



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

Questionnaire for Students – Phase 3

RESEARCH PROJECT AND QUESTIONNAIRE INFORMATION:

You are invited to take part in this questionnaire and then a focus group about your experience of rubric co-construction, its use and the effect this had on your learning. 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 15 min questionnaire and 60 min focus group. 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. Also, please see the attached Information Statement. Thank you in advance for taking the time to participate in this questionnaire. We appreciate your time and effort to help make this research a success. Adding your email below allows us to send you a letter of acknowledgement stating you participated in this research project.

Regards, Prof Anthony Williams (Lead Investigator)
Avondale College of Higher Education

Dr Carolyn Rickett, Dr Peter Kilgour, Dr Sue Joseph (UTS), 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.
If you do not give your consent, please select the **No** option below.

- Yes
- No

NAME: _____

EMAIL: _____ (for letter of acknowledgement)

SIGNATURE: _____

INSTRUCTIONS TO PARTICIPANTS:

☞ Please answer all questions listed below.

A. Context questions (Questions about you)

1. What institution are you enrolled in?

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

2. What degree are you enrolled in?

3. How much of your degree have you completed so far?

- One quarter or less
- Between one quarter and one half
- Between one half and three quarters
- More than three quarters of the degree

4. What is your gender?

- Female
- Male
- Other
- Prefer not to answer

5. Which age group do you belong to?

- 18-23 years
- 24-29 years
- 30-35 years
- 36 and over

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

- No
- Yes. Please tell us which other language _____

☞ 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
7. Taking part in the co-construction of the rubric for this task helped my understanding of content in this 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 me feel invested in the unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Taking part in the co-construction of the rubric for this task helped me feel my input was valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Using rubrics has been a common practice in previous units I have studied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Using the rubric I helped co-construct made me feel more confident completing the task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Using the rubric I helped co-construct raised my awareness of learning outcomes for this unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Using the rubric I helped co-construct helped me be more deliberate in the way I planned for this task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Using the rubric I helped co-construct helped me understand how learning outcomes are measured.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I would recommend students help teachers co-construct rubrics for assessment 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 give your answer the following questions:

16. What effects did co-constructing and using rubrics have on your learning?

17. Are there any other observations or comments 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 lecturer or researcher who is running the session.