



Stepping Back: A Reconsideration of Students' Perspectives on Instructors' Writing Feedback

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There is a need for more empirical studies to be conducted on writing feedback to assess its effectiveness in different contexts. Tsvetkova et al. (2021) stated there is a lack of literature that focused on assessing the effectiveness of writing skills taught to students in higher learning institutions. To address this need, researchers conducted survey research using likert scales. College students at a mid-sized, southern university were asked for their perceptions regarding student writing feedback from instructors. Participants were given feedback examples and asked the types they preferred. They were also asked which method was best (audio, visual, or a combination of both). Results suggested the participants preferred various types of writing feedback in a variety of delivery modalities (Ice et al., 2010). Frequently, participants mentioned the importance of clarity in the feedback they received.

Keywords: writing, feedback, writing feedback, feedback modalities, teaching framework

INTRODUCTION

The importance of writing is apparent through a quick Google search of undergraduate programs across the United States. Virtually every program's mission is effective communication. The American Psychological Association (2013) understands this valued skill and states students should "demonstrate effective writing for different purposes" (p. 15). Instructors spend countless hours providing writing feedback. Sadly, it is a frustrating process for many instructors as they realize students may not read their comments or follow their suggestions. We find ourselves wondering if the feedback effort is in vain.

Interestingly, research suggests students may value instructor feedback (Budge, 2011; Rowe & Woods, 2008; Stern & Solomon, 2006; Bellah, 1995; Konold et al., 2004; Straub, 2002; "Writing Matters," 1997-2005"; Budge & Gopal, 2009). Budge and Gopal's (2009) study suggested students do value feedback and hold firm beliefs about the timing and frequency of feedback. Students felt that feedback provides a justification for their grade and helped fix errors. Despite this acknowledgment,

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students are still displeased with the feedback they receive. Budge and Gopal (2009) further examined students' dissatisfaction and determined that 95% of students stated that they used the feedback to improve their papers, but there were other problems.

Some studies suggested that we may be doing harm with our feedback (Zinn, 1998; Ball, Franks, Jenkins, McGrath, & Leigh, 2009). Many students stated that written comments are often not legible. This may be due to instructor's squeezing comments between sentences or writing in margins. Students also stated that their feedback is not timely (McCabe, Doerflinger, & Fox, 2011). Students may reach another due date for a written assignment without receiving feedback from the previous paper. This leaves students making the same mistakes in their next paper. Other research suggested that writing will only improve if instructors give timely feedback on multiple writing assignments throughout the semester (Fallahi, Wood, Austad, & Fallahi, 2006; McGovern & Hogshead, 1990). However, instructors may feel reluctant to assign more writing because they feel students do not read the comments after all their time and effort (McCabe, Doerflinger, & Fox, 2011).

In a recent study, Saeed, Quanayeer, and Jaber (2021) stated that students may have difficulty comprehending comments made by instructors. This prevents the students from using suggestions to make corrections on their future work. As previous research (McCabe, Doerflinger, & Fox, 2011) suggests, the lack of comprehension may be due to written comments that are not legible or vague comments that students cannot comprehend. Regardless of the problem, students can not apply the instructor's suggestions to their work and produce better essays/papers.

Review of Relevant Literature

Writing Experts Suggestions

Writing experts (Stern & Solomon, 2006; Bellah, 1995; Straub, 2002; "Writing Matters," 1997-2005) suggested that instructors remove themselves from the role of a critic and become a mentor. The mentor should determine at least one strength in students' writing. This act will help students understand that the instructor serves the role of a "helper." Experts also suggested that instructors select only a few weaknesses or errors to focus on in the paper. The errors pointed out by the instructor should be large enough to interfere with the learning objectives of the assignments. One of the most important guidelines is for instructors to communicate clearly and provide specific feedback. As previously mentioned, many students stated they cannot comprehend feedback. Another essential component in providing feedback is to give students the opportunity to revise or build on their current work. This will give students and instructors the opportunity to view the feedback being utilized (Bellah, 1995).

Instructor Feedback

Are instructors following the advice of writing experts? Stern and Solomon (2006) developed a coding system for instructor feedback. Their study was based on a collection of student papers over the course of three or four semesters. Students were given an incentive to collect their papers in a portfolio to be turned in at the end of the semester. Students were asked to submit all writing, regardless of assignments or

quality of work. This gave researchers the opportunity to review all instructor comments across many disciplines. All participants for the “assessment volunteer program” were undergraduate students. Researchers reviewed 598 papers and determined most instructors gave mid-level feedback, consisting of comments relating to quality of thoughts/claims, procedure/technique, support/evidence, requests for clarification, or paragraph and sentence structure issues. Stern and Solomon (2006) created a coding system of instructor comments based on 23 categories. These 23 categories were classified as being global level, mid-level, micro-level, or other comments. Stern and Solomon’s (2006) results suggested that instructors may not be following the guidelines prescribed by writing experts.

Student Perspectives

To understand the Stern and Solomon (2006) results, Ice et al. (2010) expanded on this research by examining student perspectives to determine if instructors may be giving students the feedback they desire. Participants included students enrolled in an online graduate education course. Almost all the graduate students were teachers for grades PK-12th. They completed a survey based on the coding system created by Stern and Solomon (2006), asking participants to indicate the type of feedback they preferred and the delivery strategy in which they preferred their feedback (written, audio, or a combination of both). Table 1 was reproduced from Stern and Solomon (2006, pp. 30-31) and identifies the categories each type of feedback falls within the levels.

Ice et al. (2010) noted that participants barely valued feedback on all levels. Instead, students suggested that grading rubrics should be given by instructors. In terms of modality, students stated that written feedback was more effective than audio feedback alone. However, it was reported that participants preferred a combination of written and audio feedback.

Table 1
Feedback Hierarchy

	Categories	Examples from paper
Global level	Overall quality	Needs work Good writing style Great paper Organized
Paper structure and organization	Poorly Hard to follow	Good flow Logically organized Well integrated lit review Creative!
Creativity	Voice Write in active	Eliminate passive voice 1 st or 3 rd person
Middle-level	Quality of specific thoughts and claims/Good reasoning/Procedure and technique	No! This is an extreme claim Interesting idea Incorrect measurement Wrong tool Good technique Nice choice of method Insufficient date/proof Give an example Good data Great support What does this mean? What is the point? Define
	Support/evidence for claims	Paraphrase rather than quote P too long Repetitive Parallelism Effective summary Good paragraph
	Request for clarification	
	Paragraph and sentence structure/style	
Micro-level	Word choice	Awkward Phrasing Wordy (wrote in new word and crossed out one of student's words) Add sentence Word needed
	Missing words & pieces	(wrote in new word/phrase) Noun/verb agreements Deleted commas
	Grammar/Punctuation	Fixed grammar Frag Run-on Verb tense (corrected format)
	Spelling/Types Technical Style	(correct citations style) (location of page break) Need citation Source?
	References/Citations	Cite your sources Good cite Good sources
Other comments	Invitations to Discuss paper	If you need further clarification, See me...
	Personnel Expressions & Advice	See me Wow! Unbelievable
	Scholarly Advice	I found the same things... Refer to Chapter 2 in book For further study, see....

	See above note
	Ditto
“Road maps”	Same as above
	Underline (with no comments)
	Check marks
Tracking maps	Late
	If used one:
	1=low detail
	2=moderate detail
Rubric/Grading sheet	3= high detail
Unidentifiable/Other	(anything illegible)
	(anything that does not fit)
	(Within of the above categories)

Budge (2011) further explored feedback modalities by asking students about their perceptions of electronic feedback (via track changes in Word). Almost half of the participants stated they did not prefer electronic feedback and it was often not as clear as written feedback. Interestingly, when students were asked about receiving electronic feedback after submitting an assignment electronically, students were significantly more open (74%) to receiving electronic feedback if the feedback was detailed, genuine and constructive, well-written and the opportunity to receive verbal feedback was still available.

The results of this study indicated many reasons against electronic feedback (Budge, 2011). Electronic feedback can be impersonal and undetailed. Students may have an easier time comprehending verbal suggestions and can ask instructors questions in person. It is also suggested that instructors may have difficulty indicating everything they want to convey. As in other studies (McCabe, Doerflinger, & Fox, 2011), students cited problems with instructor feedback and felt it was often impersonal, regardless of how it was delivered. Supporting previous research (Stern & Solomon, 2006; Bellah, 1995; Konold et al., 2004; Straub, 2002; “Writing Matters,” 1997-2005”), students seem to value personal connections with their instructors.

A true picture of students’ feedback preferences is still unclear. To provide a picture of students’ writing preferences, the researchers further examined students’ preferences in terms of specific writing modalities and delivery strategies.

Purpose

There were three research questions addressed by this investigation:

(1) Research question 1

Do students receive feedback from instructors? Do students receive the opportunity to revise their work?

(2) Research question 2

What are students’ preferences in terms of types of feedback?

(2) Research question 3

What are students’ preferences for feedback delivery?

METHOD

Participants

Participants included a convenient sample of 144 enrolled undergraduate students from one mid-sized, southern university. This university included one main campus and three off site campuses (located along the Texas border). Females comprised of 45% of the sample and males comprised of 15%. Ethnicity was reported as follows: Hispanic (63%), white (18%), Black/African American (5%) and American Indian (1%). The sample included 17% Freshman, 15% Sophomore, 27% Junior and 25% senior. Age was self-reported as $M = 27$, $SD = 11$. Half of the participants reported as first-generation college students.

Instrument

There was one instrument used in this investigation. This instrument was a revised survey from Ice (2010), who revised feedback categories by Stern and Solomon (2006). Survey questions asked participants to rate their agreement or disagreement on a 5-point Likert scale regarding their preference in types of feedback (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree). There was also an option for participants to select familiarity with the type of feedback stated in the question. Each question was followed by an additional question asking students to select the delivery strategy in which they preferred the feedback (audio, verbal, or a combination of the two). Researchers in this study further revised the instrument by including examples of feedback categories. For example, "I believe feedback regarding voice (e.g. this work should be written in 1st or 3rd person, active voice needed) is valuable." Participants were also given the option to select that they do not receive feedback in this category. The instrument can be found in Appendix A.

Procedure

After obtaining Institutional Review Board approval, all students at the southern university (enrollment approximately 2,000) were invited by email to participate in the study. When opening the email, students could click on a secure link that would take them directly to the online consent form. If students agreed to the consent form, the link would directly take them to the confidential survey. The survey took approximately 10-15 minutes to complete. Upon completion, participants reached a short message thanking them for their participation and providing them with the names, phone numbers and email addresses of the researchers.

FINDINGS

(1) Research question 1

Do students receive feedback from instructors? Do students receive the opportunity to revise their work?

Most participants (73%) agreed with the statement "I receive feedback other than a grade on my papers." Over half of the participants (57%) also agreed that "in the

majority of classes, they are given the opportunity to revise the paper based on the instructors' suggestions."

(2) Research question 2

What are students' preferences in terms of types of feedback?

Tables 2, 3, 4, and 5 provide means and standard deviations for the perceived value of instructor suggestions. The table also provides the frequency of respondents who perceived written, audio or a combination of written and audio feedback valuable. Table 2 displays global feedback, which consists of overall quality, paper structure and organization, creativity, and voice. Table 3 provides mid-level comments including quality of specific thoughts and claims, procedure and technique, support/evidence for claims, requests for contact clarification, and paragraph and sentence structure/style. Table 4 provides mid-level comments consisting of work choice/phrasing, missing words and pieces, grammar/punctuation, spelling/typos, technical style, and references/citations. Other comments include invitations to discuss paper, personal expressions and advice, scholarly advice, road maps, tracking marks and rubric/grading sheets.

Participants in this study clearly want feedback in virtually all areas. To determine if participants rated comments at various levels differently, a Repeated measures ANOVA was conducted on the data. To correct for the sphericity violation, the Greenhouse-Geisser procedure resulted in a statistically significant difference between the groups, $F(1.69, 218) = 30.92, p < .05$. Participants rated mid-level feedback ($M = 4.58, SD = 0.63$) more desirable than global ($M = 4.27, SD = 0.76$) and micro-level feedback ($M = 4.19, SD = 0.54$). This finding was similar to Stern and Solomon (2006), who discovered that mid-level feedback was often given to students. These findings were quite different than the results reported by Ice et al. (2010), which stated that students valued rubric/grading sheets the most and did not value global, mid-level or micro-levels feedback. This difference may be attributed to the sample of graduate education students used in Ice et al. (2010).

The current researchers also questioned whether participants understood the feedback modalities included in the survey. To examine this hypothesis, an additional option was given on each question for students to indicate that they did not understand the modality. Interestingly, little to no participants stated that they did not comprehend the modalities meanings (i.e., structure and organization 1%, scholarly advice 5%, personal expressions 1%). The highest percentages of misunderstanding were noted for the strategy of road maps (10%) and tracking marks (6%).

(2) Research question 3

What are students' preferences in terms of types of feedback delivery?

Similar to Ice et al.'s (2010) findings, participants rated written feedback as more valuable than audio but valued the combination of both. Participants were also given the option to state that they do not receive feedback on the modality in any feedback

delivery. Students were most likely to state that voice was not addressed by their instructors (13%). All other modalities were rated below 10%.

Table 2
Students' Perceptions of the Value of Global Level Feedback and Feedback Modalities

	Mean	SD	Written	Audio	Combination	N/A
Overall quality	4.15	1.36	64	5	73	2
Paper structure	4.37	.896	62	6	65	8
Creativity	4.37	1.03	52	15	62	13
Voice	4.09	1.08	39	22	59	20

Table 3
Students' Perceptions of the Value of Mid-Level Feedback and Feedback Modalities

	Mean	SD	Written	Audio	Combination	N/A
Quality of specific Thoughts and claims	4.52	.985	45	6	689	21
Procedure/tech	4.47	.983	49	1	62	14
Support/Evidence	4.62	.849	50	7	68	0
Request clarification	4.65	.834	45	14	66	9
Paragraph/structure	4.57	.729	60	3	62	9

Table 4
Students' Perceptions of the Value of Micro-level Feedback and Feedback Modalities

	Mean	SD	Written	Audio	Combination	N/A
Word choice	4.53	.808	53	5	60	15
Missing words	4.44	.908	58	5	56	13
Grammar	4.65	.829	69	1	56	6
Spelling/typos	4.65	.771	75	5	46	6
Technical style	4.55	.873	42	7	63	19
References/citations	4.60	.741	50	9	60	12

Table 5
Students' Perceptions of the Value of Other Types of Feedback and Feedback Modalities

	Mean	SD	Written	Audio	Combination	N/A
Invitations	4.53	.816	17	32	69	13
Personal expressions/advice	4.44	.745	33	21	65	12
Scholarly advice	4.53	.855	29	22	55	24
"Roadmaps"	4.35	1.06	36	13	43	38
Tracking marks	4.50	.883	54	5	44	27
Rubric/grading sheet	4.62	.760	53	5	56	16

DISCUSSION

This study provided a re-evaluation of students' perceptions of instructor writing feedback. To the researcher's knowledge, this is the first re-evaluation of Ice et al. (2010) in the last 15 years. Due to a changing society and vast and quick expansion of digital technology, it was vital to revisit students' preferences plus determine if students recognized the literary/grammatical terminology use in Ice's (2010). This study

provided a diverse sample, with over 50% of first-generation college students. These students were attending both online and face-to-face courses. The results from this study contradicted the findings from both Stern and Solomon (2006) and Ice et al. (2010) in terms of students' preferences for strategies. Stern and Solomon (2006) reported that faculty are most likely to give feedback at the global and mid-level. Ice et al.'s research (2010) examined student preferences and found that students were only interested in rubrics/scoring guides. It is the researchers' hypothesis that this may be due to Ice's et al. (2010) sample consisting of graduate education students. The results of the current study suggested that students' preferences may differ significantly. Students value and want feedback on all levels (global, mid-level, and micro-level), although mid-level feedback was valued more. Specifically, the data suggested that students desire feedback from instructors that focuses on content clarification and quality of thoughts in written format. Perhaps, students find this feedback beneficial as they question whether their thoughts and opinions are well-supported. It is also hypothesized the written format may be preferred, as students are able to revisit their writing and match it to the feedback.

In terms of modalities, this study supported the findings of previous research (Ice et al., 2010). Students prefer various modalities and show a higher preference for a combination of delivery methods. This may be consistent with research on different learning methods.

CONCLUSIONS

What is clear from this study and previous research is that students value feedback and seek to improve their writing. It appears that students want to understand the feedback from the instructor and may be open to different modalities when feedback is comprehended. Students want to know that the instructor is vested in their success and will help them when they are unable to comprehend the feedback received.

Instructors may find it valuable to incorporate writing experts' advice into their grading strategies. This would allow the instructor to offer multiple writing opportunities for students and focus on a few issues at a time. If the feedback is understood and incorporated by the student, the instructor can then suggest micro-level suggestions/comments. It is feasible that students are open to many types of feedback and do not want just one strategy or modality. Feedback can be varied if it is timely and detailed and expresses a personal touch. This can result in deeper learning for the students.

LIMITATIONS

There are several limitations to this study. The study was based on a limited sample of undergraduates in a mid-sized southern university. Students were asked "in general" how they perceived feedback. The survey was limited to only three options: (1) written, (2) audio, or (3) combination of the two.

Although this study provided insight into different types of writing feedback and modalities, different types of interventions need to be addressed. Mlundi (2024)

suggested further research on editing and proofreading skills in education, in addition to examining proofreading interventions and specific timing of intervention.

In addition, future research should focus on a broader sample. Comparisons between undergraduate and graduate students' perceptions should be examined. Participants should also be given the opportunity to select varied communication strategies, such as in-person conferences and video conferencing. A broader perspective can be obtained by obtaining both quantitative and qualitative research, involving student interview and focus groups.

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APPENDIX A

Writing Feedback Survey

1. In the majority of my classes, I receive instructor feedback on my papers (other than a grade).
a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree
2. In the majority of my classes, I am given the opportunity to revise my paper based on instructor suggestions.
a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree
3. I am often given a grade on my papers, but receive no feedback.
a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree
4. "I believe feedback regarding the Overall Quality (e.g. 'needs work' or 'great paper') is valuable."
a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree
5. Order the types of feedback you feel are most effective when receiving feedback on a scale of 1-3. (1=least effective, 3=most effective)
 written (comments written on paper or an attached note)
 audio (in person, over the phone, video)
 a combination of the two
6. Which type of feedback do you find most effective when receiving feedback regarding Overall Quality?
a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative on the Overall Quality of my paper.
7. "I believe feedback regarding Structure and Organization (e.g. hard to follow, good flow) is valuable."
a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree
8. Which type of feedback did you find most effective when receiving feedback regarding Structure and Organization?
a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to Structure and Organization, e) I'm not sure what structure and organization refer to
9. "I believe feedback regarding Creativity (e.g. very creative) is valuable."
a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, f) I'm not sure what this means
10. Which type of feedback did you find most effective when receiving feedback regarding Creativity?
a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to Creativity, e) I'm not sure what this means
11. "I believe feedback regarding Voice (e.g. this work should be written in 1st or 3rd person, active voice needed) is valuable."
a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, f) I'm not sure what "voice" is

12. Which type of feedback did you find most effective when receiving feedback regarding Voice? a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to Voice
13. "I believe feedback regarding the Quality of Specific Thoughts and Claims (e.g. good reasoning, interesting idea) is valuable."
a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, f) I'm not sure what quality of specific thoughts and claims refers to
14. Which type of feedback did you find most effective when receiving feedback regarding the Quality of Specific Thoughts and Claims?
a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to the Quality of Specific Thoughts and Claims, e) I'm not sure what quality of specific thoughts and claims refers to
15. "I believe feedback regarding Procedure and Technique (e.g. nice way to address this) is valuable."
a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, f) I'm not sure what procedure and technique refer to
16. Which type of feedback did you find most effective when receiving feedback regarding Procedure and Technique?
a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to Procedure and Technique, e) I'm not sure what procedure and technique refer to
17. "I believe feedback regarding Support/Evidence for Claims (e.g. insufficient proof, give an example, well supported) is valuable."
a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, f) I'm not sure what support/evidence for claims refers to
18. Which type of feedback did you find most effective when receiving feedback regarding Support/Evidence for Claims?
a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to Support/Evidence for Claims, e) I'm not sure what support/evidence for claims refers to
19. "I believe feedback regarding Clarification (e.g. what does this mean?, clarify, why?) is valuable."
a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, f) I'm not sure what clarification refers to
20. Which type of feedback did you find most effective when receiving feedback regarding Clarification?
a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to Clarification, I'm not sure what clarification refers to
21. "I believe feedback regarding Sentence Structure/Style (e.g. too long, effective summary, good paragraph) is valuable."
a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, f) I'm not sure what sentence structure refers to
22. Which type of feedback did you find most effective when receiving feedback regarding Sentence Structure/Style?

a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to Sentence Structure/Style, e) I'm not sure what sentence structure/style refers to

23. "I believe feedback regarding Word Choice/Phrasing (e.g. awkward, wordy, well put) is valuable."

a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, f) I'm not sure what word choice/phrasing refers to

24. Which type of feedback did you find most effective when receiving feedback regarding Word Choice/Phrasing?

a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to Word Choice/Phrasing, e) I'm not sure what words choice/phrasing refers to

25. "I believe feedback regarding Missing Words and Pieces (e.g. add sentence, word needed) is valuable."

a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, (f) I'm not surw what missing words/pieces refers to

26. Which type of feedback did you find most effective when receiving feedback regarding Missing Words and Pieces?

a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to Missing Words and Pieces, e) I'm not sure what missing words/pieces refers to

27. "I believe feedback regarding Grammar/Punctuation (e.g. delete commas, fragment, run-on, verb tense) is valuable."

a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, f) I'm not sure what grammar/punctuation refers to

28. Which type of feedback did you find most effective when receiving feedback regarding Grammar/Punctuation?

a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to Grammar/Punctuation, e) I'm not sure what grammar/punctuation refers to

29. "I believe feedback regarding Spelling/Typos is valuable."

a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, f) I'm not sure what spelling/typos refers to

30. Which type of feedback did you find most effective when receiving feedback regarding Spelling/Typos?

a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to Spelling/Typos, e) I'm not sure what spelling/typos refers to

31. "I believe feedback regarding Technical Style (e.g. check format, check style) is valuable."

a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, f) I'm not sure what technical style refers to

32. Which type of feedback did you find most effective when receiving feedback regarding Technical Style?

a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to Technical Style, e) I'm not sure what technical style refers to

33. "I believe feedback regarding References/Citations (e.g. citation needed, source?, good sources) is valuable."

- a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, f) I'm not sure what references/citations refers to
34. Which type of feedback did you find most effective when receiving feedback regarding References/Citations?
- a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to References/Citations, e) I'm not sure what references/citations refers to
35. "I believe feedback regarding Invitations to Discuss Paper/Topic (e.g. if you want to talk more about this contact me) is valuable."
- a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, f) I'm not sure what discuss paper/topic refers to
36. Which type of feedback did you find most effective when receiving feedback regarding Invitations to Discuss Paper/Topic?
- a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to Invitations to Discuss Paper/Topic, e) I'm not sure what discuss paper/topic refers to
37. "I believe feedback regarding Personal Expressions and Advice (e.g. I found the same thing, if I were you I might...) is valuable."
- a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, f) I'm not sure what personal expressions/advice refers to
38. Which type of feedback did you find most effective when receiving feedback regarding Personal Expressions and Advice?
- a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to Personal Expressions and Advice, e) I'm not sure what personal expressions/advice refers to
39. "I believe feedback regarding Scholarly Advice (e.g. if you want to know more about this check...) is valuable."
- a) strongly disagree, b) disagree, c) neutral, d) agree, d) strongly agree, e) I'm not sure what scholarly advice refers to
40. Which type of feedback did you find most effective when receiving feedback regarding Scholarly Advice?
- a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to Scholarly Advice, e) I'm not sure what scholarly advice refers to
41. "I believe feedback regarding Road Maps (e.g. see above, ditto, same as before) is valuable."
- a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, f) I'm not sure what road maps refers to
42. Which type of feedback did you find most effective when receiving feedback regarding Road Maps?
- a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to Road Maps, e) I'm not sure what road maps refer to
43. I believe feedback regarding Tracking Marks (e.g. underline, check marks) is valuable."
- a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, f) I'm not sure what tracking marks refers to
44. Which type of feedback did you find most effective when receiving feedback regarding Tracking Marks?

a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative to Tracking Marks, e) I'm not sure what tracking marks refers to

45. "I believe feedback regarding Rubric/Grading Sheets (e.g. comments related to grading criteria) is valuable."

a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, f) I'm not sure what rubric/grading sheets refer to

46. Which type of feedback did you find most effective when receiving feedback regarding Rubric/Grading Sheets?

a) written, b) audio, c) a combination of the two, d) I do not receive feedback relative on rubrics/grading sheets, e) I'm not sure what rubric/grading sheets refer to

48. "I believe other types of feedback (described in 22a) is valuable."

a) strongly disagree, b) disagree, c) neutral, d) agree, e) strongly agree, f) I'm not sure what other types of feedback refer to

50. Did you receive any feedback that you were not able to understand? If not, you are done. If yes, did unidentifiable feedback appear in (mark all that apply):

a) written, b) audio, c) a combination of the two