

INVOLVING STUDENTS AND EXPERTS IN CREATING INSTRUMENTS FOR STUDENTS – THE EXAMPLE OF THE TEACHERS’ FEEDBACK PRACTICE QUESTIONNAIRE

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Within the framework of achievement goal theory, feedback is considered a fundamental factor in fostering students’ learning motivation (Ames, 1992). However, the number of empirical studies examining the link between teacher feedback and students’ motivation is limited. One of the main challenges in this research field is the lack of instruments measuring how teacher feedback influences the motivational climate. The aim of our research is to develop a self-report questionnaire for students on teachers’ feedback practices. The Teachers’ Feedback Practice Questionnaire is based on Hattie and Timperley’s (2007) feedback model and Koenka and Anderman’s (2019) principles regarding the motivational impact of teacher feedback. It includes seven subscales: task-focused, specific, self-referenced, self-regulation, normative feedback, feedback for next steps, and feedback about personal aspects. The development process consists of four stages: creating initial items, conducting student workshops, expert validation, and pilot study with students. This paper focuses on the stages of student workshops and expert validation. The research questions of the workshop include: first, examining the alignment of feedback types in the questionnaire with students’ perceived and reported classroom experiences; secondly, assessing to what extent students interpreted the questionnaire items covering the feedback types in accordance with the researchers’ intentions; and thirdly, determining the appropriateness of the language used in the questionnaire for the students. Participants comprised three Chinese and five Hungarian students. In the expert validation phase, the research question was centered on examining whether the questionnaire items were aligned with their intended feedback types in terms of relevance and clarity, and identifying necessary modifications to enhance the content validity. Five native Chinese-speaking education researchers were tasked with evaluating the content validity of the questionnaire’s Chinese version. From the student workshops, it was found that the self-regulation feedback scale was not entirely consistent with the students’ reported experiences and was therefore removed. Additionally, the workshops revealed that some students tended to conflate task-focused feedback with specific feedback. To address this, we implemented targeted revisions of wording to enhance the conceptual clarity between these two categories. In the expert validation phase, the experts’ review confirmed the relevancy and clarity of the questionnaire items, and their input was instrumental in refining the translation, enhancing the overall validity and reliability of the questionnaire for use in Chinese educational settings. Our results confirm the benefits of involving students’ and experts’ perspectives in the questionnaire development process to improve the content and ecological validity as well as the clarity of wording.

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