The Student Feedback Literacy Instrument (SFLI): English

**Instructions:**

Feedback is an important element of teaching and learning. The following questions address how you handle and perceive feedback during your studies. By feedback, we mean any kind of information you receive about your learning progress, your work, your knowledge, or your learning methods. This includes, for example, feedback from various sources (e.g. instructors, fellow students, feedback from the learning environment, etc.), in different forms (e.g. verbal, written, audiovisual, etc.), and at different times (e.g. for final assessments, during tasks, etc.). Please indicate how much you agree with the following statements.

**Response format:**

5-point scale: (1) "does not apply at all" - (5) "applies completely"

**Dimensions:**

Feedback attitudes: 1 – 11

Feedback practices: 12 - 26

|  |  |  |
| --- | --- | --- |
| Running # | Items | Facet |
| 1 | I think that a feedback process is most effective, if I take an active role in it. | agency |
| **2** | **I believe that I can contribute to the value of feedback processes.** | **agency** |
| **4** | **I believe that one of the main purposes of feedback is for me to improve in my studies.** | **model** |
| 5 | I am convinced that working through feedback makes me better at evaluating my own work. | model |
| 7 | I am interested in receiving feedback about my learning. | readiness |
| **8** | **I am committed to making the most of feedback to succeed in my studies.** | **readiness** |
| **11** | **I believe that people with different perspectives will give me different feedback.** | **appraisal** |
| 12 | If needed, I seek out further information to better understand a feedback comment. | decoding |
| **13** | **I always manage to get valuable information out of the feedback I receive.** | **decoding** |
| **14** | **When dealing with feedback, I try to keep my emotional balance.** | **emotion** |
| 15 | I handle feedback on a factual level instead of taking it personally. | emotion |
| **16** | **I take all the time I need to reflect on feedback I have received.** | **engaging and process** |
| 17 | When I receive feedback, I carefully take note of every comment. | engaging and process |
| **19** | **I assess my learning progress to determine where feedback might be helpful to me.** | **seeking** |
| 20 | I always consult multiple sources of feedback to obtain diverse perspectives. | seeking |
| **21** | **I conclude from feedback how to do things in the future.** | **adaptation** |
| 22 | I reconsider and refine my learning strategies based on feedback. | adaptation |
| **23** | **I strive to make the most of the feedback I have received.\*** | **enactment** |
| 24 | If given the opportunity, I always revise my work based on feedback. | enactment |
| **25** | **I consistently use feedback as a reference point to judge my overall progress.** | **monitoring** |
| 26 | I take feedback into account for evaluating how well I am navigating a challenge. | monitoring |
|  |  |  |
|  | Items in bold constitute SFLI-S |  |
|  | \* item in SFLI-S but not SFLI for this translation |  |