Appendix 5: Staff Questionnaire

Section 1: About you

1. How long have you been teaching at university?
   0-1 years:
   2-5 years:
   6-10 years:
   11 years plus:

2. What is your gender?
   Male:
   Female:

3. Are you confident in using computer technology in your teaching?
   Always:
   Mostly:
   Sometimes:
   Rarely:
   Never:

4. In which faculty do you teach?
   Arts and Humanities:
Henley Business School:
   Life Sciences:
   Science:
   Social Sciences:
   Not attached to a
       faculty:

Section 2: Your experience of providing feedback

5. In what form(s) do you currently give feedback to students?
 Written:
  Oral:
 Audio (e.g. podcast,
  MP3):
  Video:
 One to one:
 Other *(please specify)*:

6. Which of these forms do you use most often?
 Written:
  Oral:
 Audio (e.g. podcast,
  MP3):
  Video:
 One to one:
 Other *(please specify)*:

7. Why do you normally use this mode of feedback?

8. Do you think that this method is the mode preferred by students?
  Yes:
  No:
8.a. If no, what method of feedback do you think is preferred by students?
 Written:
  Oral:
 Audio (e.g. podcast,
  MP3):
  Video:
 One to one:

9. How do you judge the effectiveness of your feedback?

10. How often do you do the following?
10.a. Discuss with your colleagues, the ways in which you give feedback to students
 Very Often:
  Often:
 Sometimes:
  Rarely:
  Never:

10.b. Ask your students how useful they find your feedback
 Very Often:
  Often:
 Sometimes:
  Rarely:
  Never:

10.c. Give generic feedback to your students

    Very Often:

      Often:

   Sometimes:

     Rarely:

     Never:

10.d. Explicitly discuss the purpose(s) of feedback with students

    Very Often:

      Often:

   Sometimes:

     Rarely:

     Never:

11. How often do you use the following methods of giving generic feedback to your students?

11.a. Orally in seminar, lecture or tutorial

    Always:

    Mostly:

   Sometimes:

    Rarely:

    Never:

11.b. Blackboard

    Always:

    Mostly:

   Sometimes:

    Rarely:

    Never:

11.c. Email

    Always:

    Mostly:

   Sometimes:

    Rarely:

    Never:

11.d. Video and/or audio

    Always:

    Mostly:

   Sometimes:

    Rarely:

    Never:

11.e. Other

    Always:

    Mostly:

   Sometimes:

    Rarely:

    Never:

12. If you selected 'other' in question 11, please give details of the method used.

13. Formative Assessment

13.a. Do you use formative assessment in your modules?

       Always:

        Often:

    Sometimes:

       Rarely:

       Never:

13.b. Do you find it difficult to get students to complete formative assignments?

       Always:

        Often:

    Sometimes:

       Rarely:

       Never:

14. What are your views on providing formative feedback?

15. Feed-forward 'Feed-forward' is the process of explicitly making clear to students the criteria for gaining marks in a given assignment. Do you provide feed-forward to your students?

        Yes:

        No:

16. How do you ensure that your feedback is explicitly aligned to marking criteria?

17. What, do you think, makes good feedback?

18. What, do you think, makes good feed-forward?

Section 3: Challenges you face in providing timely, effective feedback to students

19. What are your particular concerns about providing feedback to students?

20. Of these concerns, which is the most important to you?
20.a. How have you attempted to address this?

21. On average, what percentage of your working week is taken up in providing feedback to students?

Less than 10%:

10 - 20%:

21 - 30%:

31 - 40%:

41 - 50%:

51 - 60%:

61 - 70%:

More than 70%:

Section 4: Your views on video feedback

22. What do you see as potential advantages in using video as a method of providing feedback?

Might save time:
Might enhance student engagement:
Offers an innovative means of providing 'feed-forward':
Might be more fun:
Might be more effective for large groups:
I don't see any potential advantages:
Other *(please specify)*:

23. What do you see as potential challenges in using video as a method of providing feedback?

Learning new technology might take up extra time:
Might take up more time than my current methods and practices:
Students might see it as a gimmick:
Students might not engage with it for other reasons:
Might have technical issues I'm not confident in dealing with:
I don't see any potential challenges:

24. How do you envisage using video feedback?

25. In what ways do you think the use of video in feedback provision will impact on you and your students?