Using written proformas, audio recordings and video screen captures to provide feedback to students:

Experiences from my own teaching.

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This session

- Importance of "designing in" a feedback strategy
- Examples of feedback techniques used in my own teaching on PG Cert/MA in Academic Practice
  - Written formats (forum posts, MS word track changes, proformas)
  - Audio recordings
  - Video recordings
- Evaluation of the "tutor time" involved in different techniques
- Student perceptions

Formative assessment

"Formative assessment consists of activities used by the teacher to determine a student's level of knowledge and understanding for the purpose of providing the student with feedback and planning future instruction.

The feedback and future instruction may be concerned with remediation or the provision of further learning opportunities."

Baroudi 2007

Technology at MMU to provide feedback

Includes:

- Email

- Discussion forums

- Proformas (MS Word docs, Pebbelpad, Electronic Feedback – Phil Denton)

- Track changes (MS Word)

- Video feedback

- Audio feedback

- Peer-assessment tools (Gradeable discussions forums in e.g. WebCT, Turnitin)
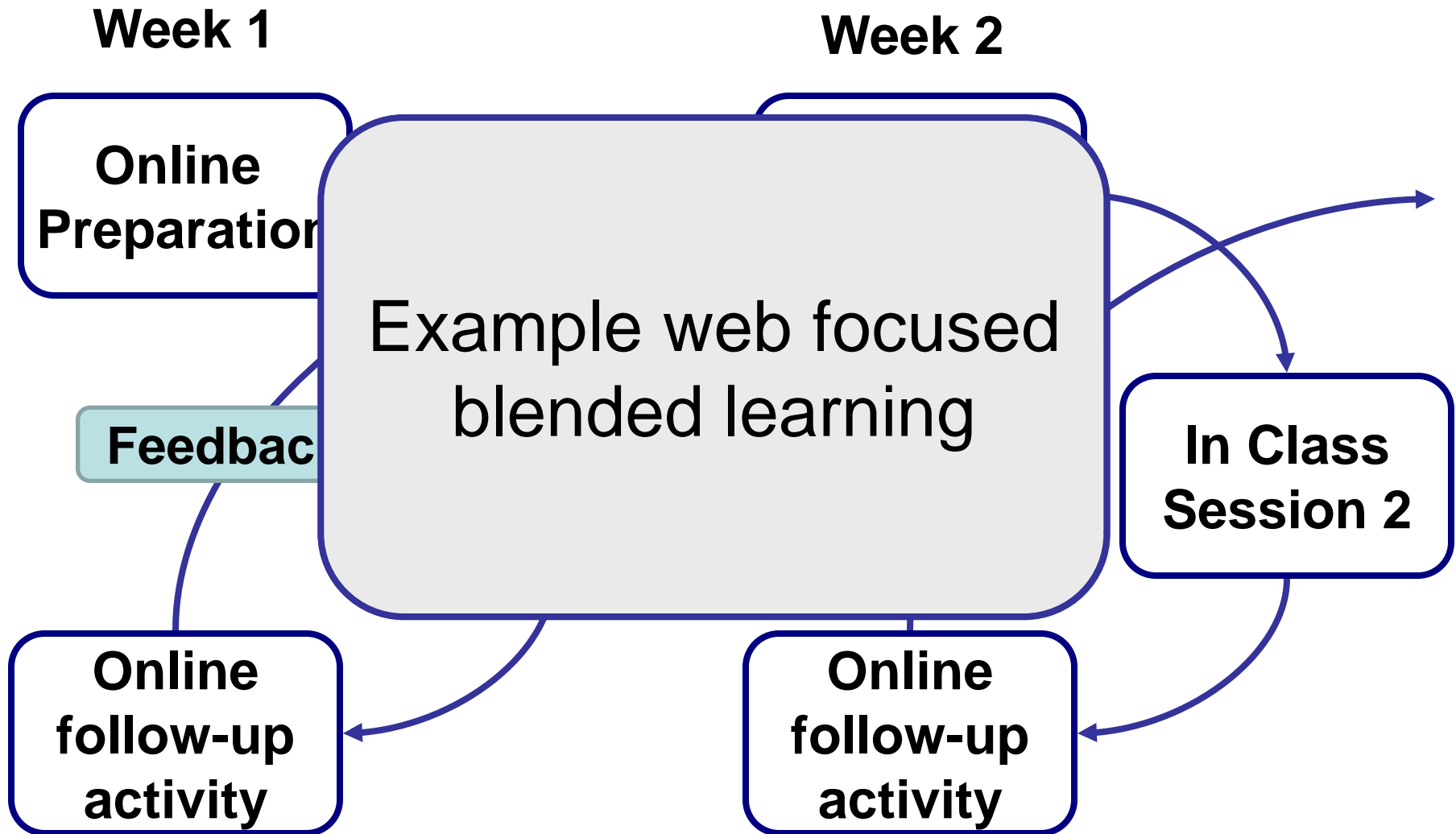
- Classroom Response Systems

My teaching

- Post Graduate Certificate/Masters in Academic Practice
  - New and experienced academic staff
  - Academic support staff
  - Technical support staff
- Just like real students

Issues for my core option Designing Courses for VLEs

- 10 credit Masters level unit – 100 hours of student effort

- Very limited F2F contact (4 x 3 hours sessions - 12 hours in total)

- Participants very busy (mainly full time academic and support staff)

- 3 different assessment requirements depending on participants status.

Learning and teaching model

Week 1

Week 2

Online Preparation

Feedback

Example web focused blended learning

In Class Session 2

Online follow-up activity

Online follow-up activity

Assessment Strategy

Overall

- Designed as **mini-portfolio** of formatively assessed activities

- In effect a plan to implement blended learning in a chosen unit.

- Regular, rapid, personalised feedback (range of formats)

- Individual elements of portfolio provide evidence/basis for summatively assessed reflective account

Feedback methods

Wk	Online Formative Activities	2007/8 Feedback provision	2008/9 Feedback provision
1	Review learning outcomes Complete LTA matrix	Online discussion forum Track changes/ annotated script MS	Written proforma via pebblepad
2	Revise LTA matrix		
3	Activity design Development Plan		
4	Monitoring and evaluation plan Timeline	feedback	recording

Submission and feedback via WebCT Digital Dropbox

Submission and feedback via Pebblepad Webfolio

What I did

1. Kept a detailed tutoring activity log
   - eMail
   - Telephone conversations
   - Materials development
   - Feedback on tasks

2. Categorised activities

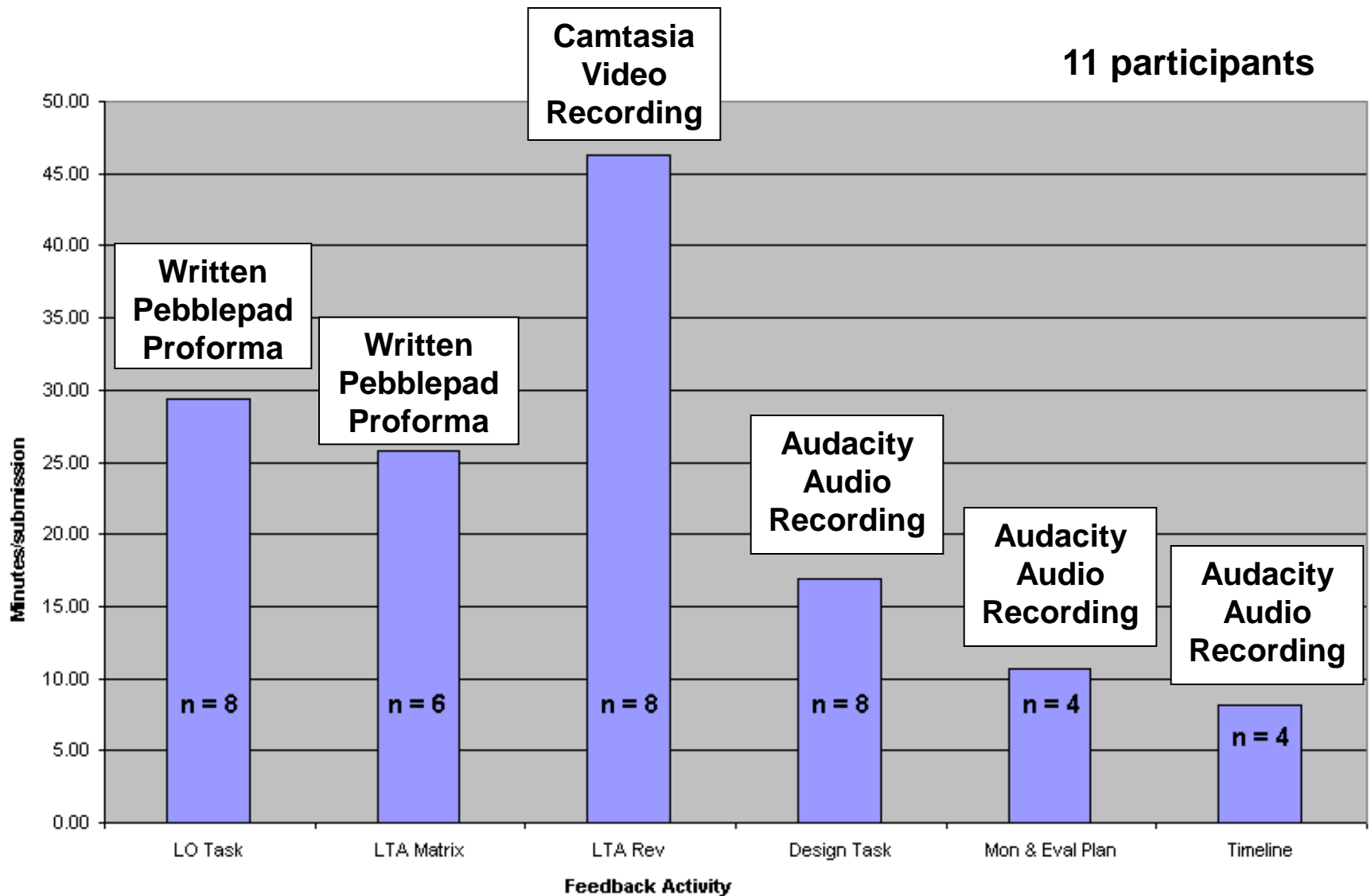3. Worked out time spent engaged in each

Opportunistic Action Research

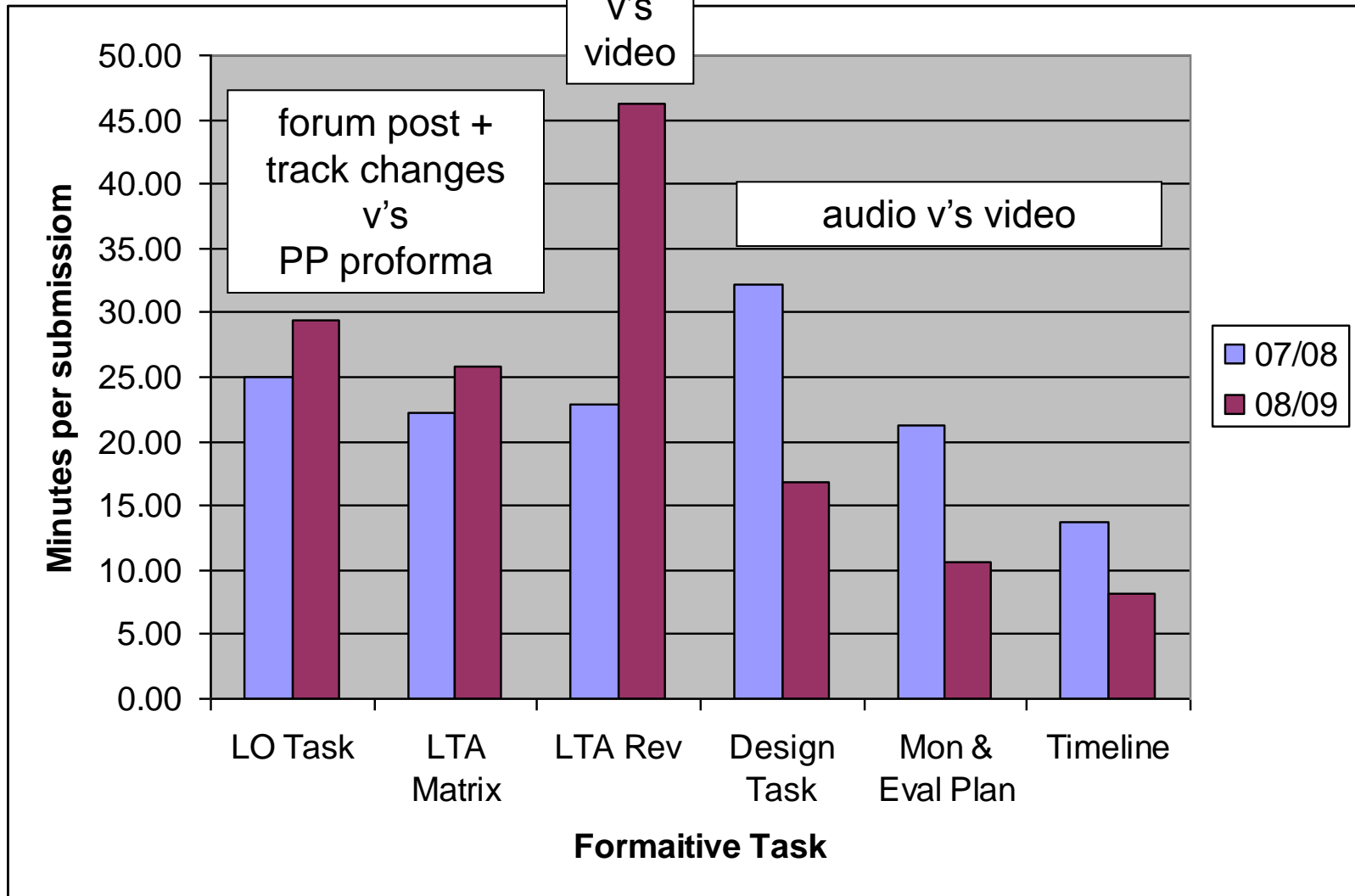# Time invested in providing feedback?

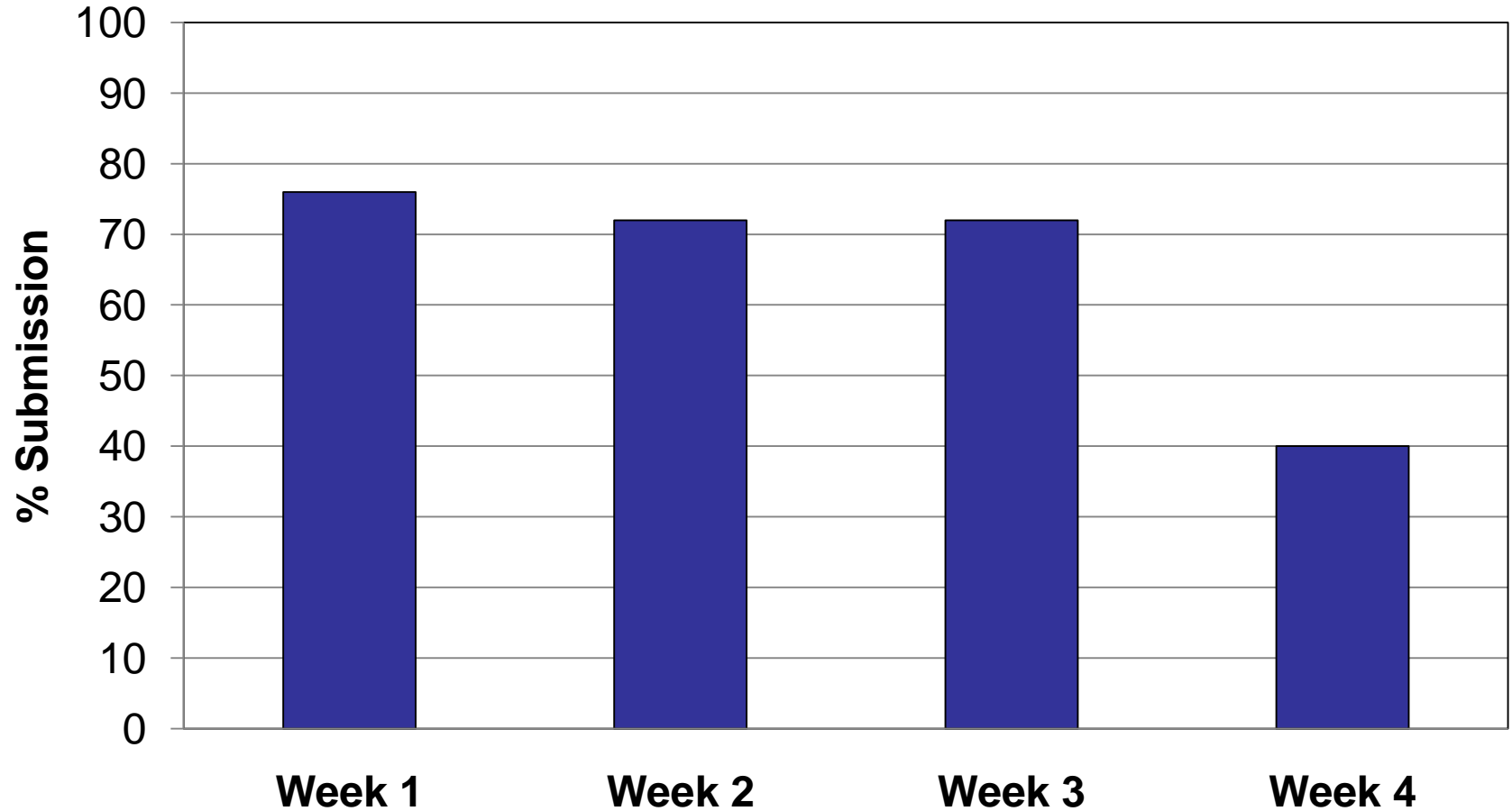# Time spent feeding back 2007/8
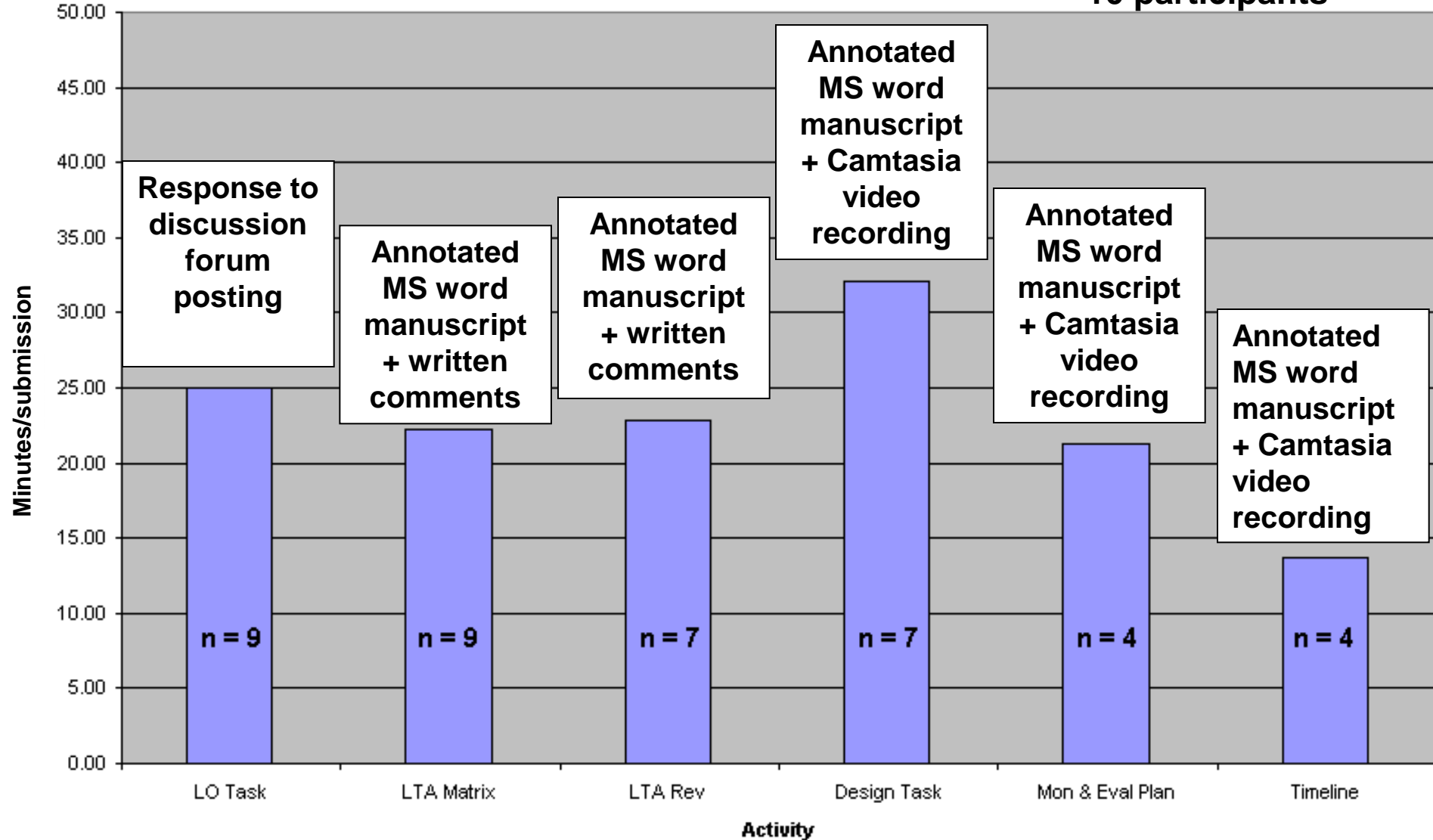
Time spent feeding back 2008/9

Comparisons of feedback methods

Avg. 16.5 hours tutor time providing feedback over 4 weeks

video v's video

forum post + track changes v's PP proforma

audio v's video

Submission of formative assessments

Student prespectives

Prefer audio and video to written feedback

50:50 split between audio and video

Annotations important

Utilised differently

Personal and Engaging

Video more impact

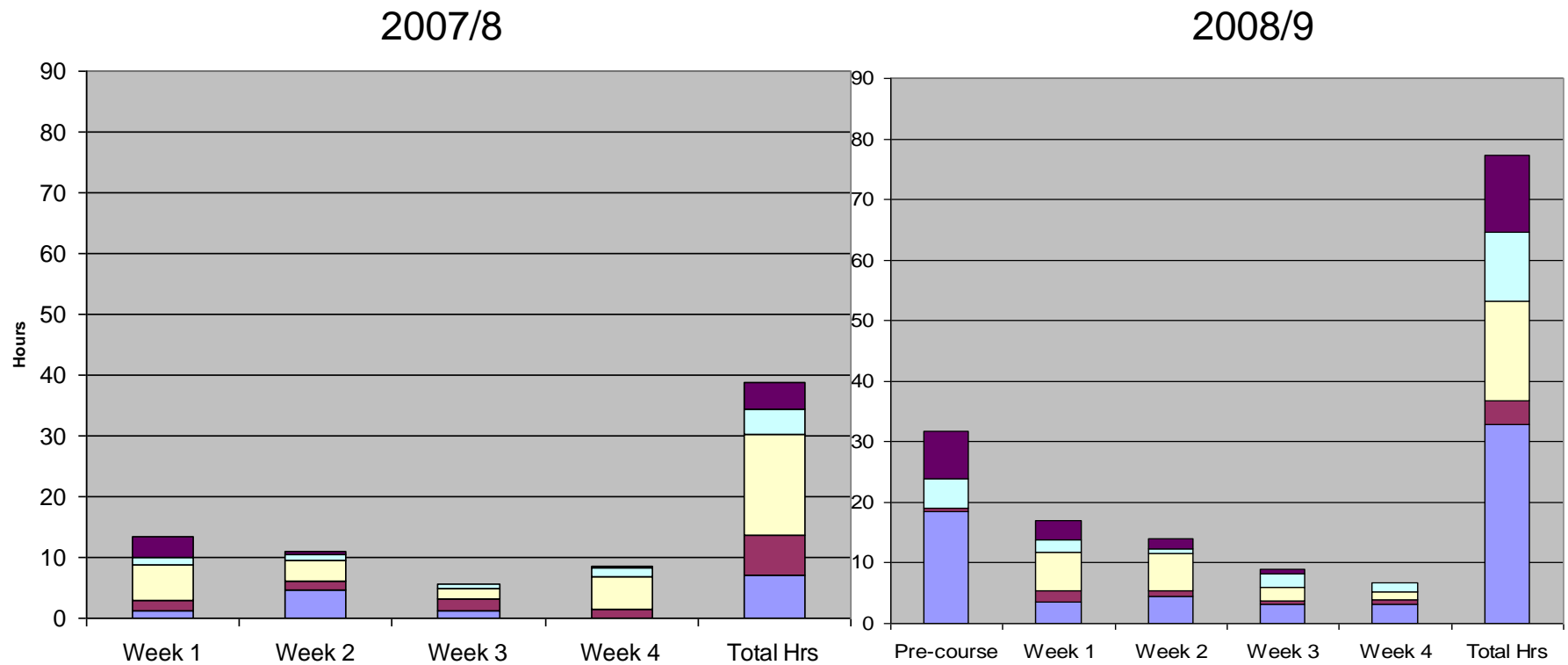Understandable

Audio more reflective

Conclusion

I have found:

- Audio feedback quicker to produce than written or video feedback

- Participants show a preference for audio and video over written feedback

- 50:50 split in preference between audio and video
  - Video high impact visually
  - Audio may encourage reflective approach or preferred by reflectors

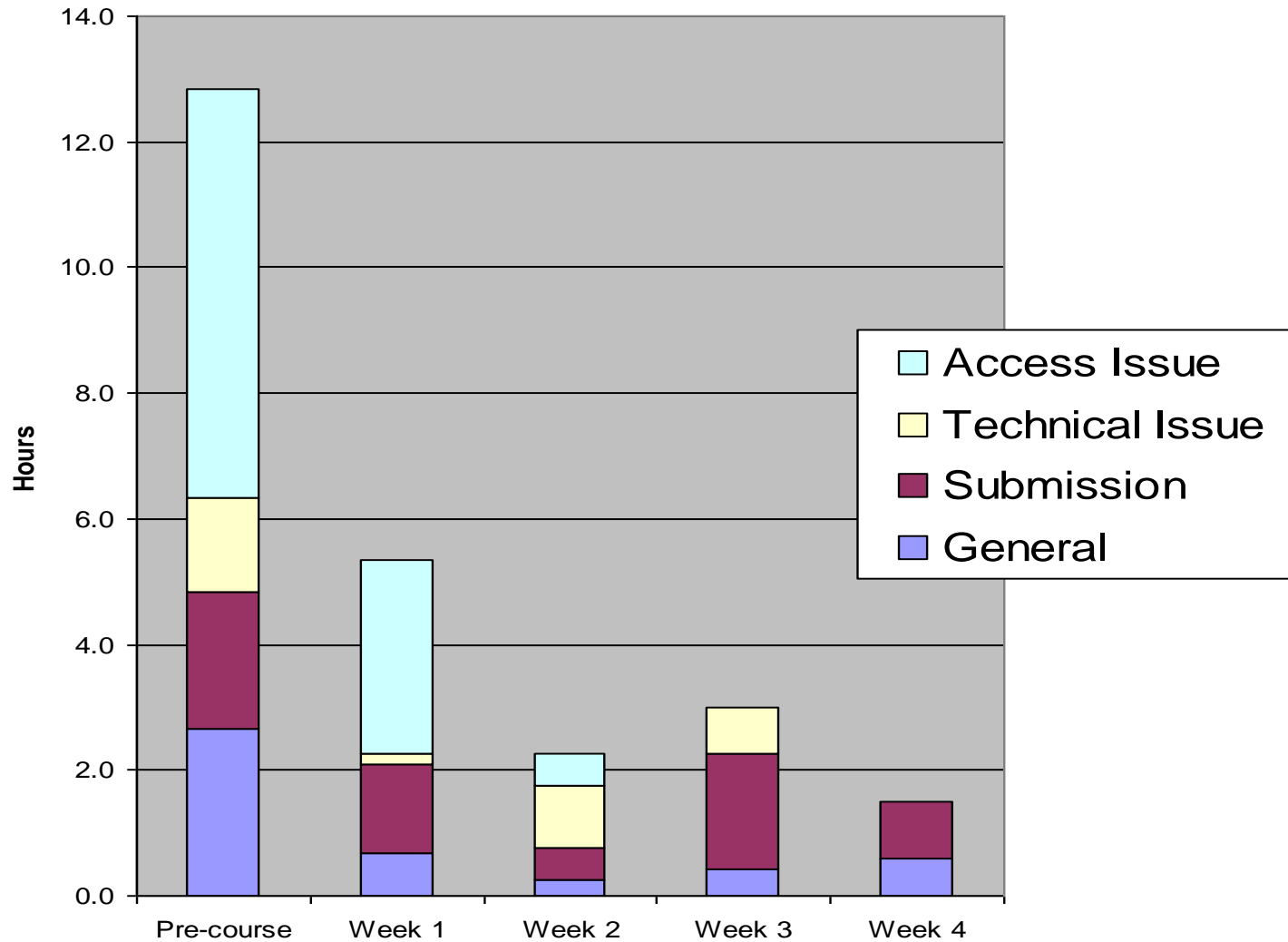- More technical issues associated with video than audio
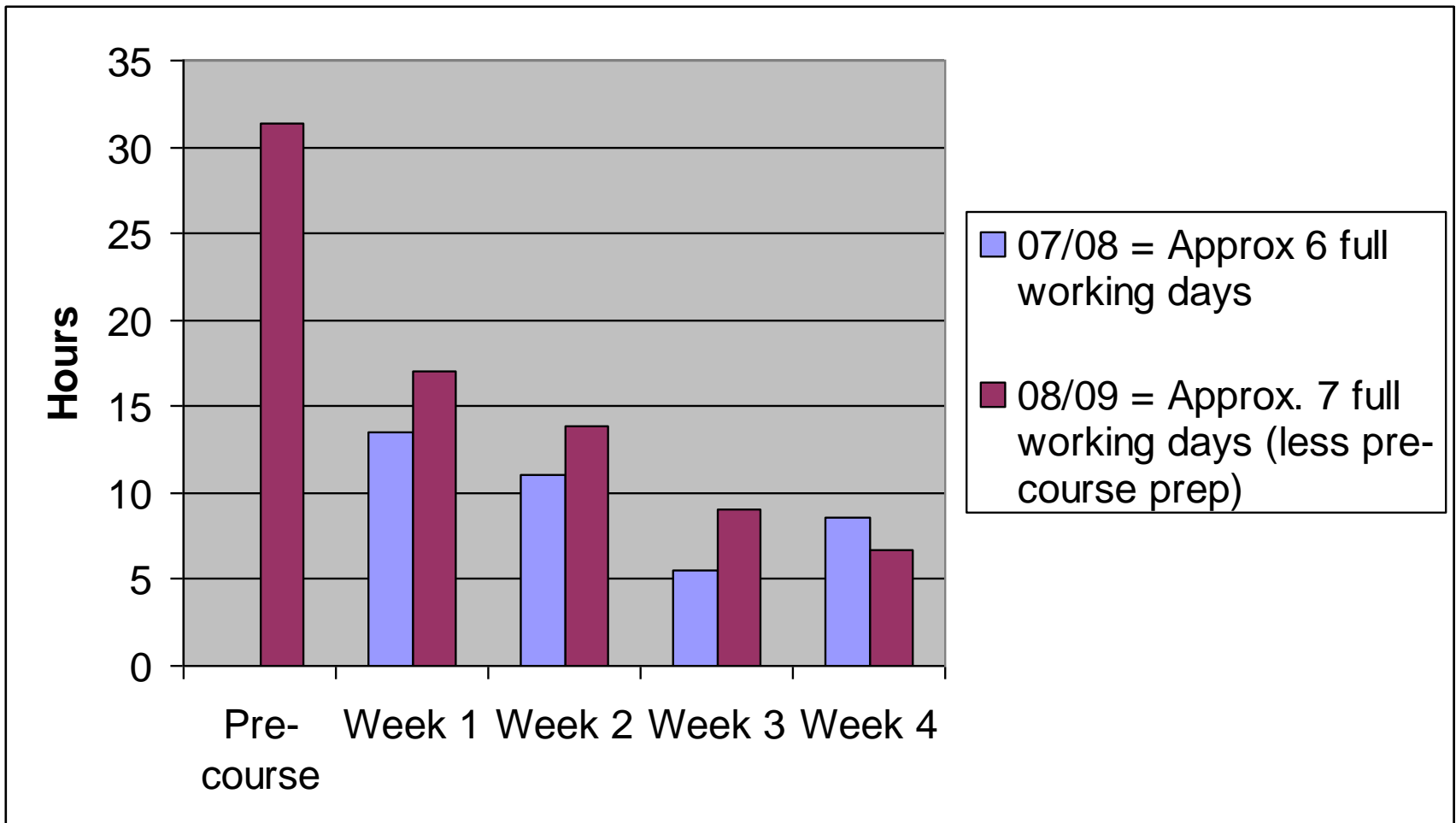
For interest

Summary of activities over 2 cohorts

Communications 2008/9

Total Time invested

Hours (y-axis): 0, 5, 10, 15, 20, 25, 30, 35

x-axis categories: Pre-course, Week 1, Week 2, Week 3, Week 4

Legend:
- 07/08 = Approx 6 full working days
- 08/09 = Approx. 7 full working days (less pre-course prep)

Materials Development
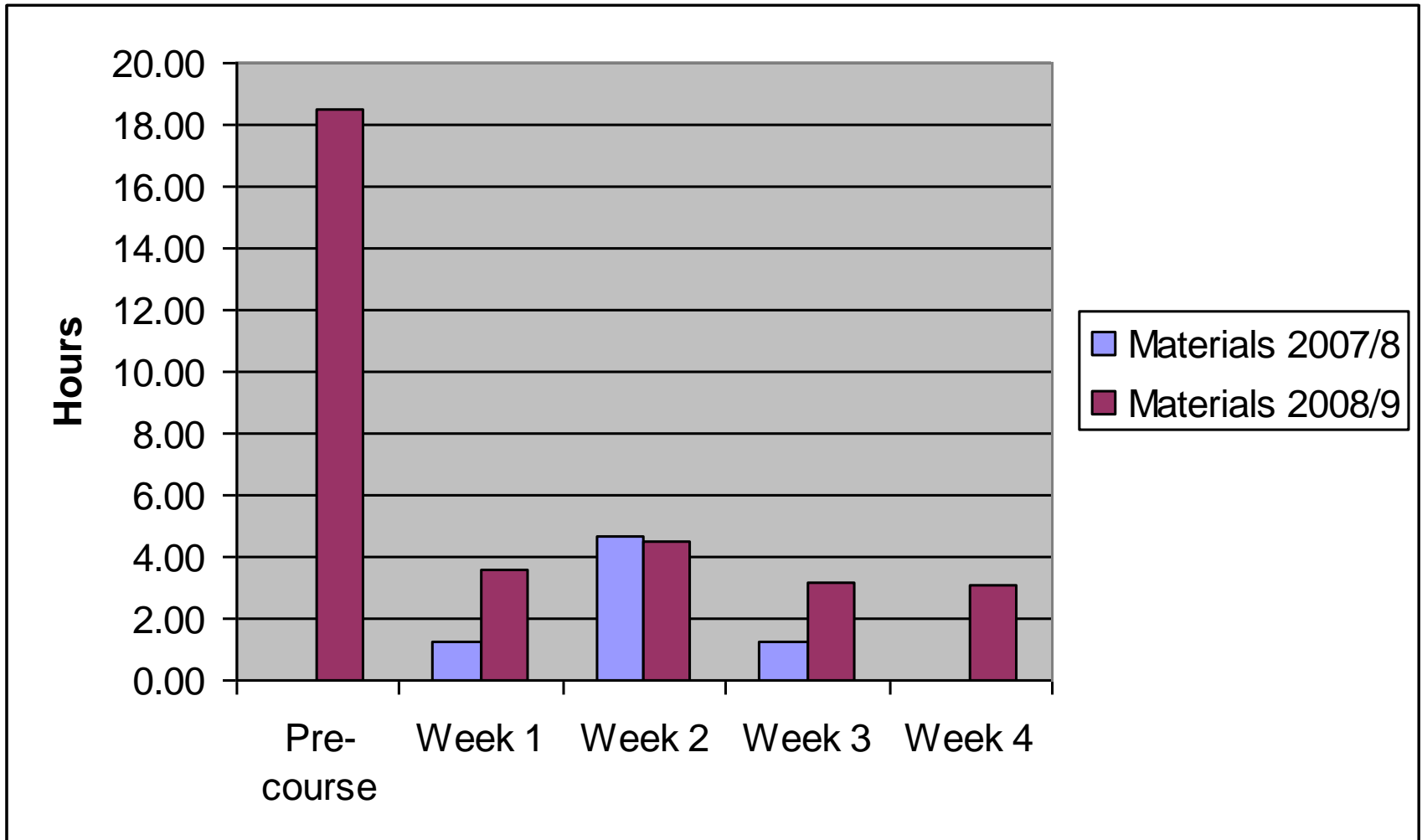
Feedback - considerations

Class size?

Individual or group feedback?

Purely Formative or Summative?

Number of Tutors?

Individual or multiple markers?

Tutors or peers?

In class F2F?
On paper?
Electronic/Virtual?