

## **Propositions**

accompanying the dissertation

### **Cracking the Code**

#### **Investigating feedback perceptions in large Computer Science Education classes**

by

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1. Students' individual feedback perceptions exert a more significant influence on students' learning than the quality of instructional feedback itself. (*this thesis*)
2. Despite having positive feedback perceptions, students' lack of awareness regarding how to effectively utilize instructional feedback to enhance learning has a greater impact on their overall learning. (*this thesis*)
3. Instructors enhance students' successful engagement with instructional feedback by fostering the development of students' metacognitive awareness regarding diverse learning strategies and their efficacy. (*this thesis*)
4. Instructors' feedback perceptions combined with specific conditions of the learning environment result in the overuse of certain types of feedback, even if they are not beneficial for students' learning outcomes. (*this thesis*)
5. A comprehensive approach to feedback in higher education, which addresses not only students' perceptions and utilization but also instructors' practices and awareness, is essential for creating an environment that promotes continuous improvement and optimal learning experiences.
6. Providing practical support to instructors in tailoring feedback practices to match the learning environment and align with learning objectives holds greater significance than solely educating instructors about diverse feedback tools and their optimal application.
7. Feedback providers can influence how feedback is seen, affecting whether it gets used, even though they can't guarantee its use.
8. Feedback perceptions greatly affects whether feedback is used to improve the quality of work produced every day. Therefore, raising awareness of such concept as feedback perceptions is crucial not only for higher education environment, but for everyday life.
9. Publishing research with no obvious results is as important as publishing breakthrough findings; both contribute to the advancement of our collective knowledge and understanding.
10. Doing a PhD is like coding in Computer Science education: a quest for clarity in the world of bugs.

These propositions are regarded as opposable and defensible, and have been approved as such by the promotor(s) Prof. dr. M.J. de Vries and Dr. M.E.D. van den Bogaard