

Why use video to provide feedback to students?

Video is one of a number of technologies which staff can use to enhance feedback provision for students.



The use of video media:

- provides new opportunities to enhance the quality of feedback provision;
- supports the generation of timely feedback, especially for large numbers of students;
- allows staff to be more creative in how they provide feedback using different visual formats, e.g. using ‘talking heads’, screen-capture software, voice-overs, demonstrations etc;
- motivates and enthuses students through expression and tone of voice;
- means you can say a lot within a short space of time: think how much you can say in a minute or two compared with how much you could write/type in that time;
- offers feedback in a format that can be replayed at a time to suit students’ learning styles and needs;
- offers more personal feedback for distance learners, e.g. international students, part-time students;
- overcomes common issues with written feedback, such as illegible handwriting.

Other possible uses for video in teaching and learning

In addition to supporting assessment and feedback provision, video clips can be used in a wide range of other teaching and learning contexts, such as:

- instructional videos, e.g. 'How to set up the experiment' laboratory demonstrations;
- field work: both in terms of preparation and as a record of the field visit;
- supporting students' study skills, e.g. 'How to structure a written report';
- developing students' presentation skills, e.g. by recording students' presentations for formative feedback purposes;
- student recruitment and marketing;
- health and safety, e.g. rules and regulations for working in the laboratory/field/studio etc.

