

**Assessment Feedback and Emotional Support: Insights from a Case Study of  
Teacher Beliefs and Practices in Remote Teaching  
during the COVID-19 Pandemic**

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### **Abstract**

This article offers insights from a case study into teacher beliefs and practices regarding assessment feedback in remote teaching during the COVID-19 pandemic. While previous studies have suggested that teacher feedback is useful for assessing and enhancing student learning, what we have learnt from this case study, based on interviews and feedback comments of a university lecturer, is that this lecturer gave considerable priority to exploiting feedback as emotional support for students during the period of social isolation or lockdown in response to the pandemic. It was also found that there was a subtle change in her belief as reflected in the contextual nature of assessment feedback practice: the lecturer emphasized the positive role of peer interaction despite her initial belief about students' lack of readiness and capacities to participate in peer feedback. The foci and purposes of assessment feedback appear to have been reshaped by the pandemic. This article highlights the complex interrelationships between personal and contextual factors in feedback provision, especially during times of crisis.

*Keywords:* Assessment feedback as emotional support, assessment feedback for emotional support, remote teaching, translation education, teacher beliefs

### **Introduction**

The COVID-19 pandemic witnessed upheavals in the education system when university campuses around the world closed and all learning, teaching and assessment activities migrated to online domains (Moorhouse, 2020; Watermeyer et al., 2020). This abrupt shift from face-to-face contexts to *remote learning* is essentially different from *planned online learning* (Moser et al., 2020). Research shows that the hasty online migration is engendering significant dysfunctionality and disturbance to teachers' pedagogical roles and personal lives (Moorhouse, 2020). The sudden change is

particularly difficult to cope with for many teachers who have limited experience with online teaching (Moser et al., 2020). The ‘forced’ process of responding to such abrupt changes can understandably be more challenging for those less tech-savvy teachers who were born before the spread of digital technology and who were not exposed to its use at an early age.

One central aspect of education subjected to an abrupt shift to online teaching is the implementation of feedback. Feedback has long been recognized as one of the major influences on student learning (Hattie & Timperley, 2007). Not only does feedback enhance students’ academic performance (Bitchener & Knoch, 2010; Murillo-Zamorano & Montanero, 2018); it has also been found to be useful to increase learner motivation and develop a multitude of students’ learning skills such as self-regulated learning (Hattie & Timperley, 2007; Nicol & Macfarlane-Dick, 2006). The design and implementation of feedback is, however, not always straightforward. There are several factors or complications to consider when it comes to providing feedback activities, including, for example, how teachers align their beliefs with feedback practice (e.g., Lee, 2008a; Lee, 2008b; Wang et al., 2016) and how students respond to the feedback they receive (e.g., Man et al., 2021; Man et al., 2022; Storch & Wigglesworth, 2010; Winstone et al., 2017). From a pedagogic perspective, it is important for teachers to be conscious of the thoughts and principles that guide their teaching practice so that they can make informed decisions about their instructional choices (Larsen-Freeman, 2000). Research has, however, suggested incongruity between teacher beliefs and their feedback practices (see e.g., Cheng et al., 2021; Ferris, 2014; Lee, 2008a; Mao & Crosthwaite, 2019). Such incoherence can be expected to be further exacerbated in the case of newly introduced or officially imposed modes of teaching practice, such as the recent unplanned yet necessary transition from traditional face-to-face teaching to remote teaching due to the pandemic, which has not been well known to date.

This article reports on a case study that was conducted to examine how a teacher responded to remote teaching and her feedback practice in relation to her beliefs and actions. With limited experience with online teaching, the teacher was forced into a sudden shift from face-to-face teaching to remote teaching. While previous studies have addressed remote teaching, relatively few of them considered such a forced shift to remote teaching and even fewer studies explored how an experienced teacher who had limited remote teaching experience adapted to such a sudden change. Drawing upon data from interview and feedback comments, the study considers the link between the focal participant’s feedback beliefs and practices and to what extent her practice matched her beliefs about good feedback practices. A major finding of the study, as will be discussed later, turned out to be that the teacher exploited feedback as and for emotional support, and helped her students to work with emotions. Insights of this kind contribute to our understanding of the complex interrelationships between personal and contextual factors in feedback provision especially during times of crisis. The article concludes by considering some implications for feedback research and practice.

## Literature Review

### Understanding Assessment Feedback

#### *Sources of Feedback*

Traditionally the teacher has been the major source of feedback. Increasingly, with the popularity of formative assessment, peer feedback has been proposed to promote student learning (Lundstrom & Baker, 2009; Topping, 2010), although the effectiveness of peer feedback has often been observed to be dependent on proper training (Min, 2006). Other sources of feedback include automated feedback generated by computer (e.g., Cheng, 2017) and student self-assessment (e.g., Han & Fan, 2020; Li, 2018). All these forms of feedback are now widely used in higher education.

#### *Purposes of Feedback*

The literature has documented a multitude of purposes of feedback. For example, Price et al. (2010) listed five major purposes of feedback: correction, reinforcement, forensic diagnosis, benchmarking and longitudinal development (feed-forward). These purposes of feedback are associated with two approaches to assessment feedback: assessment *of* learning and assessment *for* learning. Forensic diagnosis and benchmarking represent assessment *of* learning whereas correction, reinforcement and feed-forward represent assessment *for* learning. A third approach that has now become popular is assessment *as* learning, which emphasizes the active role that students play in monitoring, evaluating, and assessing their own learning (Lee et al., 2019). It has been suggested that peer feedback is one useful way of implementing assessment *as* learning as it promotes students' social control, active participation and their ability to conduct assessment (Gielen et al., 2011).

#### *Foci of Feedback*

According to Hattie and Timperley (2007), feedback can be focused on four levels: feedback about the task, about the processing of the task, about self-regulation, and about the self as a person. These four levels are related to the diverse purposes of feedback noted earlier. Kumar and Stracke (2007) identified three functions of written feedback: referential, directive and expressive. Referential feedback focuses on editorial, organizational, and content matters, directive feedback can be divided into suggestions, questions, and instructions, and expressive feedback offers praise, criticism, or an opinion of the feedback provider. While referential and directive feedback target student performance, expressive feedback can have an impact on teacher-student interactions and the emotions of students (Fong et al., 2016; Hyland & Hyland, 2001).

#### *Delivery of Feedback*

The effectiveness of feedback is often associated with the type of feedback and the timing of delivery (Attali & van der Kleij, 2017). For example, immediate feedback tends to be more effective with tasks involving automatic information processing whereas

delayed feedback leads to greater improvement with tasks involving effortful processing (King et al., 2000). It is not only about when to provide feedback, but also whether there is an opportunity for students to act on the received feedback in their ensuing work. Assessment designs that allow students to engage with feedback in a long term are expected to be most facilitative of learning (Carless, 2019). Feedback can be delivered in multiple mediums, for example, oral and written feedback as well as the more innovative ways of feedback practice such as audio feedback (Gould & Day, 2013) and video feedback (Mahoney et al., 2018).

### **The Relationship between Teacher Beliefs and Practice**

The relationship between teacher beliefs and practice has been extensively studied in the field of language teaching research (e.g., Cheng et al., 2021; Borg, 2003; Ferris, 2014; Lee, 2008a). It is established in the literature that teachers' beliefs influence their teaching practices (Borg & Al-Busaidi, 2011). While the links between teacher beliefs and practice are expected to be coherent (Larsen-Freeman, 2000), there is evidence of tensions between what teachers believe in and what they do (Ferris, 2014; Phipps & Borg, 2009). In some cases, teachers may not be clear about their stand on teaching (Larsen-Freeman, 2000) while in many other cases, teachers fail to truly apply their beliefs because of lacking expertise or due to a range of contextual factors (e.g., a prescribed curriculum, time constraints, high-stakes examinations, student preferences, classroom management concerns, and time constraints) (see Phipps & Borg, 2009).

Assessment feedback is a key component of language teaching. While there is a growing body of research on teacher beliefs and practice regarding feedback (Brown et al., 2012; Lee, 2008a; Mao & Crosthwaite, 2019), relatively few studies have considered how teachers transform their conceptions of assessment feedback, for example, from the more traditional approach of assessment *of* learning to assessment *for* learning. Even less research is concerned with assessment practices in online teaching. Needless to say, not much is known about teachers' assessment feedback practices during times of crisis such as the COVID-19 pandemic. Three studies may be highlighted here for their relevance. Hanan et al. (2022) investigated the strategies used by five lecturers when they were giving online written corrective feedback during the pandemic. The data were based on what was reported by the lecturers through interviews in relation to their opinions on the relative effectiveness of different strategies in online feedback giving.

Leung et al. (2022) examined whether and to what extent teachers' feedback practices in dental education have changed as a result of the global pandemic. The data were collected through a questionnaire and four focus groups. The results, based on the responses of 67 participants from 12 countries, suggested that the shift to online learning has encouraged a greater emphasis on the teaching of small groups and student-centred learning, increased use of technology, and greater awareness of different ways of feedback delivery. Another study by Panadero et al. (2022) also considered changes in assessment practices during the pandemic. Based on a self-report survey involving 936 teachers, the study showed mixed results, with the delivery of feedback remaining similar prior to the pandemic and self and peer assessment practices declining.

The present study contributes to this body of research by exploring how a veteran teacher (specifically, a university lecturer) responded to the sudden unplanned, remote

teaching, including her feedback practices, due to the COVID-19 crisis and to what extent her practice matched her beliefs about good feedback practices.

## **Method**

### **Setting and Focus of the Study**

This article is, as mentioned earlier, based on a case study. We acknowledge that there are limitations with case studies, but we also agree with Tight (2017) that a case study enables a holistic understanding of an issue. Further, as Duff (2008, p. 19) pointed out, a well-conducted case study reveals “a more complex portrayal of the research participant as a multifaceted social being”, rather than simply serving as a site for research. In our specific context, conducting a case study has the important advantage of being feasible, which is particularly suited during a pandemic when time and resources are limited.

This article is based on a case study of a translation lecturer at a public university in Malaysia with a focus on when, where, and how she provided assessment feedback to her students during the COVID-19 pandemic and whether and to what extent her teaching practice aligns with her beliefs about assessment feedback. From February to June 2020, the lecturer was involved in teaching two translation courses to four groups of undergraduates and supervising four students who were doing their final year writing project on translation. With COVID-19 being declared a pandemic, a Movement Control Order (MCO) was put in place nationwide in the country from 18<sup>th</sup> March 2020 and all teaching was in effect to be carried out remotely from 18<sup>th</sup> of March until further notice at that time. Before this, this lecturer had experience using a Moodle-based e-learning management system to upload teaching materials, sometimes including video files, and receive submissions from students amongst other things. She managed all this quite comfortably and never ventured much further to try out other features on the Moodle system for fear of not knowing how to handle them.

When the COVID-19 pandemic struck and the university was expected to do both synchronous and asynchronous teaching, the lecturer could manage with the asynchronous teaching as the Moodle system had prepared her for it but she was not ready for the synchronous online teaching as she was unfamiliar with online platforms like Google Meet/Hangouts, Zoom and Microsoft Teams. The university did move swiftly in providing support such as offering online workshops and written guidelines on how these platforms could be used and the lecturer, like many of her other colleagues, was eventually learning to use Google Meet for her synchronous teaching throughout the semester.

### ***Context and the Participant***

As noted earlier, the study was conducted at a public university in Malaysia. The lecturer holds a PhD in Translation Studies. She has been teaching at the university for over 30 years. She self-rated her digital literacy at 3 on a scale of 5 (1- Very Poor; 2 - Poor; 3 – Average; 4 - Good; 5 -Very Good). Prior to COVID-19, the lecturer had never heard of online platforms like Zoom or Google Meet except for Skype which she had

used only once in 2016 when she was conducting a supervision session.

The lecturer was approached to be the focus of this study for two main reasons. First, she has substantial teaching experience (i.e., over 30 years of teaching experience). This would allow a good exploration of teacher beliefs and practices with regard to assessment feedback. Second, she identified herself as not being a digital native but a digital immigrant. Possible challenges in handling remote teaching and learning can therefore be expected.

### ***Data Collection and Analysis***

The data used for this study include the focal participant's written responses to interview questions, and the feedback comments she provided to her students. The interview was designed to solicit the focal participant's beliefs about assessment feedback. Probing techniques were employed in the interview and follow-up questions were raised where necessary to elucidate her beliefs (Brinkmann, 2013). The analysis of the interview excerpts was informed by the framework of feedback established as a part of the literature review. The actual feedback practices were perused by looking at the feedback comments the focal teacher provided in writing. As mentioned, the interview included in this article were written responses from the participant. All words, including the tone of formality, were unedited and provided as they were by the participant.

## **Results**

### **Beliefs about Sources of Feedback**

The focal participant believed that all sources of feedback are legitimate as long as the supplied feedback is intended to help students to grow and improve. Specifically, she viewed peer feedback as a source of emotional support:

I ... believe that it is important to get peer feedback with regard to how students are coping with the course, on how they are getting along with their team members on an assignment – it will be beneficial for students to share and hear from one another about each other's struggles and difficulties in handling their academic work as this could help build a sense of empathy and better support for one another. This is especially needed at a time when the pandemic has put students in a state of relative isolation and all sorts of new demands as they remain cloistered for most part within the four walls of their homes.

However, desirability of a learning activity is one thing, and its feasibility is another (see, e.g., Borg & Al-Busaidi, 2011). While the focal participant believed in the value of peer feedback, she had her reservation about the implementation of peer feedback among the students she taught. She indicated that the effectiveness of peer feedback is subject to a number of factors:

Peer feedback is definitely beneficial but is dependent on the class composition in terms of students' capabilities. In a class where students' levels of proficiency, cognitive ability, confidence levels, etc. are vastly different from one another, equally helpful feedback might not be possible.

She felt that her students generally lacked the motivation and capacity required for peer feedback activities. In other words, she had concerns about the feasibility of orchestrating peer feedback among her undergraduate students.

### **Purposes and Foci of Feedback**

The following interview excerpt indicates the focal participant's purpose in her feedback giving:

The purpose of feedback is to help students to assess the extent to which they have grasped, or understood an aspect/a concept/a process they had learnt in class. If a student's understanding matches the teacher's feedback and s/he is commended for it, it serves as affirmation and would help the student to continue confidently towards the next part of the teaching point or task that is set. If the feedback shows that there is a mismatch with the student's understanding, then it leads the student to work towards further refining his/her understanding. In other words, feedback is aimed at getting students to confirm the level of understanding they have achieved so that they know the next step to take in their learning process.

Her feedback was intended to support and fulfil students' longitudinal developmental needs, a point which was also highlighted by Price et al. (2010).

While teacher feedback is useful for assessing and enhancing student learning (e.g., Price et al., 2010), one important finding of the present study is that the participant also considered feedback to be of utmost importance in encouraging and motivating students to learn. She would provide encouraging words even when a student gave an inaccurate answer:

It is good you made that mistake because it is easy to confuse the two things so let's see how they differ by looking at more examples.

The focal participant purposefully used teacher feedback to offer emotional support for students:

Feedback was also given to encourage and motivate students to keep their spirits up as they have been doing everything online since March 2020 – I therefore always have words of praise for good answers, relevant examples and well-done translations.

It seems that the priority of teacher feedback for the focal participant in this study during the COVID-19 pandemic shifted from assessment for learning to emotionally supporting students. She noted that her students had to tackle all kinds of challenges in online learning and some were even going through depression from the lack of social contact. She emphasized the need to lift her students' spirits through positive feedback comments. Similarly, the focal participant noticed peer interaction as a major source of emotional support for the students during the COVID-19 quarantine. In this extreme scenario, the interaction among students had become one of the few social activities. In addition, when the students knew about how each other was learning, they would be more informed about their own progress and feel less anxious than otherwise.

## **The Teacher Beliefs and Actual Feedback Practices**

The focal participant emphasized the timeliness of feedback delivery:

In the case of feedback for weekly tasks, it is best given within a week after a task is set, and students have submitted their answers.

She believed that timely feedback would help to prevent students from repeatedly making the same mistake. She believed that detailed feedback is more useful than numeric scores:

Most times, I give relatively detailed comments in writing and verbally (face to face or via audio). The scores are important, but not as important as the detailed explanations as to the strength and weaknesses in a piece of work.

She considered face-to-face oral feedback to be the best form of feedback as it creates space for dialogue between the students and the teacher whereby students were allowed to seek clarification and to discuss related matters that students were interested in. For example, such oral feedback is often given to relatively straightforward questions during regular teaching sessions inside the classroom. When face-to-face feedback is not possible, she still favoured audio feedback over written feedback for two reasons: it is less time-consuming for her to orally construct the feedback and for the students to listen to the feedback comments.

We found that it was challenging for the focal participant to translate all her beliefs into practice for reasons of feasibility. For example, she managed to respond to student work in a timely manner for most of the time, but heavy workload towards the end of a semester delayed her feedback. Also, detailed feedback was not possible for each and every one of her students:

... being able to give every student the time to point out his/her specific strength/s or aspects that could be improved in his/her individual work would have been great but unfortunately it was not something I had time for.

In other contexts, the participant made use of multiple forms of feedback (see Figures 1 and 2):

The oral feedback was given during online classes and when it came to individual students, writing to me then I alternated between written feedback and recorded responses via WhatsApp.

Figure 1  
*Example 1 of Online Feedback Comments*

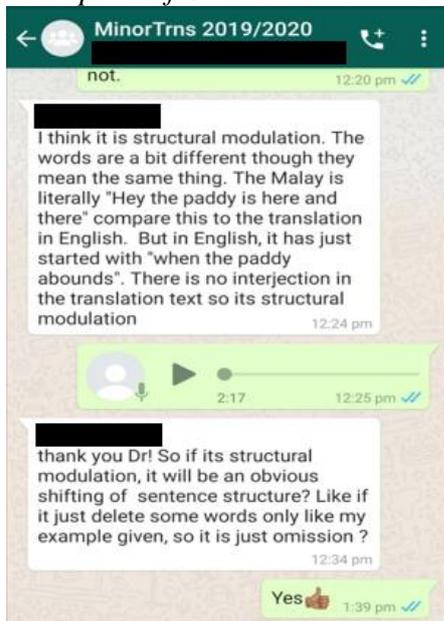
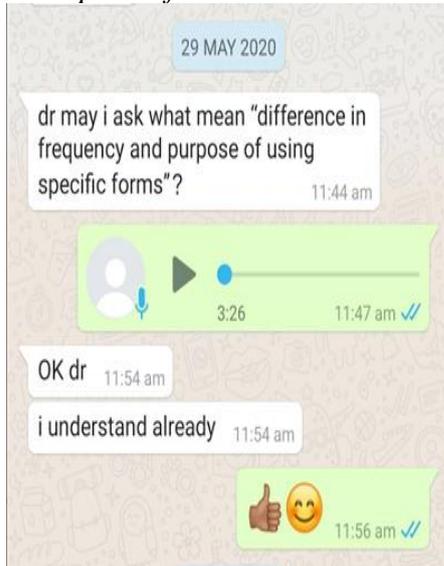


Figure 2  
*Example 2 of Online Feedback Comments*



While she believed she favoured oral feedback over written feedback, in practice she also used written feedback when responding to students through instant messengers.

The focal participant has, to a great extent, implemented her beliefs about assessment feedback. She believed that feedback was to be constructive and never to be sarcastic or condescending when unsatisfactory work or poor answers are given. A written feedback example illustrating her feedback practice is given in Figure 3:

Figure 3  
*Example of Written Feedback Comments*

*While the conclusion above is fine, you must also summarize the findings in relation to your two Research Questions.*

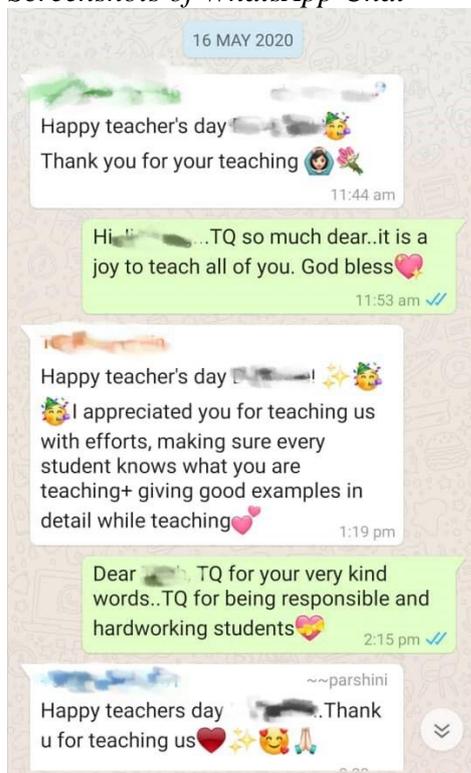
*Also, place the strategies of translation used for each sample according to Gottlieb's list above each table although you have mentioned them in your discussions...this must be clearly highlighted as it is important to answer RQ1. To conclude on the most frequently used strategies and the least used and why this is so.*

*And, see if some of the comments you made in your conclusion can be related to RQ2 – I think it was about effectiveness of the translation...pls check carefully with what you had said in your proposal.*

***On the whole, you have worked hard on the analysis...good work...now do the last bit of improvements and also edit the English a bit more...still some grammatical errors.***

The participant also noted that the wellbeing of the students was one of the foremost matters on her mind. In cases where she was bombarded with unending queries, she made it a point to be cordial to her students. At one point, she sent the feedback given to one student to another student when both of them made similar queries in an attempt to save herself from being over-exhausted while she could stay committed to the need and importance of feedback provision. The reward of such an attitude and commitment to student learning brought back many words of appreciation from the students as a whole. Figure 4 shows some of the messages she received near the end of the semester.

Figure 4  
*Screenshots of WhatsApp Chat*



Practical constraints did, however, prevent the participant from fully committing to her own beliefs in her practice. For example, while placing an emphasis on timely feedback, the heavy teaching workload of the participant means her feedback had to delay. She also believed in the value of elaborate feedback on student work. She pointed out though that she was not able to offer detailed feedback given the time taken to prepare for online classes. The absence of the same amount of time for face-to-face communication as in the classroom, which usually allows immediate feedback, also resulted in her having to construct and deliver written feedback through the Internet, which increased the workload. It seems that working from home had created even more work than before.

Another concern of the participant with regard to translating beliefs into action relates to the implementation of peer feedback. While the focal participant recognized the value of peer feedback, she did not implement it during her online teaching. This decision was made in consideration of her students' multiple challenges and university policy. The difficulties that her students were confronting include poor internet connection, lack of mobile devices, inadequate mobile data, and distractions on the home front when their classes were on. An example is one incident that took place in an online class where a summative assessment was administered. On that day, one of the participant's students had to take care of her Down-syndrome brother while the student's mother had gone out. The student could not complete the assessment as a result, because she had to manage her brother who was throwing tantrums at the time when the assessment took place. The participant then allowed this particular student to have more time than her other students to complete the assessment.

The apparent mismatches between the participant's feedback beliefs and practices reflect the multitude of challenges of implementing feedback online, which is further complicated by the quarantine during the pandemic. The major concern is no longer limited to the often-quoted issues in the literature such as the nature, quality, and delivery of feedback (see e.g., Hyland & Hyland, 2001; Nakata, 2014). Rather, the 'new normal' of the COVID-19 pandemic has considerably changed the nature and process in which feedback is practised.

## **Discussion**

This case study is unique in that it considers a translation lecturer's beliefs and practices of assessment feedback in her sudden switch to remote teaching during the COVID-19 pandemic. The results suggest that usual practices of assessment feedback may not be necessarily feasible when teachers and students are suddenly forced into unplanned remote teaching. In this study, the focal lecturer's feedback shifted from a focus on promoting student learning to providing students with emotional support. This finding adds to the existing literature that has prioritized the effect of feedback on student performance (Hattie & Timperley, 2007). While previous studies have considered the interpersonal dimension of teacher feedback (e.g., Hyland & Hyland, 2019), the context has often been in planned face-to-face classroom teaching and the focus has been on the impact of emotionally-charged feedback on student responses (see, e.g., Hyland & Hyland, 2010). However, in this case study, the focal participant gave considerable priority to the role of feedback in catering for the emotional needs of students. Our study demonstrates that teachers can make use of feedback as a tool to foster positive emotions in students in consideration of the social isolation caused by the lockdown.

In the interview, the focal lecturer first indicated that students were not capable of providing peer feedback. However, at a later point, she recognized the importance of emotional support of peer interaction during the period of quarantine. As far as peer feedback is concerned, despite her prior belief about students' lack of readiness and capacities to participate in peer feedback, the participant in this case study interestingly emphasized the positive role of peer interaction. It seems clear that the foci and purposes of assessment feedback have been transformed by the pandemic, at least as shown in the present study. This subtle change in teacher belief reflects the contextual nature of assessment feedback practice (Chong, 2021) and how one's lived experience might shape perceptions of peer feedback (see e.g., Man et al., 2018). From an ecological perspective (van Lier, 2004), the changes in the ecosystem of translation teaching prompted the focal lecturer to respond and adapt her belief and practice regarding assessment feedback.

The shift from focusing on student learning to focusing on student emotions partly accounts for the tensions between teacher beliefs and their practices in feedback practice, especially in times of crisis. These results point to the need for sustainable ways of providing emotional support for students. In terms of pedagogy, Kaplan-Rakowski (2021) suggested that one way to prioritize emotional support is to make good use of both modes of synchronous and asynchronous video for communication and feedback. While synchronous videoconferencing can provide immediate feedback, asynchronous video provides greater flexibility in timing and longer reflection on the assignments. In the context of feedback giving, we have seen how the participant's use of textual and audio

recording functions in the WhatsApp group helped to facilitate feedback provision. This suggests the possibilities of learning about and resorting to best practices of chat messaging apps and other similar mobile apps for emergency remote learning (see, e.g., Lai, 2014; Martins et al., 2022).

There are several limitations to this study. Most notably, although this study successfully identified a university lecturer's beliefs and practices in feedback provision, the fact that it was based on a case study constrains our ability to generalize findings and may have led to fewer details than would be observed in a study involving a greater number of teachers or participants. The present study might be replicated or modified using a multiple case-study design in the future to consider personal and contextual factors which influence the beliefs and practices of novice and experienced teachers. Secondly, while the study suggested the teacher's well-meant intentions to support students emotionally during this pandemic, students' views were absent in this case. Although this is beyond the scope of the current study to consider students' perspectives, future research could examine how students feel and respond to teacher practices that are oriented toward their wellbeing. Finally, while using feedback as and for emotional support is most admirable or even necessary, how the teacher can best be supported during challenging times of this kind needs to be an agenda in language teaching research in general and in CALL/TELL research in particular. As Mercer (2021) recently reminded us, we have a collective responsibility to promote wellbeing of all members of language education, including teachers.

## **Conclusion**

This article has reported a case study of a university lecturer's beliefs and practices of assessment feedback in her online translation teaching during the COVID-19 quarantine. The findings of the study revealed how the focal participant adapted to the online teaching mode after the country launched a movement control. Apart from the purposes noted in the literature, the focal participant prioritized the role of feedback in providing the necessary emotional support for her students in her translation teaching. The findings of the study also suggest that teacher beliefs might not always translate into practice and that contextual factors would need to be considered.

The article has also highlighted emerging challenges in online teaching and the ensuing assessment feedback activities in a special period of quarantine. It is no easy job to tackle all issues that arise from the change of the medium of communication or interaction, and all members of language education, including both students and teachers, we have argued, need to be supported. We hope this article has also encouraged some teachers to pay attention to such issues as taking care of their own wellbeing during these challenging times.

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## **Appendix Interview Guide**

### Questions related to beliefs about feedback

1. What sources of feedback do you consider to be legitimate? Why?
2. What do you think of feedback other than teacher feedback?
3. What should be the purpose of feedback?
4. What should feedback contain? What should be the focus of feedback?
5. When is feedback best delivered?
6. How is feedback best delivered?
7. Which forms of feedback do you consider to be effective?
8. Do you have a benchmark or a set of criteria for providing feedback? If yes, what is your benchmark and how have you formed such a benchmark?
9. What constraints do you feel when providing feedback?

### Questions about feedback practice

1. Could you share your experience of feedback in your online teaching during the COVID-19? What difficulties did you encounter? How did you tackle these difficulties?
2. What did the feedback supplied to your students contain?
3. What was the focus of the supplied feedback?
4. When was the feedback delivered?
5. How was the feedback delivered?
6. Did the students have the opportunity to incorporate the received feedback into their ensuing work?
7. Do you perceive any difference between your beliefs about feedback and your actual feedback practice? If yes, what are the differences? And what contributes to such differences?