For staff and students feedback can sometimes be…

- ☑ time consuming
- ☑ repetitive
- ☑ frustrating
- ☑ inefficient

- ☑ unhelpful
- ☑ confusing
- ☑ too late
- ☑ inconsistent

Exploring the use of video for providing student feedback

The JISC-funded ASSET project, based at the University of Reading, explored the use of video for enhancing feedback provision to students.

Staff from five disciplinary areas piloted the use of video for providing generic feedback, and over 500 students engaged with the project.

The main findings of the project were:

- the use of video changed some lecturers' approaches to feedback provision;
- video feedback took staff the same time or less to provide compared with normal methods.

'I have sympathy with those students who struggle with written forms of feedback, and so I have tried to emphasise the main points in a video.'

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

www.reading.ac.uk/videofeedback

Other findings of the project include:

- staff felt that the use of video enhanced students' engagement with the feedback;
- students liked receiving video feedback and would like staff to continue using it.

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

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

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