vary from country to country, university to university, that's why the result of level of student satisfaction may also vary. So the purpose of this study is also to answer the following question.

Whether students are satisfied with the feedback provided to them or not and if satisfied then what is the level of their satisfaction ?

Preference for Feedback

As shown in previous research (Higgins, Hartley, & Skelton, 2002; Hyland, 2000; Weaver, 2006), the researchers have discovered “that students valued feedback and were aware of its importance to improved learning outcomes”. But in results a diversity of preferences have been identified, (that is, written/verbal, specific/general, group/individual), suggestions have been made for the balanced approach in providing feedback for the effectiveness to meet individual needs (Rome and Wood 2008). Before provision of feedback the needs of the feedback need to be understood and should be properly communicated to the students. Results of the feedback directed to the objective needs revealed, such as with the assumption that each student can and will succeed, will have a very different effect from the feedback which is subjective in mentioning comparison with peers, with the assumption—albeit covert—that the ability of some students is more than others and so cannot expect full success (Black and William, 1998). For individual feedback written and specific form is preferred and verbal is preferred for the group as a whole (Rome and Wood 2008). Student preferences regarding feedback also vary, many students wanted more face-to-face individual contact, but also realize the unreasonable demands on lecturers’ time (Rome and Wood 2008). Feedback is effective when provided on timely basis, and many students regard it disrespectful of teaching staff to provide late feedback (Rome and Wood 2008).

The amount of feedback given also impacts the effectiveness of each individual item of feedback (Bitchener, and Knoch, 2009). Wiggins (1997) argued that “feedback should be timely, specific and understandable and actionable”. If written feedback is required it will face the problem of timeliness, but it has the advantage of retrieving for the student from the paper not from his/her personal memory (Buckley, 2012). At the other hand verbal feedback is more effective and less time consuming (Paal et al., 2008) and often most preferred by the student (National Union of Students, 2008). Verbal feedback can have a positive effect and easy to retain by student (Buckley, 2012). But still both verbal and written feedback has their own strengths and weaknesses. With large class sizes it is difficult to provide timely and effective feedback (Buckley, 2012). Verbal feedback due to being both quicker and potentially less time-intensive as compared to written feedback is preferred by teachers for timely feedback motives, and there is little difference found between the retention of feedback under both these mediums, and still majority of students do prefer written feedback (Buckley, 2012). The online publication of grades and feedback facilitates the students to access their feedback reports conveniently, but

conventionally it is proved that return of feedback during face-to-face sessions is a good practice, and no doubt it provides quick feedback, because late feedback lacks meaningfulness and relevance (Parkin et al., 2011).

If assessment need to be effective then one of the important element is the use of constructive and targeted feedback (Hattie, 1987), and is considered an integral part of teaching and learning; which should be used to be implemented and evaluated strategically by institutions (see Brown, & Glasner, 1999; Rust, Price, & O'Donovan, 2003). Students are often provided with unclear comments, such as 'be more evaluative' but specific guidance to improve the skill is missing (Paukert et al., 2002). According to MacDonald (1991) tutors often don't provide thoughtful and in-depth feedback, and due to this students are unable to understand the comments (Falchikov, 1995). The problem with understanding is some time the formal language with a taxonomy which relates to the tutors community (Lea and Street, 2000). Many researchers of student reaction (Hyland, 1998, 2003; Ivanic et al., 2000; Mutch, 2003; Taras, 2003) discovered that feedback if not understood, affects the self-esteem of students. If students cannot understand the feedback their reaction is personal one (Ivanic et al., 2000). Feedback will have rather negative and critical instead of positive, in its tone and nature. According to Race (1995) feedback must be timely and complete, and it should be individual by stressing that 'model solutions' should be banned.

Rational behind creating understanding of the student preferences is that, as Birenbaum (2007) notes, that information regarding the student perception about feedback assists higher education institutes to better serve their customers (students), and also valuable in understanding the factors driving the learning process and its outcomes. If feedback is positive it improves the mood and satisfaction level in students (Stake, 1982). Such studies suggest that, student's preferences for feedback are related to students' self-esteem, self-concept and self-efficacy. Previous researches have proved this relationship (feedback and self-efficacy) (Bandura, 1986; Zimmerman, 1995). Due the perception gaps of the students and the teachers it is required to understand the particular preferences of the students. And also the student perception is valuable for the improvement of the learning process.

Which type of assessment feedback do accounting students prefer?

Perception of Feedback (Effectiveness/Quality)

Another issue regarding the feedback is that either feedback is effective or not. If major focus is on just producing the feedback and not the assessment of the feedback process then it is all useless (Price et al., 2010). Feedback is perceived differently by both the interacting parties. However, effectiveness of the feedback process is considered limited because, some time students not wanting feedback (Hyland, 2000; O'Donovan, Price, and Rust, 2001), or students even do not read their feedback (Hounsell, 1987) or, if they do, they misunderstood or may not use it (Gibbs, and Simpson, 2004; Lea, and Street, 1998; McCune, 2004). Feedback can only be effective when the learner understands the feedback and is willing and able to act on it (Price et al., 2010).

From previous literature seven principles of Good feedback practice have been identified such as: “(1). Facilitates the development of self-assessment (reflection) in learning, (2). Encourages teacher and peer dialogue around learning,(3). Helps clarify what good performance is (goals, criteria, expected standards), (4). Provides opportunities to close the gap between current and desired performance, (5).Delivers high quality information to students about their learning, (6).Encourages positive motivational beliefs and self-esteem, and (7). Provides information to teachers that can be used to help shape the teaching” (Nicol, and MacFarlane-Dick, 2004) p3. That’s why feedback must be considered as an opportunity for learning and it encourages orientation towards learning goals; a proper feedback must provide the path for future work (Knight & Yorke 2003).Researches have shown great concern about the quality of feedback to students and its impact on learning (Adcroft, 2010).Vardi argue that “much of the feedback students receive is unhelpful” (Vardi, 2009).

The factors which identify effective from ineffective feedback are complex (Orsmond, and Merry, 2011). The word effective describe the concept of both appropriate and timely (Ramsden, 1992; Mory, 2004) and suitability is in terms of the situation (Knight, and Yorke, 2003).The words ‘appropriate’ and ‘sufficient’ mean different to different people (Holmes & Smith 2003), based on gender (Nemeth 1999), one-to-one (Hebert & Vorauer 2002), and verbal (delivered by instructor) (Riccomini 2002). Effectiveness of feedback can be impacted by several factors. According to Price et al. (2010) before assessing the ‘effectiveness’ of feedback, the goal of feedback must be defined. He proposed five tentative purposes of feedback; “correction, reinforcement, forensic diagnosis, benchmarking and longitudinal development”. So the effectiveness lies in the fulfillment of these purposes. Price et al. (2010) further stated that “if the goal of a particular piece of feedback was

corrective, then ensuring the receipt of that feedback by the learner would constitute a measure of feedback effectiveness". Feedback can be successfully transmitted if student engages in the process of feedback (Handley et al. 2011) or even how the students perceive his or her lecturer (Orsmond and Merry 2011). Feedback received in privacy engages students and encourages response while they are emotionally ready (Price and O'Donovan, 2008).

Many researchers have answered the question what, how and when the feedback is required (the input side of the feedback) but very little research in the fact that how students perceive the feedback (the output side of the feedback) (Poulos, and Mahony, 2008). In this study we will try to explore this output side of the feedback.

RQ 4: *Is feedback effective for the learning process or not?*

3. METHODOLOGY

The instrument for this study was a survey questionnaire (adapted from Watty et al., 2013), administered to undergraduate accounting students in Bahauddin Zakariya University (B.Z.U) Multan. Students selected to participate in the survey were studying an accounting subject from different departments i.e. Institute of Management Sciences (I.M.S), Institute of Banking and Finance (I.B.F) and department of Commerce, B.Z.U Multan.

The questionnaire, a copy of which has been included here as an Appendix (A), contains four main sections. Section (A) collects demographic attribute information such as gender, age, mode of study, department and academic major, Section (B) collected data regarding students' perceptions of current feedback practices in the accounting subject. Sections (C) found the answer to the question regarding perceptions of students for feedback and Sections (D) explored the student's preferences for feedback within the learning process.

Responses were collected for their level of agreement with statements on a five-point Likert scale. Such as about frequency of events (1 = Never to 5 = Always); levels of satisfaction (1 = Very dissatisfied to 5 = Very satisfied); and level of agreement with particular statements (1 = strongly disagree to 5 = strongly agree).

Data Collection and Demographic Results

Students selected to participate in the survey were studying an accounting subject at one of the three departments. Total responses were

248, out of which 47% from institute of banking and finance, 32% from department of commerce, and 20% from institute of management sciences. Some questionnaires were administered through staff members, and some were administered directly to the target students. The data were then statistically analyzed.

Table 1 provides details of demographic attributes of the respondents. Our sample is representative of the full-time undergraduate student group, where males outnumber females. Table 2 provides the overall satisfaction with assessment feedback. Students were asked to respond using a five-point Likert scale. For reasons of parsimony, the summary of responses for ‘Strongly disagree’ and ‘Disagree’ have been combined and reported as ‘Broadly disagree’ and the responses for ‘Strongly agree’ and ‘Agree’ have been combined and reported as ‘Broadly agree’. While separate feedback of students is given in appendix-1.

Table 1: Demographic detail

Gender		Department			Program					
Male	Female	Commerce	I.B.F	I.M.S	M.P.hil.	M.Co.m	M.S.c.	M.B.A	BB.A	Others
154	94	79	117	52	9	36	34	89	72	8
62%	38%	32%	47%	21%	4%	15%	14%	36%	29%	3%
n=(248)										

Table 2: Distribution of responses

Type of assessment task	Level of Satisfaction with feedback		
	Broadly disagree	Neutral	Broadly agree
n=(248)	16%	20%	64%

4. RESULTS AND DISCUSSION

In this section we first report on the type of feedback practices that are being used for accounting students assessment. We then report through empirical data either accounting students are satisfied with the feedback provided to them or not and if satisfied then what is the level of their satisfaction. We then report results that relate to features of feedback that previous research indicates are important: individualized, detailed, constructive, and timely.

In each case we report (1) the students' preferences and (2) their perceptions of the current feedback they receive. At the end, we will report the effectiveness of learning feedback process for learning.

Feedback Practices and Student's Satisfaction

Section Bb shows the practices that were the part of formatted questionnaire. Students were asked about ten feedback practices that are exams, tests, assignments, oral presentation, group work, online tests, case studies, simulation, portfolio and tutorial activities. Results show that online tests, case studies, simulation and portfolio are not applicable. While the common practices which are used for feedback are exams, tests, assignments, oral presentation, group work, and tutorial activities. But students' satisfaction level is different. Results show that students are highly satisfied with the feedback which they receive through oral presentation then tests, then group work then exams, then assignments and students are least satisfied with the feedback practice of tutorial activities.

Satisfaction with Feedback

Table 2 shows the distribution of responses to the question 'Overall, enough feedback is provided'.

The results in Table 2 provide a blunt message: 16% of students are broadly disagree with teacher's feedback, 20% have neutral feedback while 64% students are broadly agree with teacher's feedback.

Individualized feedback: The results demonstrate that, in general, students report that they are currently not receiving the individualized feedback they prefer. 68% of students are broadly agree that feedback should be personalized or individualized, and 77% students are broadly agree that it should include the opportunity to clarify issues with teachers. However, only 43% of students reported that they frequently or always receive individual written feedback, 36% students reported that

they receive Email from teachers, and only 31% reported that they frequently or always received individual verbal feedback. Overall 37% students are broadly agreed that they receive individualized or personalized feedback.

Detailed Feedback: Table 3 contains the summarized responses to question “Only the grade/mark was given” and the question “Feedback should be detailed”.

Results show that 57% of students reported that they are broadly agreed with the feedback that needs to be sufficiently detailed. However, 52% of the students reported that they frequently or always received only a mark or grade. In fact, over 17% stated that they always received this type of feedback. Only mark or grade will not normally be sufficiently detailed to let students know where they have gone wrong and how to improve their work.

Constructive Feedback: Table 3 contains the summarized responses to question “Only the grade/mark was given”, “Feedback helps me to see the reason why I received a particular grade”, “I learn more when my teacher focuses on the questions I got wrong”, “The feedback I receive should be relevant to my goals as a student”, “Feedback is most useful when it is positive and constructive”, “I received feedback on assessment prior to submission” and the question “I received some form of feedback early in the semester”.

Results show that students do not currently receive enough of these forms of potentially constructive feedback while over 71% of students broadly agree that feedback should be constructive.

Timely feedback: Table 3 contains the summarized responses to the question “Feedback should be provided consistently and regularly”. Results show that Over 61% of respondents agreed that feedback should be provided consistently and regularly. In response 23% students reported that feedback is most effective when received within one week of submission. Responses of question number 12 of section Ba show that 42% students receive feedback within one week.

Feedback with Specific Items

Table 3 provides the summary of “individualized”, “detailed”, “timely” and “constructive feedback”.

Table 3: Summary of individualized, detailed, timely and constructive feedback

Individualized feedback						
1	Individual feedback is better because I can clarify any issues with the teacher	0	2	20	46	31
2	Feedback should be personalized	2	8	32	42	17
		6%		26%	68%	
3	Individual written comments from the teacher on an assignment	16	23	18	15	28
4	Individual verbal feedback from the teacher	6	18	45	14	17
5	Emails from the teacher	30	14	20	19	17
		35%		28%	37%	
Detailed feedback						
1	Feedback should be detailed	2	8	38	33	19
		10%		38%	52%	
2	Only the grade/mark was given	2	13	28	40	17
		15%		28%	57%	
Constructive feedback						
1	I learn more when my teacher focuses on the questions I got wrong	0	4	21	49	26
2	The feedback I receive should be relevant to my goals as a student	0	6	25	41	28
		5%		23%	72%	
3	Only the grade/mark was given	2	13	28	40	17
4	Feedback helps me to see the reason why	0	3	16	57	24

	I received a particular grade					
5	Feedback is most useful when it is positive and constructive	0	9	20	36	35
6	I received feedback on assessment prior to submission	23	22	14	16	25
7	I received some form of feedback early in the semester	13	17	29	21	20
		20%		21%	58%	
Timely feedback						
1	Feedback should be provided consistently and regularly	2	9	28	40	21
		11%		28%	61%	

For effective learning students need some assessment methods. This assessment could be in the form of class tests (quizzes), essays (assignments), oral presentations, group work (projects) and the exams (mid and final term). This assessment is actually feedback. Accounting teachers came to know that each assessment method require different type of feedback to give more effective feedback to students. Sometimes students require individualized feedback while sometimes, students need detailed feedback. This depends upon the type of assessment. Effective feedback helps students to improve their learning skills. It guides students to get improvement in class tests, essays, presentations and exams.

This study contributes to the literature in four points. First it identified the accounting feedback practices being used in Pakistan, Which are exams (midterm and final term), class tests, assignments, oral presentations, group work and tutorial activities. Secondly it summarized the students' satisfaction with feedback practices. A large portion of students, 64% students are broadly agree with feedback practices, while 16% students are broadly disagree with feedback provided by accounting teachers.

Thirdly, this study tells that accounting students prefer constructive feedback, than individualized feedback, than timely

feedback and then detailed feedback. This variation is because of different assessment methods adopted by accounting teachers. Fourthly, this study enhances the importance of feedback provided by accounting teachers given in prior literature.

Well this study also has some limitations. Firstly, data is collected only from a single university. Future researchers may take other universities to collect data. That will enhance the results reliability. Secondly, these findings are on the base of students' perception. Future researchers may conduct interviews to teachers to get know their point of view. This will add contribution to literature.

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Appendix-1

Survey Questionnaire on Accounting Student's Feedback

Section A: About You and Your Degree Programme.

Name _____

Gender Male Female

What degree you are enrolled in? _____

Department _____

Section Ba. Feedback Practices in accounting.

How often the following feedbacks were provided in accounting.

S r. #		Ne ver	Rar ely	Som e- tim es	Freque ntly	Alw ays
		%	%	%	%	%
1	Feedback was provided	4	11	44	30	11
2	Only the grade/mark was given (1n 2 nd t00) in 3rd	2	13	28	40	17
3	Individual written comments from the teacher on an assignment	16	23	18	15	28
4	Group verbal feedback from the teacher	13	13	29	24	21
5	Group written comments from the teacher	19	14	33	15	19
6	Individual verbal feedback from the teacher	6	18	45	14	17
7	Feedback from other students	17	17	33	17	17
8	Emails from the teacher	30	14	20	19	17
9	Automated feedback from an online test bank	50	13	16	13	7
10	I received feedback on assessment prior to submission	23	22	14	16	25
11	I received some form of	13	17	29	21	20

1	feedback early in the semester					
1 2	The class received general feedback within one week of submission of assessment	4	21	33	22	20
1 3	I received individual feedback about assessment tasks within two weeks.	12	17	32	21	18
1 4	I have opportunities to self-assess in my subject	6	24	23	30	18

Section Bb. level of satisfaction with the feedback you received on each assessment task in accounting.

Sr .#		Not applicable	Strongly dissatisfied	Dissatisfied	Neutral	Satisfied	Strongly satisfied
		%	%	%	%	%	%
1	Exam	2	0	4	27	48	20
2	Test (mid semester)	0	1	3	17	48	31
3	Essay/assignment	1	0	9	25	40	25
4	Oral presentation	2	0	4	14	50	30
5	Group work	3	0	7	21	36	33
6	Online tests	100	0	0	0	0	0
7	Case study	100	0	0	0	0	0
8	Simulation	100	0	0	0	0	0
9	Portfolio	100	0	0	0	0	0
10	Tutorial activities	15	2	4	29	37	13

Section Bc:

The timeliness of the most effective feedback you received

(Response rate was 82%)

On submission within 1 day within 2 days within a week > 1 week

(12%) (21%) (13%) (23%)
 (13%)

Section 3: Perceptions of Feedback

Sr.#	level of agreement or disagreement	Strongly disagree	Disagree	neutral	Agree	Strongly agree
		%	%	%	%	%
1	Feedback helps teachers understand where I am having difficulties	2	3	19	52	24
2	A mark or mark/grade is feedback	1	8	21	54	16
3	Feedback helps me improve my marks/grade	0	4	14	34	48
4	Feedback motivates me to study	0	5	11	31	54
5	Feedback tells me what I need to do to improve my performance in a subject	0	6	12	34	48
6	Hand-written comments on tests/examination scripts are useful	2	8	30	39	21
7	Correct (model) answers to assessment	9	22	37	23	8

	tasks are not useful					
8	Other students give me feedback on my work in this subject	2	16	38	30	14
9	Feedback helps me learn how to approach a problem		3	20	48	29
10	Feedback helps me to become an independent learner		11	24	40	25
11	Students should participate in deciding what criteria are used in assessment	2	24	25	41	28
12	I receive enough feedback from my teachers	5	12	25	30	29
13	The feedback I receive should be relevant to my goals as a student	1	6	25	41	28
14	The feedback I receive should be related to the purpose of the assessment	1	15	19	40	25
15	Teaching staff are always willing to provide feedback	4	8	19	42	28

Section D: Preferences for Feedback Generally

Sr.#	level of agreement or disagreement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		%	%	%	%	%
1	I learn more when my teacher focuses on the questions I got wrong	0	4	21	49	26
2	Individual feedback is better because I can clarify any issues with the teacher	0	2	20	46	31
3	I would like to have more comments on written work	0	3	32	44	21
4	The main purpose of feedback is to help me prepare for an exam	1	10	12	35	41
5	Feedback generally provides me with a confidence boost	0	7	13	50	29
6	Feedback should be detailed	2	8	38	33	19
7	Feedback should be personalized	2	8	32	42	17
8	Feedback should be provided	2	9	28	40	21

	consistently and regularly					
9	Feedback is most useful when it is positive and constructive	1	9	20	36	35
10	It is useful when lecturers post sample answers on-line	0	13	33	30	24
11	I feel encouraged when the teacher provides general feedback in class	2	5	23	35	35
12	Participating in a classroom discussion is the most effective way to learn	0	1	14	44	24
13	Feedback helps me to see the reason why I received a particular grade	0	3	16	57	24
14	A good attribute of written feedback is that I can refer to it later	0	6	40	39	15
15	I get less feedback than I would like because my	4	23	34	23	17

	class is very large					
16	I prefer general feedback to personalized feedback	5	14	25	42	15
17	I like online automated marking and feedback comments	8	15	28	36	13
18	The value of feedback depends on the personality of the teacher	6	14	21	30	30