

Feedback in the Context of CBME in the Perspective of MBBS Phase II Students- A Cross Sectional Study

Vanitha.B¹, Subashini.S¹, Shivasakthy.M², Siva.P.M³, Amudha.V.P⁴

¹Assistant Professors, Department of Microbiology, Government Medical College
Tiruppur, India

² Director, Institute of Health Professions Education, Sri Balaji Vidyapeeth,
(Deemed to be University), Puducherry, India

³Associate Professor, Department of Community Medicine, Government Medical
College, Tiruppur, India

⁴ MHPE Scholar (Batch 2023), Department of Health Professions Education, Institute
of Health Professions Education, Sri Balaji Vidyapeeth, (Deemed to be University),
Puducherry, India

Abstract

Background: Feedback is identified as one of the key strategies for learning within Competency-Based Medical Education (CBME). Since the introduction of CBME in India in 2019, feedback has become an integral part of the undergraduate curriculum, with learners now receiving it on a routine basis.

Objectives of the study: This study was undertaken to analyse the Phase II MBBS students' perception of feedback, its purpose, value and preferences with the aim of improving teaching practices and strengthening student-faculty dialogue. **Methodology:** A cross-sectional survey was conducted among 172 Phase II MBBS students at Government Medical College, Tiruppur, using a pre-validated feedback perception questionnaire. **Results:** Students valued feedback to a great extent with 93.1% considering it crucial for their learning and 90.1% actively using it to improve future performance. Verbal feedback was preferred for its promptness and clarity. Individualized and timely feedback emerged as most effective for promoting improvement, motivation and learner engagement. Nearly 30% requested more individualised feedback, 23% wanted it to be delivered more encouragingly and 12% asked for greater frequency. **Conclusion:** Learners respond positively to feedback that is individualized, formative and sensitive to their emotional needs. When provided in a structured and empathetic manner, feedback can foster motivation, self-regulation and a sense of academic belonging. These results advocate the need for faculty development programs to deliver effective feedback within CBME framework.

Keywords: CBME, feedback, perception, individualised feedback

1. Introduction

Competency-Based Medical Education (CBME) initiated in India since 2019, is a deliberate move to align undergraduate medical training with the evolving demands of modern healthcare. This educational model insists on imparting essential competencies in medical knowledge, clinical skills, communication proficiency, ethical values and professional behavior required for an Indian medical graduate.¹ Within this approach, formative assessment with feedback plays a pivotal role in guiding learner development and ensuring the attainment of core competencies. In a system where assessment is continuous and formative, timely and constructive feedback becomes indispensable for identifying learning gaps and implementing corrective interventions to ensure core competencies are reliably attained. Beyond remediation, feedback serves as a tool for identifying strengths and areas for improvement thus providing guidance for learners to enhance their performance. Establishing a safe environment for feedback and understanding learners' perceptions are therefore essential to ensure that feedback interactions are constructive and truly beneficial to them.^{2,3} After routinely incorporating feedback during Phase II MBBS, this study set out to understand how students perceive its purpose, value and preferred formats, with the aim of providing insights that can help faculty make feedback more relevant and responsive to learners' needs in CBME.

2. Methods

2.1. Study design and Participants:

This cross-sectional study was conducted among Phase II MBBS students at Government Medical College, Tiruppur, Tamil Nadu. A pre-validated questionnaire assessing feedback perception, adapted from previous studies was used as the study tool.⁴ During the study period, students underwent regular formative and internal assessments accompanied by feedback sessions. A total of 172 students took part in the study.

2.2. Data Collection and Measurements:

The questionnaire consists of eight sections: (i) Basic demographic Data (ii) Feedback provided by faculty (iii) Type of Feedback (iv) Perceptions of Feedback (v) Importance of feedback (vi) Value of Feedback (vii) Preferences for Feedback and (viii) Suggestions for Feedback. Sections (ii), (iv), (vi), (vii) required students to indicate their level of agreement on a five-point Likert scale, ranging from "strongly disagree" to "strongly agree". For section (iii) a five-point frequency Likert scale with never, rarely, sometimes, very often and always was used. Two open-ended questions captured responses on the perceived importance of feedback (section iv) and suggestions for improvement (section viii).

2.3. Data Analysis:

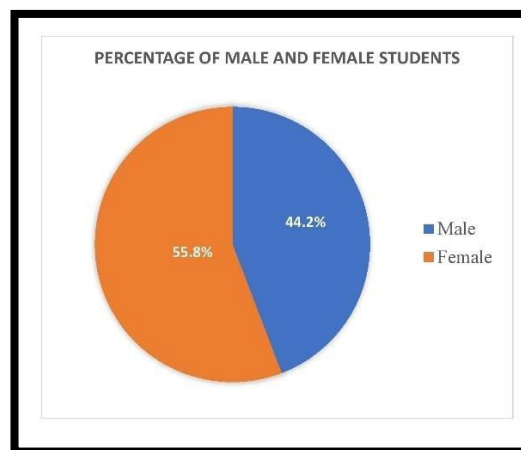
The collected data were entered in Microsoft Excel and analyzed. Descriptive statistics were applied, with continuous variables presented as mean and standard deviation; categorical variables summarized as proportions.

2.4. Ethical Considerations:

The study received clearance from Institutional Ethics Committee of Government Medical College, Tiruppur, Tamil Nadu. All participants were informed about the purpose and nature of the study. Their involvement was entirely voluntary. Informed consent was obtained prior to participation. To protect privacy, no personal identifiers were collected, and all responses were treated with strict confidentiality. Participation or non-participation had no impact on academic assessments.

3. Results

Out of 199 students in phase II MBBS, 172 participated in the study with the response rate of 86.4 %. The majority were females (n=96,55.8%). (Figure 1) Participants ages ranged from 18 to 24 years, with a mean age of 20.8 ± 1.2 years. Majority of respondents (n = 164, 95.3%) had English as their medium of instruction in school. A small number reported studying in Hindi (2.9%) and Tamil (1.8%) medium.



3.1. Feedback provided by the faculty:

Student reflections on the feedback received from faculty regarding its usefulness, clarity and impact on learning experience were covered in the questionnaire. Majority of students (88.9%) reported receiving feedback from their teaching faculty with 91.3% finding it relevant to their academic goals. Most of them (87.2%) agreed that feedback was well-aligned with the objectives of their assignments and 86.6% considered it to be useful in enhancing their learning. While 79.6% acknowledged that feedback was generally provided in a timely manner, about one-fifth noted inconsistencies in receiving it within two weeks. Faculty were widely perceived as approachable and willing to engage in feedback process(87.3%) and 89.5% of students felt the input was applicable to their academic development. Class-wide inclusivity was recognized by 84.8% of respondents, though a small number suggested scope for improvement. Over

half of the students (55.2%) did not feel the need for more active feedback, indicating overall satisfaction with the current practices.

3.2. Types of Feedback:

The various feedback methods received by students from college faculty were analyzed. Most students (62.2%) reported that marks or grades were regularly awarded as part of their assessments. However, only 36.2% noted that individual verbal feedback was provided consistently. Written comments were even less frequent with 61.1% describing them as occasional. Group verbal feedback was comparatively more common (56.4%). Peer feedback appeared limited, with over half (51.1%) rarely or never receiving inputs from classmates. In contrast, self-assessment emerged as a relatively more common practice, with 45.3% engaging in it very often or always.

3.3. Student Perceptions of Feedback:

When asked about the student perceptions of faculty feedback on academic relevance and emotional influence, the students expressed largely positive views. A significant majority felt that feedback justified their grades (78.5%), clarified assessment outcomes (86.6%), supported academic progress (90.1%) and helped self-evaluation of strengths and weaknesses (88.4%). Feedback was also seen as a sign of faculty engagement, with 91.9% interpreting it as an expression of care and 87.8% linking it to teachers' genuine interest in student learning. Likewise, 84.3% said it helped clarify expectations and 88.4% found it motivating.

However, there were more mixed perceptions in certain areas. Nearly two-thirds of students felt feedback did not reduce academic anxiety. Just over half (51.2%) connected feedback to class discussions and 82% believed they deserved feedback when they had put in efforts. Notably, 68.6% viewed feedback as a form of personal connection with faculty, though only 8.7% interpreted its absence as a sign of disrespect.

3.4. Value of Feedback:

Students widely regarded feedback as meaningful, with 93.1% acknowledging its importance in their academic journey. A large majority of respondents (91.8%) collected back their assignments every time and 84.3% read the given feedback regularly. Most students (90.1%) actively used the input to improve their performance in subsequent tasks. Over half of the students (52.9%) disagreed that feedback was only useful after receiving a low grade, suggesting broader appreciation of its value. The data conveys how students value feedback as an important reason for academic growth and engagement.

3.5. Preferences of Feedback:

Student expectations around how feedback is delivered -its type, format and timing were addressed. Class-wide feedback was considered helpful by students, with two

thirds (64.9%) stating it promoted independent learning and 77.4% found it motivating. Just over half of them (52.2%) disagreed that general feedback was boring. A slight majority (54.9%) expressed preference for personalized feedback over group comments, though 54.4% still found group feedback to be beneficial.

There was a strong preference for individualized and detailed feedback. Most students (88.4%) felt it allowed meaningful clarification with faculty. When teachers addressed their mistakes directly, a substantial proportion (84.3%) reported learning more effectively. Posting sample answers was also appreciated by 80.3% of students.

Regarding the format of feedback, majority (83.7%) found verbal feedback easy to understand and 82.3% appreciated the opportunity it provided to clarify doubts. Written feedback was also preferred with 53.7% finding it helpful for later reference.

Students responded positively to feedback practices that engaged them actively. They could learn better (96.3%) when teachers made them think critically. A majority (81.4%) appreciated being guided to work out answers independently, while 75.6% disagreed with the idea of simply being given the correct answers.

While receiving grades, 50.8% felt it helped them avoid feeling exposed and 75.4% disagreed that grading was vague. Most students (67.3%) did not view written feedback as unreliable and 64.3% disagreed that grades were more important than feedback. A majority (59.8%) did not believe that feedback was only useful when it was positive.

3.6. Students Opinion on Feedback and Suggestions for Feedback:

In response to the open-ended question on students' opinion on feedback and suggestions for improvement, students provided a range of views that were grouped into recurring themes. Table 1&2 provide an overview of the major themes along with their frequencies and representative quotes.

Table 1. Students Opinion on Feedback

Theme	% of Responses	Representative Quotes
Improvement and Self-Development	45.9%	"Helps me improve"; "It helps me know my strengths and weaknesses"; "Helps me improve my grades and learn from mistakes"
Encouragement and Motivation	39.5%	"It motivates me to study"; "It encourages me to perform better"; "It boosts my confidence"
Identification of Weaknesses	35.5%	"It tells me where I'm wrong"; "Helps me to correct my mistakes"; "It shows where I am lacking"

Guidance and Clarity	33.7%	"It gives guidance for study"; "It explains about me from a different perspective"; "It gives me more ideas on how to study"
Role in Academic Performance	31.4%	"It helps me assess my performance and areas requiring improvement"; "It shows my observation capacity"; "It assesses my end result"

Table-2. Student Suggestions for Feedback

Theme	% of Responses	Representative Quotes
Preference for Individual Feedback	29.8%	"Individual feedback is more useful than general or group feedback"; "Individual verbal feedback is better"; "Personally provide feedback"
Encouragement and Motivation	23.3%	"Feedback will be better if they are encouraging"; "Need it in a more encouraging way, so we can work even harder"
Frequency of Feedback	11.6%	"One-to-one feedback sessions can be conducted periodically"; "The frequency can be increased"; "Feedback sessions regularly"
Focus on Strengths and Weaknesses	10.5%	"Point out specific improvement areas"; "Feedback on my weaknesses"; "Helps me know my weakness and improve"
Clarity and Constructiveness	8.7%	"Feedback can be given individually for the questions which were written wrong"; "Feedback should be clear and actionable"
Feedback Type (Verbal vs Written)	6.9%	"Verbal feedback will be more useful"; "Written feedback is better"; "Both verbal and written feedback are useful"
General Positive Feedback	5.8%	"Feedback always improves my quality of studying"; "Feedback helps students improve"; "Feedback is really useful for improvement in academics"
Non-Demotivating Feedback	5.2%	"Feedback would be better if there is no discouragement"; "It shouldn't make students feel low"

4. Discussion

Feedback plays a central role in Competency-Based Medical Education, where continuous formative assessment is designed to support learning more continuously than traditional summative evaluations. In our study, the students strongly considered it as significant, with 93.1% finding it essential to learning and 90.1% using it actively to improve performance in their further tasks. Rather than viewing feedback as an evaluative tool, students consider it as a catalyst for personal growth and professional development, across various diverse settings in higher education and medical training.⁵⁻⁸

The mode of feedback also emerged as a key factor, with students valuing both verbal and written feedback. Although marks and grades are commonly provided as a part of grading process in their courses, the striking finding in our cohort was the strong preference for individualised, specific and timely feedback. Although group verbal feedback was frequently used, it lacked the personal touch of individual feedback. This aligns with prior evidence that structured, personalized feedback enhances comprehension, motivation and academic performance,^{9,10} with structured verbal modules and direct observation further improving immediacy, specificity and engagement.¹¹⁻¹³ While peer feedback is considered a meaningful aspect of formative assessment, its usage remains inconsistent among our students. In contrast, self-assessment practices seem to be widely used by students, supporting reflective and self-directed learning.

Consistent with principles of CBME and outcome-based curricula,¹⁴⁻¹⁷ the students identified feedback as a tool for self-improvement, emphasizing its role in helping them recognize their weaknesses. However, two-thirds of students felt feedback did not ease their academic anxiety, consistent with evidence that ambiguously delivered feedback can increase stress, highlighting the emotional impact on learners.^{8,18}

Students also shared their views on how feedback related to assessment. Most felt feedback helped them to clarify and justify their grades received, with two-thirds rejecting that grades were more important to them than feedback. Existing literature supports that feedback focused on specific guidance on the tasks and self-regulation is more effective than feedback on the scores received.¹⁹⁻²¹ Dismissal of grading vagueness and unreliability of written comments, suggest that integrated assessment and feedback enhance clarity, fairness and deeper learning in CBME.

The open-ended responses from students also reinforced that feedback was seen as a tool for self-improvement, motivation, identifying weaknesses, helping them enhance their study habits, academic performance and personal growth. The areas that needed improvement were also mentioned. Nearly 30% requested more individual feedback, 23% wanted it to be delivered more encouragingly and 12% asked for greater frequency, reinforcing that frequent, structured and supportive feedback fosters learning, confidence and self-regulated engagement.²²⁻²⁶

5. Conclusion

This study demonstrates that Phase II MBBS students of our institution within CBME framework consider receiving feedback essential for learning, self-improvement and professional development. Apart from guiding them academically, feedback was found to influence their motivation and engagement, highlighting its cognitive as well as emotional impact. Learners expressed a preference for feedback that is individualized, specific, timely and delivered through sustained dialogue, with verbal and written formats serving complementary purposes. These findings underline the importance of faculty development initiatives that focus not only on effective assessment strategies but also on creating opportunities for constructive, continuous and psychologically safe feedback. Effective feedback will serve as a powerful tool for cultivating competent, reflective and self-directed Indian medical graduates.

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ANNEXURE-1 Student Feedback Questionnaire

Student Feedback Questionnaire						
Adapted from : Rowe, A. D., & Wood, L. N. (2008). Student perceptions and preferences for feedback. Asian Social Science, 4(3), 78-88.						
We are conducting a study to explore medical students' perceptions of and preferences for feedback during their learning experience. The goal is to better understand how feedback is currently received and how it can be improved to support your learning, engagement, and professional development. There are no right or wrong answers in this questionnaire. Please answer honestly and based on your personal experience studying at our college. All responses will be kept strictly confidential. No individual will be identified in any reports or publications arising from this study. Only the research team will have access to the data, and the results will be reported in aggregate form to protect your privacy. Participation in this study is voluntary. You may choose not to participate or withdraw at any time without any penalty or impact on your studies. Thank you for your valuable input, which will help us improve feedback practices and enhance the learning experience for all students.						
1	Demographic data a) What gender are you Male/ Female b) What is your age c) Is English your Medium of Study Yes/No If No, What ?					
2	Feedback Provided by faculty Please indicate your level of agreement with the following statements:					
		Strongl y disagre e	Disagre e	Neutral	Agree	Strongl y agree
	I receive feedback from my teaching faculty	☐	☐	☐	☐	☐
	The feedback I receive is relevant to my goals as a student	☐	☐	☐	☐	☐
	The feedback I receive is related to the purpose of the assignment	☐	☐	☐	☐	☐
	My teachers provide enough information to make	☐	☐	☐	☐	☐

	feedback useful					
	Feedback on assignments is always provided within two weeks	☐	☐	☐	☐	☐
	Teaching staff are always willing to provide feedback	☐	☐	☐	☐	☐
	The feedback I receive can be applied to my studies and/or work	☐	☐	☐	☐	☐
	Class feedback is presented in a way so that everyone can participate	☐	☐	☐	☐	☐
	Teaching staff need to be more active in providing feedback	☐	☐	☐	☐	☐
3	Indicate how often you receive the following types of feedback					
		Never	Rarely	Someti mes	Very Often	Always
	Mark/Grades	☐	☐	☐	☐	☐
	Individual verbal comment from faculty	☐	☐	☐	☐	☐
	Individual written comments from faculty	☐	☐	☐	☐	☐
	Group verbal comment from faculty	☐	☐	☐	☐	☐
	Peer feedback	☐	☐	☐	☐	☐
	Self assesement	☐	☐	☐	☐	☐
4	Perceptions of Feedback Please indicate your level of agreement with the following statements. When responding think about what you consider to be the most important aspects of feedback:					
		Strongl y disagre e	Disagre e	Neutral	Agree	Strongl y agree
	Feedback is a justification of the grade I have received	☐	☐	☐	☐	☐
	When the teacher gives me feedback it shows me that they care about the work I have done	☐	☐	☐	☐	☐
	Feedback tells me what I need to do to improve my performance in a subject	☐	☐	☐	☐	☐
	Feedback explains my grade for an assignment	☐	☐	☐	☐	☐
	I deserve feedback when I put so much effort into tutorials and assignments	☐	☐	☐	☐	☐
	When the teacher provides feedback I don't worry as much about the subject	☐	☐	☐	☐	☐
	Feedback is a response from the teacher to something I have said in class	☐	☐	☐	☐	☐
	When I receive a lot of feedback I feel encouraged	☐	☐	☐	☐	☐

	Feedback is any individual contact with the faculty	☐	☐	☐	☐	☐
	Receiving feedback does not reduce my anxiety about a subject	☐	☐	☐	☐	☐
	Feedback is an evaluation of my strengths and weaknesses	☐	☐	☐	☐	☐
	Teachers who provide feedback care about what students think	☐	☐	☐	☐	☐
	Feedback tells me what the expectations of the teacher are	☐	☐	☐	☐	☐
	Feedback motivates me to study	☐	☐	☐	☐	☐
	When I don't receive any feedback I feel that the teacher does not respect me	☐	☐	☐	☐	☐
5	Feedback is important to me because ----- ----- ----- -----					
6	Value of Feedback Please indicate your level of agreement with the following statements					
		Strongl y disagre e	Disagre e	Neutral	Agree	Strongl y agree
	Feedback is important to me	☐	☐	☐	☐	☐
	I always collect my assignments	☐	☐	☐	☐	☐
	I always read the feedback on my assignments	☐	☐	☐	☐	☐
	I use feedback to try and improve my results in future assignments	☐	☐	☐	☐	☐
	Feedback is only useful when I receive a low grade	☐	☐	☐	☐	☐
7	Preferences of Feedback Please indicate your level of agreement with the following statements					
		Strongl y disagre e	Disagre e	Neutral	Agree	Strongl y agree
	General feedback provided in class helps me learn independently	☐	☐	☐	☐	☐
	Teachers' written comments are often difficult to read and poorly explained	☐	☐	☐	☐	☐
	Feedback is only useful when it is positive	☐	☐	☐	☐	☐
	Individual feedback is better because I can clarify	☐	☐	☐	☐	☐

any issues with the teacher					
I like it when teachers post sample answers on Web	☐	☐	☐	☐	☐
I feel encouraged when teachers provide general feedback in class	☐	☐	☐	☐	☐
An important part of learning is being able to discuss the subject with my teacher	☐	☐	☐	☐	☐
I learn better when the teacher encourages me to think deeply about the subject matter	☐	☐	☐	☐	☐
Verbal feedback is easier to understand	☐	☐	☐	☐	☐
I don't like it when teaching staff encourage questions in lectures because it wastes time	☐	☐	☐	☐	☐
Specific feedback is better because it helps me to understand what I did right and wrong in an assignment	☐	☐	☐	☐	☐
I learn more when my teacher focuses on the questions, I got wrong	☐	☐	☐	☐	☐
It is boring when teachers provide general feedback to the class	☐	☐	☐	☐	☐
Participating in classroom discussion is the most effective way to learn	☐	☐	☐	☐	☐
Marking grids are good because I don't feel like I am being personally singled out	☐	☐	☐	☐	☐
Written feedback is unreliable because teachers have different marking criteria	☐	☐	☐	☐	☐
The grade is more important to my learning than feedback	☐	☐	☐	☐	☐
I prefer general feedback in class because it's not personal	☐	☐	☐	☐	☐
I prefer verbal feedback because I can communicate with the teacher and clarify information	☐	☐	☐	☐	☐
It is more important for me to see the reason why I received a particular grade, than to know how other students went	☐	☐	☐	☐	☐
Group feedback is best because I can see where other students have experienced similar problems	☐	☐	☐	☐	☐
Marking grids are too vague	☐	☐	☐	☐	☐
I like it when teachers guide us to work out the answers ourselves	☐	☐	☐	☐	☐
I forget verbal feedback easily	☐	☐	☐	☐	☐

	I prefer it when teachers just give us the answers	☐	☐	☐	☐	☐
	Written feedback is better because I can refer to it later	☐	☐	☐	☐	☐
8	Suggestions For feedback					

ANNEXURE 2: Tables

Feedback provided by the Faculty

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I receive feedback from my teaching faculty	3 (1.7%)	4 (2.3%)	12 (7.0%)	95 (55.2%)	58 (33.7%)
2. The feedback I receive is relevant to my goals as a student	1 (0.6%)	5 (2.9%)	9 (5.2%)	106 (61.6%)	51 (29.7%)
3. The feedback I receive is related to the purpose of the assignment	4 (2.3%)	0 (0%)	18 (10.5%)	113 (65.7%)	37 (21.5%)
4. My teachers provide enough information to make feedback useful	1 (0.6%)	3 (1.7%)	19 (11.0%)	96 (55.8%)	53 (30.8%)
5. Feedback on assignments is always provided within two weeks	7 (4.1%)	0 (0%)	28 (16.3%)	106 (61.6%)	31 (18.0%)
6. Teaching staff are always willing to provide feedback	6 (3.5%)	0 (0%)	16 (9.3%)	99 (57.6%)	51 (29.7%)
7. The feedback I receive can be applied to my studies and/or work	1 (0.6%)	6 (3.5%)	11 (6.4%)	111 (64.5%)	43 (25.0%)
8. Class feedback is presented in a way so that everyone can participate	1 (0.6%)	0 (0%)	25 (14.5%)	100 (58.1%)	46 (26.7%)
9. Teaching staff need to be more active in providing feedback	3 (1.7%)	34 (19.8%)	58 (33.7%)	59 (34.3%)	18 (10.5%)

Types of Feedback received

How often you receive the following types of feedback	Never	Rarely	Sometimes	Very often	Always
Mark/Grades	0 (0%)	13 (7.6%)	31 (18.0%)	34 (19.8%)	94 (54.7%)
Individual verbal comment from faculty	10 (5.8%)	38 (22.1%)	60 (34.9%)	39 (22.7%)	25 (14.5%)
Individual written comment from faculty	37 (21.5%)	51 (29.7%)	54 (31.4%)	21 (12.2%)	9 (5.2%)
Group verbal comment from faculty	17 (9.9%)	22 (12.7%)	36 (20.9%)	41 (23.8%)	56 (32.6%)

Peer feedback	42 (24.4%)	46 (26.7%)	32 (18.6%)	36 (20.9%)	16 (9.3%)
Self-assessment	38 (22.1%)	26 (15.1%)	30 (17.4%)	30 (17.4%)	48 (27.9%)

Student Perceptions of Feedback

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Feedback is a justification of the grade I have received	1 (0.6%)	6 (3.5%)	30 (17.4%)	111 (64.5%)	24 (14.0%)
2. When the teacher gives me feedback, it shows me that they care about the work I have done	1 (0.6%)	0 (0%)	13 (7.6%)	109 (63.4%)	49 (28.5%)
3. Feedback tells me what I need to do to improve my performance in a subject	1 (0.6%)	0 (0%)	16 (9.3%)	97 (56.4%)	58 (33.7%)
4. Feedback explains my grade for an assignment	0 (0%)	2 (1.2%)	21 (12.2%)	116 (67.4%)	33 (19.2%)
5. I deserve feedback when I put so much effort into tutorials and assignments	0 (0%)	2 (1.2%)	29 (16.9%)	92 (53.5%)	49 (28.5%)
6. When the teacher provides feedback, I don't worry much about the subject	4 (2.3%)	51 (29.7%)	56 (32.6%)	5 (2.9%)	10 (5.8%)
7. Feedback is a response from the teacher to something I have said in class	2 (1.2%)	25 (14.5%)	57 (33.1%)	76 (44.2%)	12 (7.0%)
8. When I receive a lot of feedback, I feel encouraged	4 (2.3%)	27 (15.7%)	100 (58.1%)	41 (23.8%)	0 (0%)
9. Feedback is any individual contact with the faculty	1 (0.6%)	10 (5.8%)	43 (25.0%)	93 (54.1%)	25 (14.5%)
10. Receiving feedback does not reduce my anxiety about a subject	8 (4.7%)	52 (30.2%)	47 (27.3%)	57 (33.1%)	8 (4.7%)

11. Feedback is an evaluation of my strengths and weaknesses	1 (0.6%)	0 (0%)	19 (11.0%)	102 (59.3%)	50 (29.1%)
12. Teachers who provide feedback care about what students think	2 (1.2%)	19 (11.0%)	106 (61.6%)	45 (26.2%)	0 (0%)
13. Feedback tells me what the expectations of the teacher are	2 (1.2%)	0 (0%)	25 (14.5%)	114 (66.3%)	31 (18.0%)
14. Feedback motivates me to study	1 (0.6%)	0 (0%)	19 (11.0%)	110 (64.0%)	42 (24.4%)
15. When I don't receive any feedback, I feel that the teacher does not respect me	12 (7.0%)	62 (36.0%)	51 (29.7%)	32 (18.6%)	15 (8.7%)

Value of Feedback

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Feedback is important to me	0 (0%)	1 (0.6%)	11 (6.4%)	109 (63.4%)	51 (29.7%)
2. I always collect my assignments	0 (0%)	0 (0%)	14 (8.1%)	121 (70.3%)	37 (21.5%)
3. I always read the feedback on my assignments	0 (0%)	2 (1.2%)	25 (14.5%)	112 (65.1%)	33 (19.2%)
4. I use feedback to try and improve my results in future assignments	0 (0%)	1 (0.6%)	16 (9.3%)	111 (64.5%)	44 (25.6%)
5. Feedback is only useful when I receive a low grade	19 (11.0%)	72 (41.9%)	46 (26.7%)	26 (15.1%)	9 (5.2%)

Student preferences of Feedback

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. General feedback provided in class helps me learn independently	0 (0%)	9 (5.2%)	51 (29.7%)	92 (53.5%)	20 (11.6%)
2. Teachers' written comments are often difficult to read and poorly explained	8 (4.7%)	86 (50.0%)	43 (25.0%)	27 (15.7%)	8 (4.7%)
3. Feedback is only useful when it	14	89	42	19	8

is positive	(8.1%)	(51.7%)	(24.4%)	(11.0%)	(4.7%)
4. Individual feedback is better because I can clarify any issues with the teacher	1 (0.6%)	1 (0.6%)	18 (10.5%)	98 (57.0%)	54 (31.4%)
5. I like it when teachers post sample answers to us	0 (0%)	2 (1.2%)	32 (18.6%)	104 (60.5%)	34 (19.8%)
6. I feel encouraged when teachers provide general feedback in class	0 (0%)	10 (5.8%)	29 (16.9%)	115 (66.9%)	18 (10.5%)
7. An important part of learning is being able to discuss the subject with my teacher	0 (0%)	1 (0.6%)	15 (8.7%)	114 (66.3%)	42 (24.4%)
8. I learn better when the teacher encourages me to think deeply about the subject matter	0 (0%)	0 (0%)	9 (5.2%)	115 (66.9%)	48 (27.9%)
9. Verbal feedback is easier to understand	1 (0.6%)	4 (2.3%)	23 (13.4%)	109 (63.4%)	35 (20.3%)
10. I do not like it when teaching staff encourage questions in lectures because it wastes time	27 (15.7%)	85 (49.4%)	37 (21.5%)	17 (9.9%)	6 (3.5%)
11. Specific feedback is better because it helps me to understand what I did right and wrong in an assignment	0 (0%)	3 (1.7%)	13 (7.6%)	110 (64.0%)	46 (26.7%)
12. I learn more when my teacher focuses on the questions I got wrong	1 (0.6%)	4 (2.3%)	22 (12.8%)	105 (61.0%)	40 (23.3%)
13. It is boring when teachers provide general feedback to the class	16 (9.3%)	74 (43.0%)	55 (32.0%)	21 (12.2%)	6 (3.5%)
14. Participating in classroom discussion is the most effective way to learn	2 (1.2%)	3 (1.7%)	32 (18.6%)	107 (62.2%)	28 (16.3%)
15. Marking grades are good because I don't feel like I am being personally singled out	1 (0.6%)	8 (4.7%)	77 (44.8%)	74 (43.0%)	12 (7.0%)
16. Written feedback is unreliable because teachers have different marking criteria	3 (1.7%)	45 (26.2%)	74 (43.0%)	38 (22.1%)	12 (7.0%)
17. The grade is more important to my learning than feedback	14 (8.1%)	48 (27.9%)	60 (34.9%)	42 (24.4%)	8 (4.7%)

18. I prefer general feedback in class because it's not personal	7 (4.1%)	33 (19.2%)	75 (43.6%)	47 (27.3%)	10 (5.8%)
19. I prefer verbal feedback because I can communicate with the teacher and clarify information	1 (0.6%)	4 (2.3%)	25 (14.5%)	106 (61.6%)	36 (20.9%)
20. It is more important for me to see the reason why I received a particular grade than to know how other students went	0 (0%)	3 (1.7%)	38 (22.1%)	99 (57.6%)	32 (18.6%)
21. Group feedback is best because I can see where other students have experienced similar problems	9 (5.2%)	21 (12.2%)	50 (29.1%)	80 (46.5%)	12 (7.0%)
22. Marking grades are too vague	1 (0.6%)	39 (22.7%)	91 (52.9%)	33 (19.2%)	8 (4.7%)
23. I like it when teachers guide us to work out the answers ourselves	1 (0.6%)	7 (4.1%)	24 (14.0%)	112 (65.1%)	28 (16.3%)
24. I forget verbal feedback easily	10 (5.8%)	73 (42.4%)	50 (29.1%)	32 (18.6%)	7 (4.1%)
25. I prefer it when teachers just give us the answers	5 (2.9%)	38 (22.1%)	60 (34.9%)	58 (33.7%)	11 (6.4%)
26. Written feedback is better because I can refer to it later	7 (4.1%)	12 (7.0%)	60 (34.9%)	79 (45.9%)	14 (8.1%)