

# Using video feedback: what's in it for staff?

Video clips can provide you with a quick way to give feedback to your students on their assignments. It can also provide opportunities for you to be more creative in the ways in which you provide feedback.

## **Staff from five disciplinary areas who initially used video for generic feedback provision at the University of Reading share their views and experiences:**

- It usually took less than 20 minutes to produce a single feedback video clip, which lasted, on average, four minutes.
- It took staff either the same time or less to provide generic video feedback compared to their normal methods of generic feedback provision.
- Staff felt in many cases the use of video enhanced students' engagement with feedback.
- Staff commented that using video actively encouraged them to provide more comprehensive feedback.
- The experience of using video led many staff to focus more on the 'feed-forward' elements of feedback than when they used their normal methods of feedback provision.



## Advantages of using video feedback from the staff perspective

*'It has the immediacy of a lecture, but can be re-played. It suits some students better than generic written feedback.'*

*'It can put into words the information that needs to be conveyed. You can also use screen casts to show students what to do.'*

*'Generic comments for feedback and feed-forward were easy to communicate to large groups. Some students seemed to take more notice of video feedback than other forms of feedback.'*

## Challenges of video feedback from the staff perspective

*'Getting students to play the videos.'*

*'Ensuring it covers all the relevant issues and is not too brief.'*

If you want to find out more about using video for enhancing your feedback provision, please visit the website: [www.reading.ac.uk/videofeedback](http://www.reading.ac.uk/videofeedback)

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