

ASSET: Moving Forward Through Video Feedback

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ASSET

- Background
- The ASSET resource
- Pilot study
- Future plans

The Importance of Feedback

- Feedback is an essential part of the learning process
 - Motivation
 - Inform performance
 - Ways to improve...'**Feed-forward**'
- Feed-forward can
 - Focus students' attention on 'assessment criteria'
 - Help students to better understand your feedback
 - Clarify how feedback can be used in subsequent work

Feedback Challenges

- **Timeliness**
 - Providing feedback within 'useful' timeframe
- **Quality & Quantity**
 - Making feedback constructive for students
 - Balancing quality with class size
- **Formative versus summative**
 - Getting students to engage

Enhancing Feedback Provision at University of Reading: The ASSET Project

18 month JISC funded pedagogic project which aims to:

- Enhance the feedback experience for staff and students through the development of a Web 2.0 resource, 'ASSET'
- Explore the use of video and audio for 'feed-forward' and feedback provision ('generic' to start with....)
- Working with colleagues at Universities of Plymouth, Staffordshire and the HEA Centre for Bioscience, Leeds

JISC

Using Audio & Video For Feedback

- Voice/image adds an ‘additional layer’ to feed-forward/feedback:
 - Tone
 - Expression (enthusiasm!)
- Audio/video can enhance feedback (Hattie & Timperley, 2007)
- Accommodate different learning styles
- Can be used to complement existing feedback mechanisms to enhance engagement with feedback

Why Use Web 2.0 to Develop ASSET?

- Web 2.0 allows students to come together in ‘communities’ and fits with the pedagogic approach of learning by doing within a community, focussing on learner’s interests
- 90% students are regular users of social networking sites on entry to university*
- 73% of students use these sites to discuss coursework with others*
- 27% do so on a weekly basis*
- Only 25% feel encouraged to use Web 2.0 by lecturers*

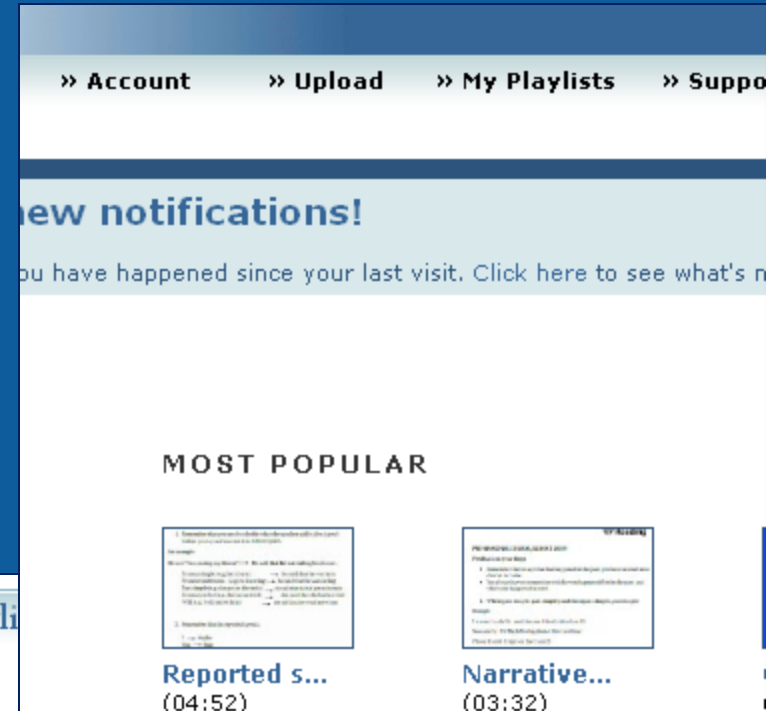
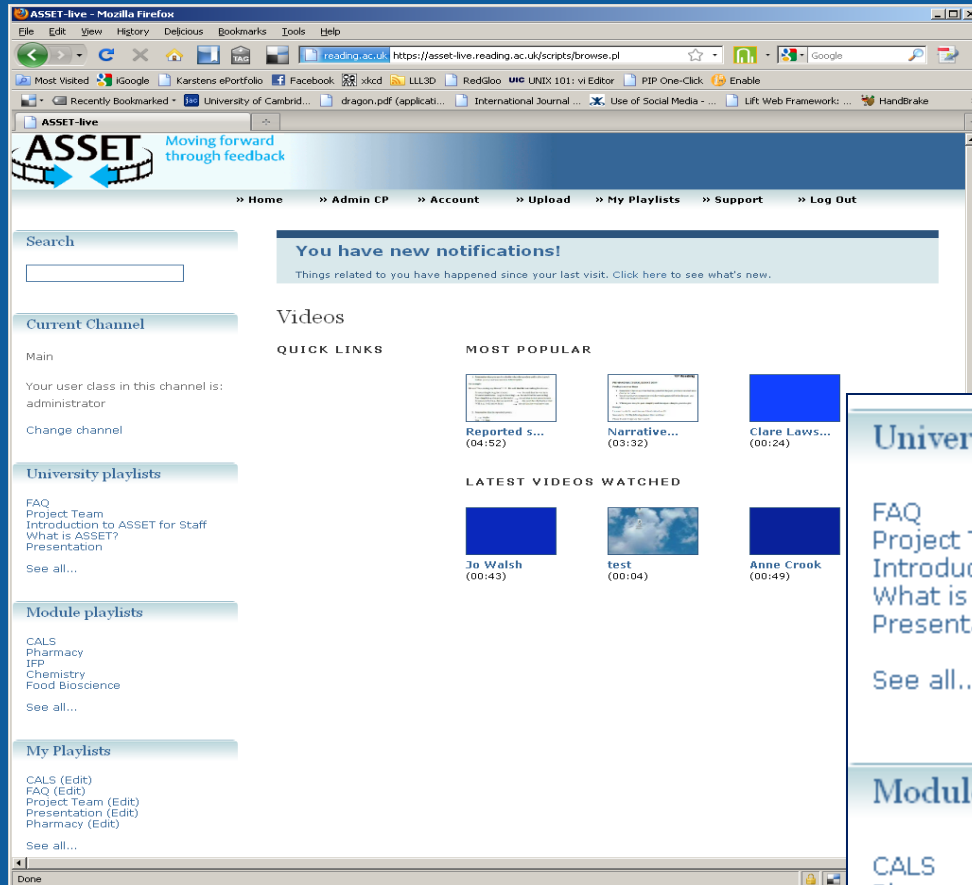
(*JISC; Ipsos MORI, 2008)

What is ASSET?

New resource to capitalize on students' use of social networking to enhance engagement with feedback for learning

- Opportunity for students to discuss assessment-related feedback online and to share comments with peers & staff
- Complement other forms of feedback
- May speed up feedback delivery for staff
- May enhance quality of feedback provided
- Opportunity for staff to be more creative with feedback

Video delivery



University playlist

FAQ
Project Team
Introduction to ASSET for Staff
What is ASSET?
Presentation

See all...

Module playlists

CALS
Pharmacy
IFP
Chemistry
Food Bioscience

Video making - 101

- Webcams
 - Windows and for Macs
- CamStudio
- Flip Cameras
- Microsoft Moviemaker
 - If they really want to edit videos

Pilot Study at Reading

- Six Schools/Centres representing Arts/Humanities, Social Sciences and Science
- Over 30 staff and 600 students will be using ASSET
- 'Pre-pilot' Summer term (CALs) and main pilot Autumn term 2009/2010

Data collection

- Pre- and post-use surveys of students and staff
- Post-use focus groups for students and staff

Plymouth Continuation Funding

- Same principles – different University

Pre-use Survey of Students

- Online questionnaire (mixture of qualitative and quantitative)
- Views and experience of feedback
- What do students 'do' with feedback ?
- Good response rates

About the students

- 67% of students use social networking sites /websites, such as YouTube 'regularly' (> twice a week)
- 81% are 'confident' at using computer technology

Students' views and experience of feedback

- 76% viewed feedback as important
- Students recognized features of 'good' feedback
- They viewed a mark as more important than comments
- 91% considered peer comments to be a form of feedback

Types of feedback most preferred

- Written comments returned with assignment (61%)
- One-to-one discussion with tutor (49%)
- Comments made to class (41%)

Staff's View

- Who are they?
 - Majority are experienced
 - Before normally only written feedback or in class – except for one school (Fine Art)
 - Vast majority are always or mostly confident using IT
 - 12 think it might save time versus 16 who thinks it might take more
 - 21 think students might engage more in the feed-forward/back processes
- Anecdotal evidence that it changes their pedagogy
 - Rethinking the feed-back
 - Seeing yourself makes you think

The Future

- Main pilots Autumn term – ending in a few weeks
- Data analysis and focus groups
- Open source version of ASSET
- Dissemination (publications)

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