



[Researcher names and institution names will need to be modified to suit your context]

Questionnaire for Lecturers – Phase 3

RESEARCH PROJECT AND QUESTIONNAIRE/INTERVIEW INFORMATION:

You are invited to take part in this questionnaire and then an interview about your experience of rubric co-construction, its use and the effect this had on your students learning and your teaching.

Participation in this research is voluntary. It is completely up to you whether or not to participate. Only people who give their informed consent will be included in the study. If you agree to participate you may withdraw at any time without giving a reason. If you decide not to participate, or wish to withdraw from the project at any time, you will not be disadvantaged.

Your participation in this part of the project will take approximately 15min questionnaire and 60min interview. This research is supported by a grant to Avondale College of Higher Education, the University of Technology Sydney and Charles Sturt University from the Office for Learning and Teaching (OLT)/ Department of Education and Training (DET).

If you have any questions or comments about the research, please do not hesitate to contact us:

Associate Professor Maria Northcote: maria.northcote@avondale.edu.au, Dr Carolyn Rickett: carolyn.rickett@avondale.edu.au, Dr Peter Kilgour: peter.kilgour@avondale.edu.au. For those of you at UTS, contact Dr Sue Joseph: sue.joseph@uts.edu.au, or for those at CSU, contact Andrew Kilgour: akilgour@csu.edu.au.

Thank you in advance for taking the time to participate in this questionnaire. We appreciate your time and effort.

Regards, Prof Anthony Williams (Lead Investigator)

Dr Carolyn Rickett
Dr Peter Kilgour
Avondale College of Higher Education

Dr Sue Joseph
University of Technology Sydney

Dr John Seddon
Avondale College of Higher Education

CONSENT:

If you give your consent to participate in this survey, please select the **Yes** option below and print and sign your name. If you do not give your consent, please select the **No** option below.


☐ Yes

☐ No

Name: _____

Signature: _____

INSTRUCTIONS TO PARTICIPANT:

 Please answer all questions listed below.

A. Context questions (Questions about you)

1. What institution are you employed by?

- ☐ Avondale College of Higher Education
- ☐ Charles Sturt University
- ☐ University of Technology Sydney

2. What unit was involved in rubric co-construction?

3. What is your gender?


- ☐ Female
- ☐ Male
- ☐ Other
- ☐ Prefer not to answer

4. Which age group do you belong to?

- ☐ 21-35 years
- ☐ 36-45 years
- ☐ 46-55 years
- ☐ 56 and over

5. Do you speak a language other than English at home or when you communicate with your family?

- ☐ No
- ☐ Yes. Please specify _____

 Please continue with the questions on the following page.

☞ For each of the following statements indicate how strongly you agree or disagree with each statement.

- A score of **1 indicates that you strongly DISAGREE** with the statement or that it never describes your behaviour.
- A score of **4 indicates you strongly AGREE** with the statement or that it usually or always describes your behaviour.

	1 = Strongly DISAGREE			4 = Strongly AGREE
	1	2	3	4
6. Taking part in the co-construction of the rubric for this task helped the students' understanding of content of the unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Taking part in the co-construction of the rubric for this task helped the students feel invested in the unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Taking part in the co-construction of the rubric for this task helped the students feel their input was valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Using rubrics has been a common practice in previous units I have taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Using the rubric students helped co-construct made them feel more confident completing the task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Using the rubric they helped co-construct raised students' awareness of learning outcomes for this unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Using the rubric they helped co-construct enabled students be more deliberate in the way they planned for this task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Using the rubric they helped co-construct enabled students to understand how learning outcomes are measured.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I would recommend students help co-construct rubrics for set tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

☞ Please continue with the final questions on the following page.

👉 Finally, please answer the following questions:

15. What effects did co-constructing and using rubrics have on your students' learning?

16. Are there any other observations you would like to make about *using* the rubric you co-constructed?

Thank you for taking the time to answer these questions. We recognise that there are other ways you could be spending this time and appreciate your willingness to be involved. When you have completed this questionnaire please return it to the researcher who gave it to you.