



Moving forward
through feedback



University of
Reading

Using video feedback: what's in it for students?

The use of video clips gives staff new opportunities to provide innovative, informative and timely feedback to students.



The ASSET project worked with staff from five disciplinary areas and over 500 students at the University of Reading to pilot the use of video, initially for generic feedback provision. The student response to this initiative was overwhelmingly positive:

- 82% said they liked receiving video feedback, citing the following reasons:
 - The feedback had more information and was more in-depth;
 - They felt the feedback was more personal;
 - They enjoyed being able to replay videos, which they could access anytime, anywhere.
- 61% of the students watched the feedback videos more than once.
- 59% of the students said they had discussed the feedback videos with others, with 13% watching the videos with their peers.

Video feedback - the student perspective:

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'Video feedback was good, a lot was covered in a very short time and you could refer back to it (perhaps for other similar work). Having a video means you can just watch it again and again.'

'More interactive form of feedback; more interesting to listen to and watch.'

'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, absorbing more information with video feedback.'

If you want to find out more about using video for enhancing feedback provision, please visit:

www.reading.ac.uk/videofeedback

