

This questionnaire has been designed to allow you to describe, in a systematic way, how you go about learning and studying. The technique involves asking you a substantial number of questions (104) which overlap to some extent to provide good overall coverage of different ways of studying and completing assessment items. Every question just requires that you choose a radio button, not type a long answer. The aim of this question set is to find out how we can increase variation and student choice in assessment (“empowered assessment”) without creating a situation that students find unpleasant, unfair, or stressful.

Many of the items are based on comments made by other students. We are interested in your opinions about these comments. Please respond truthfully, so that your answers will **accurately** describe your **actual** ways of studying and completing assessment items, and work your way through the questionnaire quite quickly.

Just give your immediate response to the questions. Don’t spend lots of time thinking about each one.

Of course, your responses will remain de-identified, even if you put your email address at the end to get feedback.

#### **A. Initial data collection**

INIT 1. What is your enrolled program of study?

- a) B.Sc.
- b) B. Biomed sci (including logic to pass students to “thank you” page if they are not part of these two degree programs).

INIT 2. How many semesters of study have you completed in your higher education (at UQ or otherwise). Please include Sem 2 of 2010 as a completed semester if you did courses this semester.

- a) 1
- b) 2
- c) 3
- d) 4
- e) 5
- f) 6
- g) 7
- h) 8 or more

INIT 3. Rank the following in order of importance (1 = most important, 4 = least important):

The actual role of the lecturer is to:

- a) impart knowledge previously learnt by the lecturer to the students
- b) facilitate ways for the students to obtain knowledge
- c) conduct research and impart the latest developments to the students
- d) ensure the students obtain a degree

INIT 4. Rank the following in order of importance (1 = most important, 4 = least important):

I think the role of the lecturer should be to:

- a) impart knowledge previously learnt by the lecturer to the students
- b) facilitate ways for the students to obtain knowledge
- c) conduct research and impart the latest developments to the students
- d) ensure the students obtain a degree

## B. Approaches to studying

The next part of this questionnaire asks you to indicate your relative agreement or disagreement with comments about studying at University that have been made by other students.

Please work through the comments, giving your **immediate** response. In deciding your answers, think in terms of **your general attitude to your university studies, rather than a particular course or lecturer.**

It is also very important that you answer **all** the questions. Survey monkey will let you know if you have missed any.

*5 means agree , 4 = agree somewhat, 3= unsure 2 = disagree somewhat, 1 = disagree*

*Try not to use 3 = unsure, unless you really have to.*

1. I manage to find conditions for studying which allow me to get on with my work easily.
2. When working on an assignment, I'm keeping in mind how best to impress the marker.
3. Often I find myself wondering whether the work I am doing here is really worthwhile.
4. I usually set out to understand for myself the meaning of what we have to learn.
5. I organise my study time carefully to make the best use of it.
6. I find I have to concentrate on just memorising a good deal of what I have to learn.
7. **If I could mark my own work I would really think about how well it met the assessment criteria**
8. **I worry that I will fail my courses**
9. I look at the evidence carefully and try to reach my own conclusion about what I'm studying.
10. **I don't want other students to see my work because it might give them an advantage over me**
11. I try to relate ideas I come across to those in other topics or other courses whenever possible.
12. I tend to read very little beyond what is actually required to pass.
13. **Designing my own assessment item would really make me think about the important content and ideas in a course**
14. I think I'm quite systematic and organised when it comes to revising for exams.
15. I look carefully at the feedback on my assignments to see how to get higher marks next time.
16. There's not much of the work here that I find interesting or relevant.
17. When I read an article or book, I try to find out for myself exactly what the author means.
18. I'm pretty good at getting down to work whenever I need to.
19. Much of what I'm studying makes little sense: it's like unrelated bits and pieces.
20. **I frequently use the assessment section of the electronic course profile for my courses**
21. When I'm working on a new topic, I try to see in my own mind how all the ideas fit together.
22. **When I'm working in a group on an assignment, I feel inadequate.**
23. Often I find myself questioning things I hear in lectures or read in books.
24. **Being able to design my own assessment item would make a boring topic more interesting to me**
25. I concentrate on learning just those bits of information I have to know to pass.
26. **If I could choose between two assessment items in a course I would choose the one that would be most thought provoking, even if it looked difficult.**
27. I'm good at following up some of the reading suggested by lecturers or tutors.
28. I keep in mind who is going to mark an assignment and what they're likely to be looking for.
29. When I look back, I sometimes wonder why I ever decided to come to this university.
30. When I am reading, I stop from time to time to reflect on what I am trying to learn from it.
31. I work steadily through the term or semester on assessment items, rather than leaving them until the last minute.
32. I'm not really sure what's important in lectures so I try to get down all I can.
33. Ideas in course books or articles often set me off on long chains of thought of my own.
34. **Before starting work on an assignment, I first read the assessment criteria.**
35. **&Even if I was properly trained, I would not feel able to mark the work of another student**
36. When I read, I examine the details carefully to see how they fit in with what's being said.
37. **Unofficially marking the work of other students in my course (to give them feedback) would be helpful for my learning**
38. I gear my studying closely to just what seems to be required for assignments and exams.
39. **Getting feedback from other students on my work would help me think about the quality of my**

## learning

40. I usually plan out my week's work in advance, either on paper or in my head.
41. I keep an eye open for what lecturers seem to think is important and concentrate on that.
42. IC If I could choose between two assessment items in a course I would choose the one that looked easier.
43. Before tackling a problem or assignment, I first try to work out what lies behind it.
44. I generally make good use of my time during the day.
45. I often have trouble in making sense of the things I have to remember.
46. I like to play around with ideas of my own even if they don't get me very far.
47. **When I finish a piece of work, I check it through to see if it really meets the assessment criteria.**
48. **If I had to choose between two different assessment items in a course, I would worry that I had chosen the wrong one**
49. It's important for me to be able to follow the argument, or to see the reason behind things.
50. **If I handed in an assessment item that was over the word or page limit stated in the assessment criteria, I would still expect it all to be marked**
51. I like to be told precisely what to do in essays or other assignments.
52. **If I had appropriate training I think I could design a really fascinating assessment item for a course I have taken**

## C. Approaches to assessment and academics

53. I am confident that the UQ teaching staff are capable of assessing my work fairly
54. I would like some choice in the questions I could answer on an exam (eg: the exam would ask me to "answer question 1 or question 2, but not both")
55. I never have a decent draft of an assessment item until the day it is due
56. Generally, academics care about how much I learn
57. I always read all the feedback on my corrected assignments
58. For a given assessment task, I would like the choice of being assessed in one of several possible forms (eg: writing an essay, giving a poster, making a movie, or giving a talk).
59. I don't start working on my assessment items until I absolutely have to
60. If I marked my own work I would give myself more marks than I really deserved
61. Generally, academics only teach because they have to
62. I would feel confident that another student could officially mark my work if they were given appropriate training.
63. My preferred course would be one with lots of small assessment items that were not worth many marks each.
64. I receive enough feedback on my completed assessment items
65. I would like to be able to replace the final exam with an assignment for some of my courses
66. After I finish an assessment item, I put it aside for some time (eg: 1 or 2 days) then check it for quality before I submit it.
67. Peer marking is unfair
68. I would feel confident to officially mark my own work if I was given appropriate training
69. Generally, academics enjoy teaching
70. I usually give my assessment items to friends, family, or colleagues for their comments before I submit them
71. The teaching staff at UQ spend enough time marking my work
72. I completely understand the assessment criteria in my courses at UQ
73. Assessment criteria don't apply to items I submit for assessment. They will be marked on merit anyway.
74. The teaching staff give me enough explanation of what I should be doing for each assessment item
75. I am not interested in reading the work of other students
76. The teaching staff ignore the assessment criteria when they mark my work

## D. Preferences for different types of course, teaching, and assessment

5 means definitely like (✓) 4 = like to some extent (✓?) 2 = dislike to some extent (x?) 1 = definitely dislike (x). Try not to use 3 = unsure (??), unless you really have to, or if it cannot apply to you or your course.

77. lecturers who tell us exactly what to put down in our notes.
78. lecturers who encourage us to think for ourselves and show us how they themselves think
79. assessment methods which allow me to show that I've thought about the course material for myself.
80. assessment methods which only draw on the material provided in our lecture notes.

- 81 courses in which it's made very clear just which materials we have to read.
- 82 courses where we're encouraged to read around the subject a lot for ourselves.
- 83 courses where the assessment is all done individually
- 84 courses with group work and discussion as part of the learning activities, but not the assessment
- 85 courses with group work that is assessed
- 86 courses where I have the choice of which assessment items to do
- 87 courses where there is a democratic process in which students vote on which assessment items the whole class will do
- 88 courses where there is a democratic process in which students vote on the assessment criteria
- 89 courses where teaching staff mark all of the assessment items
- 90 courses where the teaching staff design and set all the assessment without student input
- 91 courses where peers mark each other's work anonymously (just for feedback purposes, not summatively)
- 92 courses where peers mark each other's work summatively. Marking would be anonymous, everyone would be trained in how to mark, marking would be uncalibrated.
- 93 courses where peers mark each other's work summatively. Marking would be anonymous, everyone would be trained in how to mark, and marking would be calibrated to remove variability and make the marking process fair
- 94 courses where I could mark my own work (with appropriate training) and have that mark checked by an academic

### **E. Scenario questions**

95. Typically, how long does it take you to collect your work once it has been marked and made available to you?
- a) I collect it as soon as I can once it has been released
  - b) I collect it within a week after it has been released
  - c) I collect it within a month after it has been released
  - d) I collect it when I get around to it
  - e) I don't collect it
96. If you were enrolled in a course where you could choose one of 3 different assessment items, where the chosen item was worth 20% of your overall assessment, would you feel comfortable making a choice?
- a) No, I would be stressed about making the right choice
  - b) Yes, I could choose the item I would be good at.
  - c) Yes, I could choose the item I found most interesting.
  - d) Yes, I could choose the item I found most interesting and I would be good at.
  - e) No, I think it is fairer if everyone has to do the same thing.
  - f) I'm not sure
97. What about if the chosen item was worth 80% of your overall assessment. Would you feel comfortable making a choice?
- a) No, I would be stressed about making the right choice
  - b) Yes, I could choose the item I would be good at.
  - c) Yes, I could choose the item I found most interesting.
  - d) Yes, I could choose the item I found most interesting and I would be good at.
  - e) No, I think it is fairer if everyone has to do the same thing.
  - f) I'm not sure
98. Consider the following two situations in which you are doing an assignment.

In situation 1 you are (i) provided with the assessment criteria in advance and (ii) asked to mark your own work and submit this mark to your lecturer with a justification for why you have given this mark.

In situation 2 you are (i) provided with the assessment criteria in advance and (ii) once you complete the assignment, you just hand it to your lecturer and they mark it without your input.

In which situation do you think you would work more closely to the assessment criteria for the assignment.

- a) Situation 1
- b) Situation 2

c) It would make no difference. I would still give the same amount of attention to the assessment criteria.

98. Imagine you and your classmates are all asked to mark an example assignment. You are given a detailed set of marking criteria.

After you have marked the essay you bring your comments with you to a regular session of your class.

In small groups with peers from your class you discuss how you marked with essay and why you gave the mark that you did.

Your group must come to a consensus on the mark for the assignment and report the mark to the other groups. The groups must then discuss their marks and come to a whole-class consensus on the appropriate mark.

After this process, you are asked to complete an assignment on a slightly different topic, but with the *same* marking criteria you just used for your previous marking exercise. You submit this written work for assessment.

Do you think this process would help you produce a better assignment?

Likert 1-3 (no help, some help, much help)

#### F. Final data collection

99. For every ONE hour of class and lab time that is listed for a course, (eg: 3L, 3P = 6 hours) how many hours of work do you do outside class time on average?

Hours;      0      0.5      1      1.5      2      2.5      3      3.5      4      4.5

100. Finally, please choose the number that is closest to your overall GPA so far

7      6.5      6      5.5      5      4.5      4      3.5      3      2.5      2      1.5      1

#### QUESTION SUBSETS- notes on colour coding:

**Monitoring effectiveness – ASSIST questions replaced with questions specifically related to assessing effectiveness via reference to the assessment criteria** 7. 20 34. 47.

**Achieving- ASSIST questions replaced with questions specifically related to personal achievement and motivation in assessment situations** 10. 24. 37. 50.

**Fear of failure – questions specifically replaced with questions about stresses associated with empowered assessment** 8. 22. 35. 48.

**Interest in ideas questions related to interest in ideas associated with designing and marking assessment** 13. 26. 39. 52

**Lack of purpose** - 3. 16. 29. 42. Individual changes in this sub scale:

Q42: NEW: If I could choose between two assessment items in a course I would choose the one that looked easier.

#### Confidence in the academic system

Self and peer marking

#### Assessment choice

#### Assessment behaviour