

Moving Forward Through Feedback: Can the Use of Video Enhance Feedback Provision?

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Why Focus on Feedback?

For staff and students feedback can sometimes be:

- ✓ time consuming
- ✓ repetitive
- ✓ frustrating
- ✓ inefficient
- ✓ unhelpful
- ✓ confusing
- ✓ too late
- ✓ inconsistent

Why Use Video for Feedback?

Video offers a number of benefits:

- Supports rapid feedback to students
- Motivates students through expression and tone of voice
- Accommodates different learning styles and supports active learning ('learning by doing')
- Allows staff to say a lot within a short space of time
- Overcomes common issues with written feedback, e.g. Illegible handwriting
- The feedback can be accessed anytime and replayed

The ASSET Project

ASSET was a JISC funded project which has:

- Explored the use of video media for enhancing quality and timeliness of feedback provision (initially focussing on generic feedback)
- Encouraged staff to focus on *feed-forward* elements of feedback
- Created an interactive Web 2.0 resource, 'ASSET', which allows students to organise feedback videos into personalised playlists
- Developed a 'video drop-box' to allow feedback videos to be uploaded and embedded into Blackboard courses ('Video Frameworks')

The Study

- 'ASSET' was piloted at the University of Reading in the Autumn Term 2009 (Figure 1.)
- Staff from five disciplinary areas and over 500 students piloted the ASSET resource
- Video feedback provision was evaluated using pre- and post-ASSET staff and student online surveys and focus groups

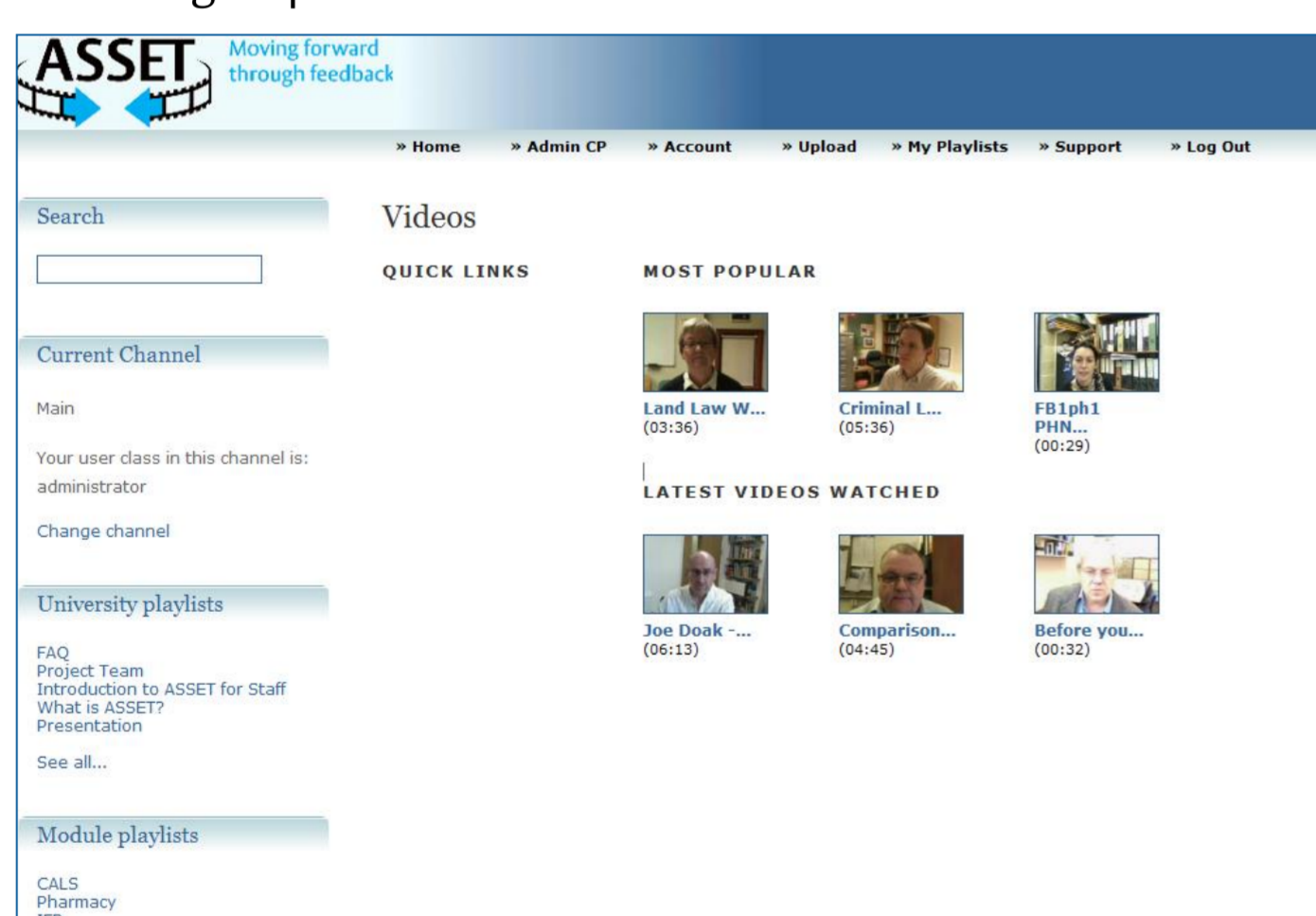


Figure 1. The ASSET resource, developed used CORE software

Results

Staff

As a result of using video for feedback provision:

- 75% of staff found that creating generic feedback videos took them no longer than providing generic feedback using their normal methods
- 62% of staff said that it took them on average less than 20 minutes to produce a single feedback video for their class
- 87% of staff felt students took the same or more notice of the feedback compared to their normal methods
- Staff commented that in using video they were engaging with feed-forward elements of feedback more than normal
- Staff said that using video has changed their approaches to feedback provision (quality enhancement)
- Staff are keen to continue using video to support feedback provision

Staff Perspectives

"It adds value: emotive stressing of key points and re-playable"

"It has the immediacy of a lecture, but can be replayed. It suits some students better than generic written feedback"

"International students appreciated videos more than in-class oral comments, as they could re-play the videos"

"Can put into words the information that needs to be conveyed. Can use screen casts to show students what to do"

Students

Only 9% of students had received video/audio feedback prior to the ASSET project (Figure 2.).

- 78% of students said they liked receiving video feedback, citing the following reasons:
 - It had more information/was more in-depth
 - It was more personal
 - Because the videos could be re-played
 - Videos could be accessed any time

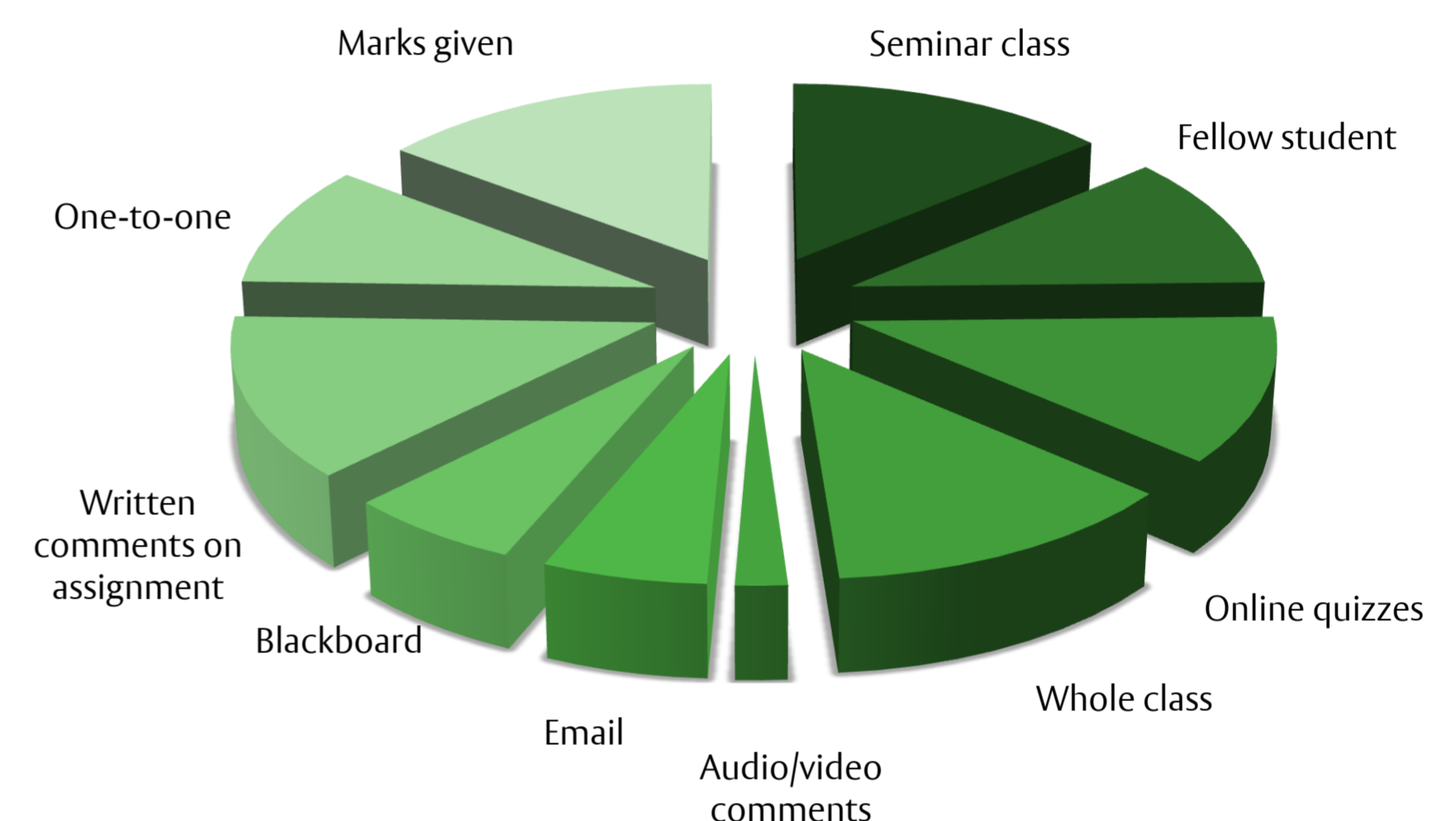


Figure 2. Types of feedback most commonly experienced by students prior to using the ASSET resource.

- 60% of students agreed with the statement that "Receiving video feedback encouraged me to take more notice of feedback compared with normal methods"
- 61% of students watched the videos more than once
- 13% watched videos with their peers
- 59% discussed the video with others
- 80% said they would like their lecturers to keep using video feedback

Student Perspectives

"It was easier to gauge the reaction and emphasis of a lecturer by watching a video than it was through written feedback"

"Watching and listening to someone speak says more than reading feedback"

- 17% of students said they didn't like the video feedback for the following reasons:
 - They preferred written or face-to-face feedback
 - They thought videos were not easily accessible online
 - Some felt the videos were 'impersonal'

The Future

- To publish pedagogic data arising from the ASSET project
- To disseminate the video drop-box for embedding videos in VLEs, e.g. Blackboard
- To collate evidence of the effectiveness of different media for supporting and enhancing feedback provision
- To lead a series of national events to showcase the use of digital media for enhancing the feedback experience for staff and students



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