

Using Video to Enhance Feedback Practices

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Objectives

- To provide an overview of the UK and Reading 'feedback scene'
- To showcase the ASSET resource developed at Reading
- To discuss how video can be used to *"deliver excellence in hard times"*

"Why bother, they're only interested in the grade"

"I don't get feedback in time"

"They don't ever read it or listen to what I'm saying"

"They expect feedback the next day!"

"What does it mean?"

"It's just so time consuming"

"It's not very helpful"

"I wish they'd ask me if they don't understand"

"I can't even read the handwriting"

"I'm always saying the same things..."

"I wish they'd see beyond the grade"

The UK Feedback Scene

- Important component of learning
- National Student Surveys & NUS Campaigns
- The Higher Education Academy
- Assessment and feedback-related CETLs

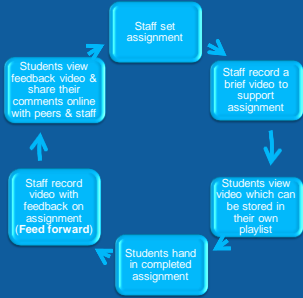
The Challenges at Reading

- Getting staff to provide consistently high quality feedback
 - **FEED FORWARD**
- Improving timeliness of feedback
- Getting students to engage with feedback and to use it in subsequent assignments
- Recognising the range of feedback!

The ASSET Project

- Explore the use of video for timely, quality feedback provision through the development of an interactive Web 2.0 resource, 'ASSET'
- Encourage deeper engagement of staff with feed-forward elements of feedback
- Enhance the feedback experience for staff and students
- 11 staff and over 500 students; range of disciplines

The ASSET 'Feedback Loop'



www.reading.ac.uk/videofeedback



Evaluating The Use of Video Feedback

- Pre- and post-ASSET use online surveys and focus groups
 - Experiences of feedback
 - Potential challenges and advantages of using video
 - Feedback preferences
 - Changes in practice and levels of engagement

Staff Perspectives

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

"It has the immediacy of a lecture, but can be re-played. 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"

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 "

"I could engage better with the lecturers comments, absorbing more information with video feedback"

"More interactive form of feedback; more interesting to listen to and watch"

Future Plans

- Project dissemination at national T&L events
- Sustainability at Reading and 'Frameworks' for use in other institutions (e.g. 'video drop-box' for ease of integration with Blackboard)
- Funding applications



Contacts and URLs

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- Project website www.reading.ac.uk/videofeedback
- Engage in Feedback www.reading.ac.uk/engageinfeedback
