Appendix D

RtF Survey Think Aloud Transcriptions Coding Protocol

Directions: There are 6 think aloud transcriptions. For each one, each coder will:

1. Read through it once or twice without doing any coding.
2. Go through the transcription a third time to identify meaningful units. Enter them onto the coding spreadsheet
3. Meet to review meaningful units.
4. Repeat steps 2 and 3 until meaningful units are established for all 6 transcriptions
5. Code meaningful units using coding scheme shown below (different ones for Parts I and II of the interview)
6. Meet to review codes.
7. Repeat steps 5 and 6 until all 6 transcriptions are complete.

PARTS I & II: THINK ALOUD & RETROSPECTIVE INTERVIEW

Emotions**:** Emotions can be inferred by the raters, or explicitly noted by students – e.g., "I feel disappointed" = disappointed; "I didn't expect this" = surprised. Because there are inferences involved, this will be somewhat subjective. Some examples:

- Interested
- Ashamed
- Proud
- Unsure

- Confident
- Hurt
- Comforted
- Nervous

- Upset
- Happy
- Disappointed
- Confused

Meaning Making: These are processes undergone in order to make sense of the feedback. For example,

- Explain what the feedback is telling me, and what it is telling me to change, or do
- Justify why the feedback makes sense, or does not
- Explain the original work to explain why the feedback is there
- I'm not sure what the teacher is trying to say

Judgment: These are evaluations of the feedback. Could be in terms of usefulness, relevance, accuracy, clarity, respectfulness, tone… (e.g., I am right; my teacher misunderstood me OR The feedback is right; this makes sense to me)

NOTE: This is different from emotions in that emotions = "The feedback makes me feel confused" or "I feel confused" whereas Judgment = "The feedback is confusing". Examples:

- "The feedback is wrong" or "I disagree with the feedback"
- "The feedback is right" or "I agree with the feedback"
- This feedback is confusing or "I am confused by this feedback"
- "This feedback is clear" or "This feedback makes sense to me"

Attribution: These are reasons or explanations that students make of why they got the feedback they did (there is a subjective component to this) **This is different from justifying the feedback, because those are more factual, with clearer right/wrongs (e.g., it should be, because it is important). Some examples of attributions students could make:

1) *Technical knowledge or method*: attributing feedback to the knowledge, skills, or learning strategies one used to complete a task (e.g., I did not use the best writing skills to complete this essay)
2) *Effort*: attributing feedback to the effort one put to completing a task, in terms of time, physical and mental exertion (e.g., I worked hard on this essay)
3) *Method of learning about the task*: attributing feedback to the learning strategies used to understand the expectations of a task (e.g., I did not ask for help even when I knew I needed it)
4) *Ability, trait, aptitude*: attributing feedback received to a fixed characteristic of oneself (e.g., I have a talent in writing)
5) *Random*: attributing feedback received to factors that are external, not controllable, and instable (e.g., my teacher was in a good mood when she read my essay)
6) *Others*

Decision making on actions to take: These are statements students make about what they will do/can do with the feedback, whether task specific or not.

1) Identifies task-specific changes to be made
2) Identifies behavioral next steps (e.g., think about it, ask a teacher, go search a book)
3) Not sure what to do