

ASSET: Moving Forward Through Video Feedback

Karsten Øster Lundqvist



The ASSET Team

- **University of Reading**
 - Julian Park, Anne Crook, Robyn Drinkwater, Clare Lawson
- **University of Plymouth**
 - Stephen Gomez
- **University of Leeds**
 - Stephen Maw
- **Staffordshire University**
 - Paul Orsmond
- **JISC Funding**

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*

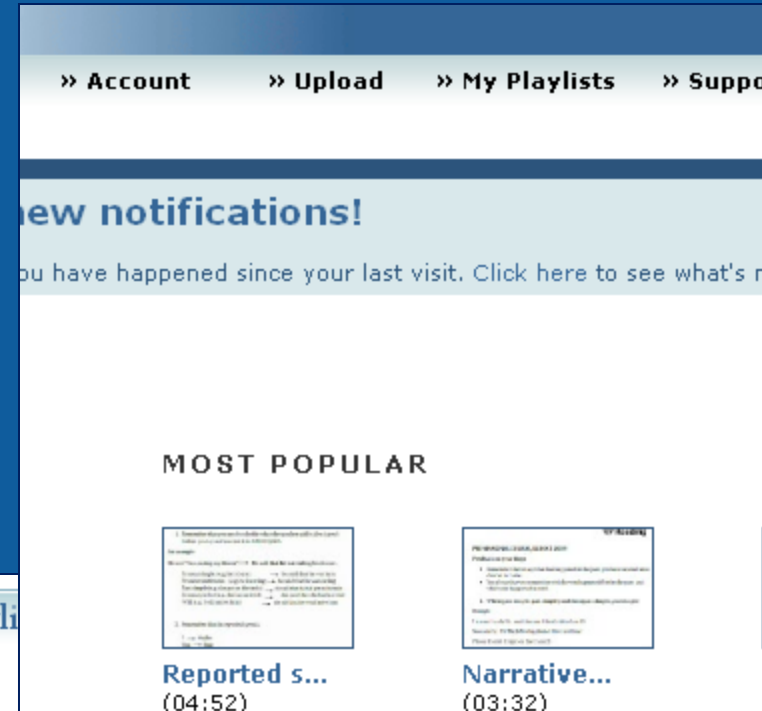
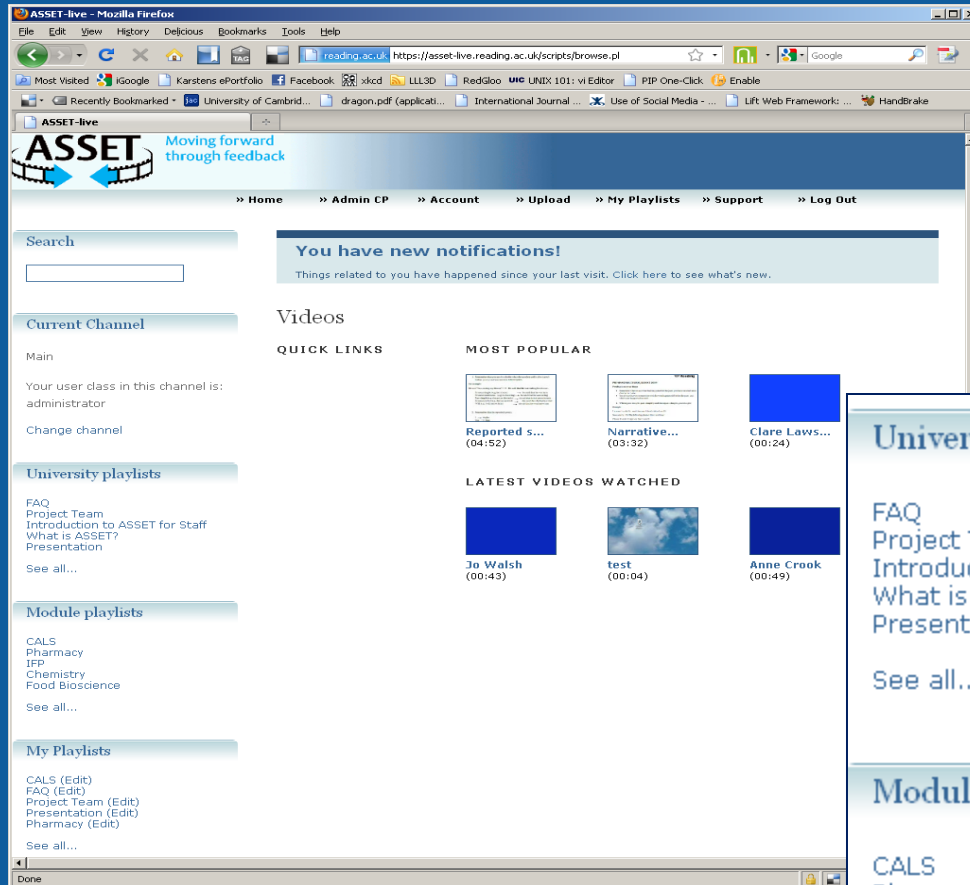
(*JISC; Ipsos MORI, 2008)

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 playli

- 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 has been using ASSET

Data collection

- Pre- and post-use surveys of students and staff
- Post-use focus groups for staff (students in Summer term.)

Plymouth Continuation Funding

- Same principles – different University
- Further development of Core software

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' previous 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%)

Students' feedback

- Vast majority wants video feedback
 - View (m)any time
 - “Know more what is being expected”
- More encouraging / informative than written feedback
- Easier to transfer to other areas
- Yet also felt more personal
- Students discussed the videos with fellow students

Staff's View

- Who are they?
 - Majority are experienced
 - Before normally only written feedback or in class
 - 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

Staff's feedback

- It changes pedagogy
 - Rethinking feed-back and ignite feed-forward
 - Seeing yourself makes you think
 - Many “Video opportunities”
- Takes time (for most lecturers)
 - but it helps students
 - Reuse of videos – perhaps less time over time?

The Future

- University of Reading
 - Framework development (dropbox functionality)
 - Blackboard and Redgloo
 - Guidelines and documentation
 - Further funding?

Contact

- Karsten Øster Lundqvist k.o.lundqvist@rdg.ac.uk

www.reading.ac.uk/asset

