

# Student's Perspectives Vis-à-Vis Instructor-Provided Feedback on Blackboard in an Online Course

Dr. Ching-Wen Chang  
Dr. Nicholas Farha  
*Missouri State University*

In this researcher's experience, online students very often ask questions about returned assignments, the answers to which are clearly articulated on Blackboard Learn (the learning management system (LMS) utilized at the site of this study). This raised the question of how much time and effort online students actually put into reading the assignment feedback provided in an online learning environment. The research question asked, "Is the instructor-provided assignment feedback on Blackboard of value to the learning experience?" This study examined college students' perspectives concerning assignment feedback provided in their LMS. Participants included 71 undergraduate and graduate students in a program in the College of Education at a Midwest university. Descriptive statistics were used to analyze the responses to a 10-question researcher-developed survey. The findings indicated that the majority of online students find the assignment feedback provided by their instructors very valuable.

**Keywords:** instructor-provided feedback, perceived benefits of online feedback, feedback strategies, online learning, learning management system, LMS

## INTRODUCTION

Learning management systems (LMS) have become the mainstream method of online content delivery for asynchronous university courses for distance learning (Bradley, 2021). According to Bouchrika (2023), there are currently 3.2 million college students enrolled exclusively in online education courses, and 3.6 million who are taking at least one online course. The total number of LMS users globally is estimated to be 73.8 million (which includes corporate and K-12 users as well as university students). Moreover, during the COVID-19 pandemic, when virtually all schools worldwide were forced to migrate to some form of online learning environment, Blackboard and Moodle were the two most widely utilized LMSs that higher education institutions turned to for delivering course content at a distance (Turnbull, et al., 2021). Thus, it is reasonable to expect that online learners are familiar with learning management system functionality, including online feedback. Blackboard Learn, one of a number of popular LMSs is used for all online courses at the site of this study.

While “Giving feedback in university courses allows for the provision of supportive ideas for improvement, elaboration, and/or heightened thinking” (Peterson-Ahmad, et al., 2023, para. 1); in this researcher’s experience, as mentioned, online students very often ask questions about returned assignments, the answers to which were provided on the LMS, raising the question of just how much time and effort online students put into reviewing and applying the assignment feedback provided. Correspondingly, Peterson-Ahman, et al. (2022) found that,

*in conversations with faculty, many discuss that although they take the time to write or discuss explicit feedback with their students, the students may not read it or if they do read it, they don’t apply the feedback given to future course assignments which can lead to frustration from faculty leading to a ‘what’s the point then?’ attitude. (para. 1)*

The above corroborates this faculty researcher’s ongoing experience with online learners, and was the impetus for the current study, and the formulation of its research question.

### *RESEARCH QUESTION*

Is the instructor-provided assignment feedback on Blackboard of value to the learning experience?

### *PURPOSE AND SIGNIFICANCE OF THE STUDY*

The goal of this study was to determine whether or not students in online courses at the site of this study found the feedback provided with returned assignments in the LMS of value. It is assumed, as mentioned by Peterson-Ahmad, et al. (2023), that feedback is a vital component in supporting online students’ learning. Therefore, having insights into students’ perspectives about the usefulness of feedback provided in the LMS of their online courses could give faculty, instructional designers, course developers, and other stakeholders practical information that should influence decisions about online course design and the pedagogical effectiveness of this type of feedback.

What follows is a review of the current and related literature concerning instructor-provided feedback.

## **LITERATURE REVIEW**

### *INTRODUCTION*

The goal of this study was to determine whether or not students in online courses found the feedback provided with returned assignments inside the learning management system (LMS) of value. Blackboard Learn, the LMS utilized for all online courses at the site of this study, provides an area where faculty can input written feedback when uploading a graded assignment. The students can see this feedback in their My Grades (the area in Blackboard where students can access their graded assignments and instructor comments). An adjacent symbol in the form of a blue “speech bubble” appears, indicating to the student that there is feedback associated with the returned assignment. Nevertheless, given that online students (in this researcher’s experience) very often ask questions about returned assignments, the answers to which are clearly articulated in the feedback in their My Grades, raised the question of whether or not students read the provided feedback even after seeing the speech bubble. Do they only read their feedback if they miss points? How much effort online students actually put into reading the assignment feedback provided in their online course sites was the focus of this study.

### *THE IMPORTANCE OF FEEDBACK FOR ONLINE LEARNERS*

In a traditional classroom environment, educators can, in real-time, provide learners with face-to-face feedback in the form of direct conversations, body language, and subtle nuances that are unavailable to online learners (Cooper, 2016). Thus, meaningful online feedback is essential for keeping students motivated, and engaged with the content; allowing online learners to assess their progress as well as increase knowledge retention (Cooper, 2016).

Educators at all levels are aware of the importance of providing feedback to the students in their courses. “In online education, effective feedback is an essential part of the learning process for students” (Sadulski, 2022, para. 1). “Effective, specific, and detailed feedback from an instructor motivates online students and builds on their strengths” (Sadulski, 2022, para. 14). According to Bradford et al., (2007) as cited in Tseng, (2020), one of the benefits of utilizing an LMS is the ability for online instructors to provide students with quick feedback. Thomas, et al., (2017) found that “feedback shows students that instructors are people thus enhancing feelings of closeness” (as cited in Tseng, 2020, p. 3).

Moreover, a study by Redd and Kennette (2017) concluded that students can learn from effective instructor feedback, and further that “*encouraging students to not only read but also immediately apply this feedback appears to be a win-win situation for both students and instructors alike*” (para. 11).

#### *ELEMENTS OF QUALITY ONLINE FEEDBACK*

Steele and Holbeck (2018) suggested that there are two types of feedback: verification feedback and elaborative feedback. Verification feedback is simply the instructor verifying whether the answer is correct or incorrect. This is typically a part of the formative assessment process. Elaborative feedback provides additional information e.g., how to avoid making the same mistake. Providing elaborative feedback is typically more time-consuming.

One element of quality online feedback is personalizing the feedback. Steele and Holbeck (2018) suggest several ways to do this including using student names, discussion forum posts, and using video or audio conferencing. Peterson-Ahmad et al., (2022) suggest that effective feedback includes:

1. Trust: students believe that the faculty member wants them to grow and gain competency in their knowledge related to course content.
2. Communication: students receive clear expectations on assignments and assessments
3. Consistency: students receive information from the faculty member on a regular basis and assignments are scored in an expected way with feedback to promote growth in learning.
4. Authenticity: students receive explicit feedback that addresses areas of strength and needed improvement. (para 4).

#### *FEEDBACK LITERACY*

Sutton (2012) defined feedback literacy as when a person is able to “read, interpret, and use written feedback” (p. 31). Sutton expounds upon this stating,

*Feedback literacy is a set of generic practices, skills, and attributes which...is a series of situated learning practices. Becoming feedback literate is part of the process that enables learners to reach the standard of disciplinary knowledge indicated in module and programme learning outcomes, subject benchmarks, etc.; that assists learners in forming judgments concerning what counts as valid knowledge within particular disciplines; and that helps them develop the ability to assess the quality of their own and others work (p. 33).*

Sutton (2012) further suggested that feedback should be given *for* knowing as well as *on* knowing i.e., so learners have information not only about how they performed but also how to improve their academic performance.

Thus, feedback should be provided which students also can *apply*. However, it appears to be the case that online students often fail to even read the feedback provided with returned assignments in the learning management system, let alone facilitate its application with future work. This issue was the focus of this study, to determine why that might be the case i.e., to determine how valuable to their learning experience that online students consider the instructor-provided assignment feedback on Blackboard.

#### *LACK OF ONLINE STUDENT USE OF FEEDBACK*

Feedback is an important part of the learning experience, regardless of the mode of content delivery. Specifically in regard to online feedback, Steele and Holbeck (2018) found that “effective feedback may be even more understated in the online environment where students are more self-reliant” (para. 1); and because of the self-guided nature of the online environment.

Corroborating this researcher's abovementioned experience, Renaud's (2019) study stated that the majority of students ignore online feedback from their professors. Additionally, Mensink (2019) found that,

*when students could see their mark before opening their feedback, 42 percent of instructor feedback, which equates to hundreds of feedback files, was never accessed by students. This represents “a critical breakdown in the feedback cycle” for students and also demoralizes faculty who spend hours providing feedback on assignments (para. 3).*

Mensink, in collaboration with Karen King from Queen's University Belfast, generated these findings by utilizing “educational data mining to quantify student access of online feedback files posted to a learning management system” (para. 3). Mensink also found that male students with lower grades were the least likely to access feedback i.e., the students who could benefit the most from reading their instructor's feedback were not even looking at it.

Interestingly, Mensink (2019) also found that when marks were integrated into assignment feedback males were more than 27% more likely to access their feedback, while for females, integrating marks into feedback had little impact – indicating there are gender differences associated with whether or not online students access assignment feedback embedded in their learning management system.

A study by Smothers (2021) states,

*It's a familiar story... A faculty member spends hours reading and commenting on student work only to have students turn right to the grade, often skimming over the faculty-provided feedback or ignoring it altogether. (para. 1)*

However, Smothers believes it is possible for faculty to “avoid wasting our time and get students to actually read and respond to (and benefit from) our feedback” (para. 1). Smothers suggests the following strategies: explain the purpose of the feedback; do not give a grade with feedback; avoid too much feedback which can overwhelm students; and provide actionable feedback i.e., explain what students should do with the feedback.

#### *SUMMARY*

The literature clearly indicates the importance of providing students with appropriate feedback regardless of the mode of content delivery. Different types of feedback as well as what makes feedback effective in the online learning environment has been delineated in this review. Further, Hounsell (2007) adds,

*The idea of feedback as a valuable learning and teaching resource is one worth emphasising. Indeed, recognition of the real value of feedback would require a significant change in educational practice. It would necessitate the creation of more time and space for feedback within the*

*curriculum. This would help raise the status of feedback, enabling it to become a highly valued resource by both academics and learners, and also help feedback to become more securely embedded in institutional structures and strategies (Hounsell, 2007, as cited by Sutton, 2012, p. 5).*

Thus, there is the potential for feedback to be more valued by online learners. What follows is the methodology used in this study to determine whether or not the online learner participants in this study found instructor-provided feedback within the LMS useful.

## **METHODOLOGY**

The goal of this study was to determine the value, if any, online students at a Midwest university place on the instructor-provided assignment feedback in Blackboard, relative to their overall learning experience.

### *RESEARCH QUESTION*

Is the instructor-provided assignment feedback on Blackboard of value to the learning experience?

### *RESEARCH DESIGN*

This study utilized a quantitative Cross-sectional Survey research design. “A cross-sectional survey is one in which data are collected from selected individuals at a single point in time.” “Cross-sectional designs are effective for providing a snapshot of the current behaviors, attitudes, and beliefs in a population” (Mills & Gay, 2019, p. 200). This study met these criteria.

### *PARTICIPANTS*

Participants were recruited using convenience sampling from online classes in one program in the College of Education at a Midwest university via email. The approximately 71 participants in this study included 30 undergraduate (42.25%) and 41 graduate (57.75%) students. In order to qualify as a participant, the students must have taken at least one online class, and/or were, at the time of the study, currently enrolled in an online class.

### *SETTING*

This research study took place at a four-year, public university in the Midwest, located in an urban area with a population of slightly over 170,000 residents. The Fall 2023 student population at the site of the study was 24,224 students, consisting of 19,929 undergraduate students and 4,295 graduate students.

### *INSTRUMENTATION AND DATA COLLECTION*

Data collection for the study was facilitated by a researcher-created survey instrument created in Qualtrics titled “Students’ Perspectives on Instructor-Provided Feedback on Blackboard in an Online Course” (see Appendix A). This survey consisted of three categories: a demographic category with two demographic questions; a survey question category with seven questions on a 5-point Likert scale focused on student perspectives about assignment feedback provided in the LMS; and an open-ended question category with one optional, open-ended question. The survey took approximately 10-15 minutes to complete.

In order to maintain anonymity and privacy, at no point in this study were individual participants identifiable. No names or other identifiable information was requested on the survey. Any data displayed or published will be in aggregate; no individual participant will be identifiable.

For the recipients who chose to participate, the recruitment email contained a link to the web-based survey in Qualtrics. The first page of the survey provided an overview of the

research as part of the voluntary informed consent form. Potential participants were required to give their voluntary consent to participate by clicking “AGREE” before they could access the actual survey.

Participants were given two weeks to return the survey. There were no incentives offered for participating. Of the 218 surveys distributed, there were 71 valid submissions. Descriptive statistics were utilized to analyze the data.

The results of the data analysis are discussed in detail in the following section.

**DATA ANALYSIS AND RESULTS**

The participants in this study were undergraduate and graduate students in the College of Education at a Midwest university who were asked to complete an online survey in Qualtrics. A link to the survey was distributed to instructors who were teaching online courses in the fall 2023 semester. The online teachers were asked to distribute the link to the survey to their online students. The survey questions concerned the students’ perspectives on the value of assignment feedback provided by their instructors on Blackboard in an online course the participants were currently taking or took in the recent past. The data collected from the 71 valid responses to the survey were analyzed using descriptive statistics. The demographic data provided by the participants is presented below.

*DEMOGRAPHIC DATA*

Table 1. *Academic Status of the Participants*

Status	N	Percentage
Undergraduate	30	42.25%
Graduate	41	57.75%

Table 2. *Number of Online Courses Taken by the Participants*

Course number	N	Percentage
None	0	0.00%
1	1	1.00%
2-3	14	20.00%
4 or more	56	79.00%

*SURVEY DATA*

As mentioned, this research study was guided by the following question to assess the perceptions of online students in a College of Education regarding their perspectives on the feedback provided by their instructors on the assignments they submitted in Blackboard. The research question asked, “Is the instructor-provided assignment feedback on Blackboard of value to the learning experience?” Questions 3-9 of the survey, which are in the Likert-scale format, directly addressed this question. The findings are as follows in Table 3 below.

Table 3. *The Instructor-Provided Assignment Feedback on Blackboard Adds Value to the Learning Experience*

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
3. Do you expect feedback on all assignments?	17 (23.94%)	32 (45.07%)	10 (14.08%)	12 (16.90%)	0 (0.00%)
4. I review the instructor-provided feedback on Blackboard for all or most of my assignments.	50 (70.42%)	17 (23.94%)	0 (0.00%)	2 (2.82%)	2 (2.82%)

5. I review the instructor-provided feedback on Blackboard only if I miss points on my assignments.	8 (11.27%)	2 (2.82%)	7 (9.86%)	33 (46.48%)	21 (29.58%)
6. I review the instructor-provided feedback on Blackboard even when I receive full points for the assignment.	50 (70.42%)	11 (15.49%)	3 (4.23%)	4 (5.63%)	3 (4.23%)
7. I find the instructor-provided feedback on Blackboard helpful.	44 (61.97%)	17 (23.94%)	7 (9.86%)	1 (1.41%)	2 (2.82%)
8. I find the instructor-provided feedback on Blackboard provides information that helps me improve my assignments.	42 (59.15%)	19 (26.76%)	7 (9.86%)	1 (1.41%)	2 (2.82%)
9. The instructor-provided feedback on Blackboard informed me of how I did on my assignment, providing both positive comments and suggestions for improvement.	48 (67.61%)	17 (23.94%)	4 (5.63%)	1 (1.41%)	1 (1.41%)

Nearly three-quarters of the student participants stated that they expected feedback on all assignments (question 3) indicating the instructor-provided assignment feedback in Blackboard is of value to their learning experience, aligning with the research question.

Almost all of the participants stated that they review their instructor-provided feedback for all or most of their assignments on Blackboard (question 4) which also corroborates the research question.

Very few (less than one-fourth) of the participants stated that they only review the feedback if they miss points (question 5) indicating that they find the instructor-provided feedback valuable regardless of whether or not they missed points i.e., they find the instructor-provided feedback of value in all or almost all cases.

As indicated in Table 3, well over three-quarters of the student participants stated that they review the instructor-provided feedback (question 6) even when they receive full points. Intuitively, one might expect students to skip checking for feedback when they receive full points, but that is not the case with the participants at this site, again, indicating that they find the instructor-provided assignment feedback on Blackboard of value to their learning experience.

In response to the general question, “I find the instructor-provided feedback on Blackboard helpful” (question 7), again, well over three-quarters of the participants responded positively, further corroborating the research question.

As discussed in the Literature Review, one faculty concern is whether or not students make use of the feedback they do read (see e.g., Mensink, 2019; Renaud, 2019). This is addressed in question 8 “I find the instructor-provided feedback on Blackboard provides information that helps me improve my assignments.” As indicated in Table 3, once again the vast majority of the participants stated that the instructor-provided feedback helps them improve their assignments.

Question 9 asked if the instructor-provided feedback provided the types of instructor feedback that Steele and Holbeck (2018) referred to as verification feedback (how the student performed) and elaborative feedback (suggestions for improvement e.g., how to avoid making the same mistake). The majority of the participants in this study again corroborated the research question that the instructor-provided assignment feedback on Blackboard of value to their learning experience.

#### *OPEN-ENDED QUESTION*

There was also one open-ended question that asked, "If you have information, experience, or opinions about the impact of instructor-provided assignment feedback on Blackboard on the value of the learning experience that was not covered in the above questions, please provide that information here". This question was optional, and all of the written responses are provided below.

The responses to the open-ended questions fall into three categories: Positive (support the survey results; Neutral (neither fully support nor fully dispute the survey results); and Negative (dispute the survey results). The category is indicated at the end of each open-ended response below.

- I very much appreciate instructor-provided feedback and wish I could receive more. That said, I know instructors have many students they're serving and that a high level of feedback would be difficult to give each week. Positive

- My professors (names omitted) always provide wonderful feedback on every assignment. Positive

- I believe that some teachers provide constructive feedback that helps, but others just tend to make me more confused. I feel that if you reach out to a professor to ask more questions on the feedback provided because you didn't understand, they should be more willing to help and be less snarky about it. I like feedback and additional help, but only if it is there to help me, not just point out that I did something wrong. Neutral

- It ruins the experience of trying to learn and improve when professors provide no feedback on work. Even if I don't use the information to change my approach to things, I'd like to know my assignment has actually been considered and reviewed. Neutral

- I enjoy getting feedback from instructors online. Since we do not meet in person, this helps me understand what the teacher is looking for, and it helps me get to know my teacher a little bit more. With feedback I know that my instructor is truly looking at my work, and values me as a student. Positive

- I appreciate it because it shows me where I missed points on a written assignment. Positive

- The only thing I can add is that sometimes we never hear from our instructor for the entirety of the course and it becomes frustrating when trying to get more context for an assignment. Negative

- The feedback is more important on assignments that build during the semester and culminate in a semester long summative assignment. Positive

- I can tell when I've received a generic message. Specific, meaningful feedback is appreciated. Positive

- Generally, I think nothing compares to the natural feedback you get in in-person interaction, and I wish that that were more of a priority. Generally, though, I feel that the disconnect between student and teacher is really strong on blackboard. I suspect the problem is in the medium, less the instructor. Neutral

- Feedback helps not only in improving the quality of my work but also acts as a word of encouragement and a line of communication with the instructor. Positive

- I like instructor feedback when questions are missed the most, so I know what I did wrong and how to fix it for future assignments. Especially if it is a technical error (such as



submitting the assignment in the wrong form). I don't necessarily expect feedback on assignments that I've received all points but I do usually read it if it is given! Positive

- Some teachers will go through a whole course online without providing feedback or effective feedback on assignments. Negative

- The feedback needs to be timely regardless of whether it's positive or critical. Neutral

Of the 14 open-ended responses, 8 responses were positive (support the survey results); 4 were neutral (only ambiguously addressed the survey questions); and 2 were negative (did not support the survey results, rather both addressed complaints about instructors who do not provide feedback). The majority of the open-ended questions clearly support the survey results.

What follows next is a discussion of the results of this study and conclusion.

## **DISCUSSION, FUTURE RESEARCH, AND CONCLUSION**

### *DISCUSSION*

The responses to the Likert scale questions and open-ended question in the previous section specifically address the research question of whether or not online students find instructor-provided feedback added to returned assignments in Blackboard of value. The findings indicate that overall, this online student population does find this feedback very valuable.

Two-thirds (69.09%) of the participants stated that they do expect feedback on all assignments. Almost all (94.36%) of the participants said that they reviewed the instructor-provided feedback on Blackboard for all or most of their assignments. Only a few respondents (14.09%) stated that they only review the instructor-provided feedback on Blackboard when they miss points on that assignment. This indicates that the majority does review the feedback on all or most of the assignments.

Almost all (85.91%) of the student participants review the instructor-provided feedback on Blackboard even when they receive full points for the assignment. Almost all (85.91%) of this online student population stated that they find the instructor-provided feedback on Blackboard helpful. Eighty-six percent of the online students find the instructor-provided feedback on Blackboard provides information that helps them improve their assignments. And, almost all (91.55%) of the respondents believe the instructor-provided feedback on Blackboard informed them of how they did on their assignment, providing both positive comments and suggestions for improvement.

There was one optional open-ended question the majority of which also indicated that students found the instructor-provided feedback with returned assignments of value. The quotations of the students' comments are listed in the above section.

### *LIMITATIONS*

Studies that utilize a self-reporting survey or structured interviews to collect data are exposed to the possibility that some responses may be subject to response bias, also known as social desirability bias; which is when a participant responds with what they believe the researchers want to hear and/or with what will make them look good to others, rather than providing honest responses (Smith, 2014). This faculty-researcher was never present in the classroom when the informed consent forms and surveys were distributed, completed, and returned, which should help mitigate this type of bias.

### *FUTURE RESEARCH*

The student-participants in this study included both undergraduate and graduate students. It would be useful to replicate the current study, but separate the participant responses by grade levels e.g., undergraduate, graduate, certificate only, etc., to determine if one grade

level valued online feedback more than another grade level. This could help online instructors be more attuned to their students' attitudes about online feedback in advance, and possibly avoid some of the frustrations described by Peterson-Ahman, et al. (2022).

The participants of this study were all from a College of Education. It also would be useful to determine if participants from other disciplines would respond differently. For example, might math or hard science majors value feedback more than another discipline? Again, this could assist online instructors in a particular discipline be more knowledgeable concerning how much time to spend preparing and distributing feedback on assignments.

This faculty-researcher hopes that the current study will encourage other online instructors to develop studies and add to the current body of literature on this important topic.

### CONCLUSION

The findings of this study provide evidence that online students at a Midwest university find value in instructor-provided assignment feedback within Blackboard as an integral part of their learning experience. The overwhelming majority of respondents indicated that they not only expect feedback on their assignments but also actively engage with this feedback, even when they receive full points. The data also suggest that students perceive this feedback as beneficial, aiding in their academic improvement and understanding of course material.

The consistency between the survey results and the open-ended question responses further solidifies the conclusion that instructor feedback is an important element of this online learning environment. The positive feedback from the majority of participants, along with the constructive criticisms offered in the open-ended responses, underscores the importance of constructive feedback in enhancing the online educational experience.

These findings have important implications for online educators, particularly in emphasizing the need for thoughtful and frequent feedback as a way to support student success. Future research could expand on these findings by exploring differences across disciplines and academic levels, potentially offering more targeted strategies for online instructors. Overall, this study highlights the essential role of instructor feedback in online education and encourages continued exploration into how it can be optimized to meet the needs of diverse student populations.

### REFERENCES

- Bouchrika, I. (2023, July 27). 40 LMS & eLearning statistics: 2023 data, trends & predictions. *Research.com*. <https://research.com/education/lms-elearning-statistics>
- Bradley, V. M. (2021). Learning management system (LMS) use with online instruction. *International Journal of Technology in Education (IJTE)*, 4(1), 68-92. <https://doi.org/10.46328/ijte.36>
- Cooper, S. (2016, August 27). Why meaningful feedback is so important for online learning. *eLearning Industry*. <https://elearningindustry.com/meaningful-feedback-online-learning>
- Mensink, P. (2019, March 14). New study shows significant amount of online feedback unopened by university students. *University of Western Ontario*. <https://mediarelations.uwo.ca/2019/03/14/new-study-shows-significant-amount-online-feedback-unopened-university-students/>
- Mills, G. E., & Gay, L. R. (2019). *Educational research: Competencies for analysis and applications* (12th ed.). Pearson Education.
- Peterson-Ahmad, M. B., Keeley, R. G., & Roberts, M. (2022, November 14). "They Don't Read My Feedback!" Strategies to encourage reception and application of course feedback. *Faculty Focus*. <https://www.facultyfocus.com/articles/educational-assessment/they-dont-read-my-feedback-strategies-to-encourage-reception-and-application-of-course-feedback/>

- Redd, B. R., & Kennette, L. N. (2017). Getting students to read instructor feedback (and maybe actually learn from it). *The College Quarterly*, 20(2).  
<https://files.eric.ed.gov/fulltext/EJ1142553.pdf>
- Renaud, J. (2019, March 14). Study: Student ignoring online feedback. *Western News*.  
<https://news.westernu.ca/2019/03/study-students-ignoring-online-feedback/>
- Sadulski, J. (2022, May 19). Providing useful, effective feedback in the online classroom. *American Public University*. <https://apuedge.com/providing-useful-effective-feedback-in-the-online-classroom/>
- Smith, P. B. (2014). Response bias(es). In A. C. Michalos, (Ed.), *Encyclopedia of Quality of Life and Well-Being Research*, (pp. 5539-5540). Springer.
- Smothers, A. (2021, August 24). Getting students to read and respond to feedback. *Northern Illinois University Center for Innovative Teaching and Learning*.  
<https://citl.news.niu.edu/2021/08/24/getting-students-to-read-and-respond-to-feedback/>
- Steele, J., & Holbeck, R. (2018, December). Five elements that impact quality feedback in the online asynchronous classroom. *Journal of Educators Online*, 15(3).  
<https://files.eric.ed.gov/fulltext/EJ1199171.pdf>
- Sutton, P. (2012, January 31). Conceptualizing feedback literacy: Knowing, being, and acting. *Innovations in Education and Teaching International*, 49(1), 31–40.  
<https://doi.org/10.1080/14703297.2012.647781>
- Tseng, H. (2020, October 13). An exploratory study of students' perceptions of learning management system utilisation and learning community, 28, *Research in Learning Technology*. <https://doi.org/10.25304/rlt.v28.2423>
- Turnbull, D., Chugh, R., & Luck, J. (2021, June 23). Transitioning to e-learning during the COVID-19 pandemic: How have higher education institutions responded to the challenge? *Education and Information Technologies*, 26, 6401-6419.
- Weimer, M. (2014, January 14). Why don't student use teacher feedback to improve? *The Teaching Professor*, 26(4). <https://www.facultyfocus.com/articles/teaching-and-learning/dont-students-use-teacher-feedback-improve/>

## APPENDIX A

### Survey: Students' Perspectives on Instructor-Provided Feedback on Blackboard in an Online Course

#### Demographic Data

1. Your academic status:  Undergraduate student  Graduate student
2. How many online courses have you taken?  1  2-4  5 or more

#### Survey Questions

SA=Strongly Agree; A=Agree; N=Neither Agree nor Disagree; D=Disagree; SD=Strongly Disagree					
	SA	A	N	D	SD
<b><u>Is the instructor-provided assignment feedback on Blackboard of value to the learning experience?</u></b>					
3. Do you expect feedback on all assignments?					
4. I review the instructor-provided feedback on Blackboard for all or most of my assignments.					
5. I review the instructor-provided feedback on Blackboard <i>only</i> if I miss points on my assignments.					
6. I review the instructor-provided feedback on Blackboard <i>even</i> when I receive full points for the assignment.					
7. I find the instructor-provided feedback on Blackboard helpful.					
8. I find the instructor-provided feedback on Blackboard provides information that helps me improve my assignments.					
9. The instructor-provided feedback on Blackboard informs me of how I did on my assignment, providing both positive comments and suggestions for improvement.					

#### Open-ended Question (optional)

10. If you have information, experience, or opinions about the impact of instructor-provided assignment feedback on Blackboard on the value of the learning experience that was not covered in the above questions, please provide that information here (optional)