

Supplemental Material

CBE—Life Sciences Education

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Supplementary Table 1. Summary of additional student interviewees

Researcher Memo	Illustrative Quote
Student 5	
This student felt they knew most information beforehand	"I felt like we did things more than I needed to have them done, just because I caught onto the material pretty quickly. And so it was, the repetition kinda got tiring."
They like confirmatory feedback: do I have it right or not?	"You wanna know if you've done it right and so either if you got it right then it's like Okay, I'm good, if you got it wrong it's like Okay, this is what I need to do next time."
Not very responsive to feedback: did not change study behavior as a result	Interviewer: Was there anything that someone else said or that they did that affected the way that you chose to study? Student: "No". Interviewer: Did the class experience from the video affect the way that you studied or anything that you did outside of class? Student: "I would say no." Interviewer: And did any feedback that you received on this question for instructor, an LA, a peer affect the way that you studied? Student: "No."
Lone wolf: did not see much value in peers	"There were a lot of times when I had questions from my peers because they didn't quite understand what exactly I was doing, so I would say that would have been unhelpful feedback."
Passive study techniques: reading the book, "looking over"	Interviewer: Okay, so would you take me through kind of how you studied? Student; "I pretty much just read the book." Interviewer: Okay Student: "Yeah, that was about it."
Student sometimes did not study because they already understood it from class	"Well I just did what was in class, and got it well in class. So, I mean that was pretty much all my preparation for it."
Student 6	
Inconsistencies: There were times when the student said they knew everything, but then did poorly on quiz. *This makes it very difficult to create a narrative based on what student said*	
Watched and listened during class	Interviewer: Gotcha, and while you were doing that did you interact with anyone that was helpful for your learning? Student: "Kind of like silent interaction. Like I just kind of watched

	everybody else."
Copied other students' answers and hoped to learn it later	Interviewer: So what did you do after you talked to your peers? Student: I just wrote down the answers that they had.
Zoned out of class at one point	"Honestly, I think I zoned out at this part, cause I don't really remember this. It was a long day."
Planned to ask more questions in class, but did not seem to follow through	"Maybe just ask more questions if I don't understand it. Because I knew right away I didn't understand it. And then I just went back to my room and looked it over myself. But I could have just asked about it in class and gotten the right answer right away."
Student 7	
Relied heavily on peers	"When I first saw [the problem], just like the other one I was like, 'Wow, I did not know as much as I thought I did.' because that question really stumped me. Yeah, I talked to my entire table that time, I just kind of looked at all of them and was like, 'How do I do this?' Then the same people that helped me before helped me again and they explained it well.
Focused on procedure: how to do the problem	"Talking to my tablemates and like them telling me what to do and then the teacher explaining the answer, both of those really helped because now I understand how to do the questions."
After test, thought they have should studied everything more	"I probably definitely should have studied a lot more than I did. At least on the stuff that I didn't know as well. I should have spent a lot more time than I did."
Student 8	
Liked corrective feedback: right or wrong	"Well, I think that, you know, if it [the teacher] didn't tell us the correct answer, we wouldn't know if we knew how to do it or not."
Active study techniques	"I looked at periodic table and kind of just picked random elements and then tried to draw them with the shells and the electrons. "
Talked to peers, but very little with instructors or learning assistants	" I think just because I talked to my peers a lot more and so I got a lot more feedback from them, so I think overall it was more helpful [than feedback from the instructor or LAs]. "
	"I mean, I wouldn't really go talk to [the instructor] or an LA unless I had like a question or anything like that, so yeah."

Usually reported that feedback had no effect on study

Interviewer: Did anything that someone else did or said affect the way that you prepared for that question?

Student: "Not really, No, I don't think."

Interviewer: "Did the class experience from this video affect the way that you prepared for this question?"

Student: No. Not really, I don't think.

Interviewer: "Okay. Did the feedback that you received in class about this question change the way that you prepared for this quiz question?"

Student: I don't think so. No.