

ASSET

Enhancing student and staff
engagement with feedback

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Feedback Challenges

- **Timeliness**
 - period between submission & feedback
- **Quality & Quantity**
 - links with learning outcomes & assessment criteria;
 - class sizes
- **Balance**
 - formative/summative
- **Engagement**
 - getting students to make good use of feedback

The Importance of Feedback

Feedback is an essential part of the learning process

- Motivation
- Inform performance
- **Feed-forward** - ways to improve future work

Enhancing Feedback Provision at Reading: The ASSET Project

18 month JISC funded project (ends March 2010)
which aims to:

- Enhance the feedback experience for staff and students through the development of Web 2.0 resource, 'ASSET'
- Explore the use of video and audio for 'feed forward' and feedback provision

ASSET:

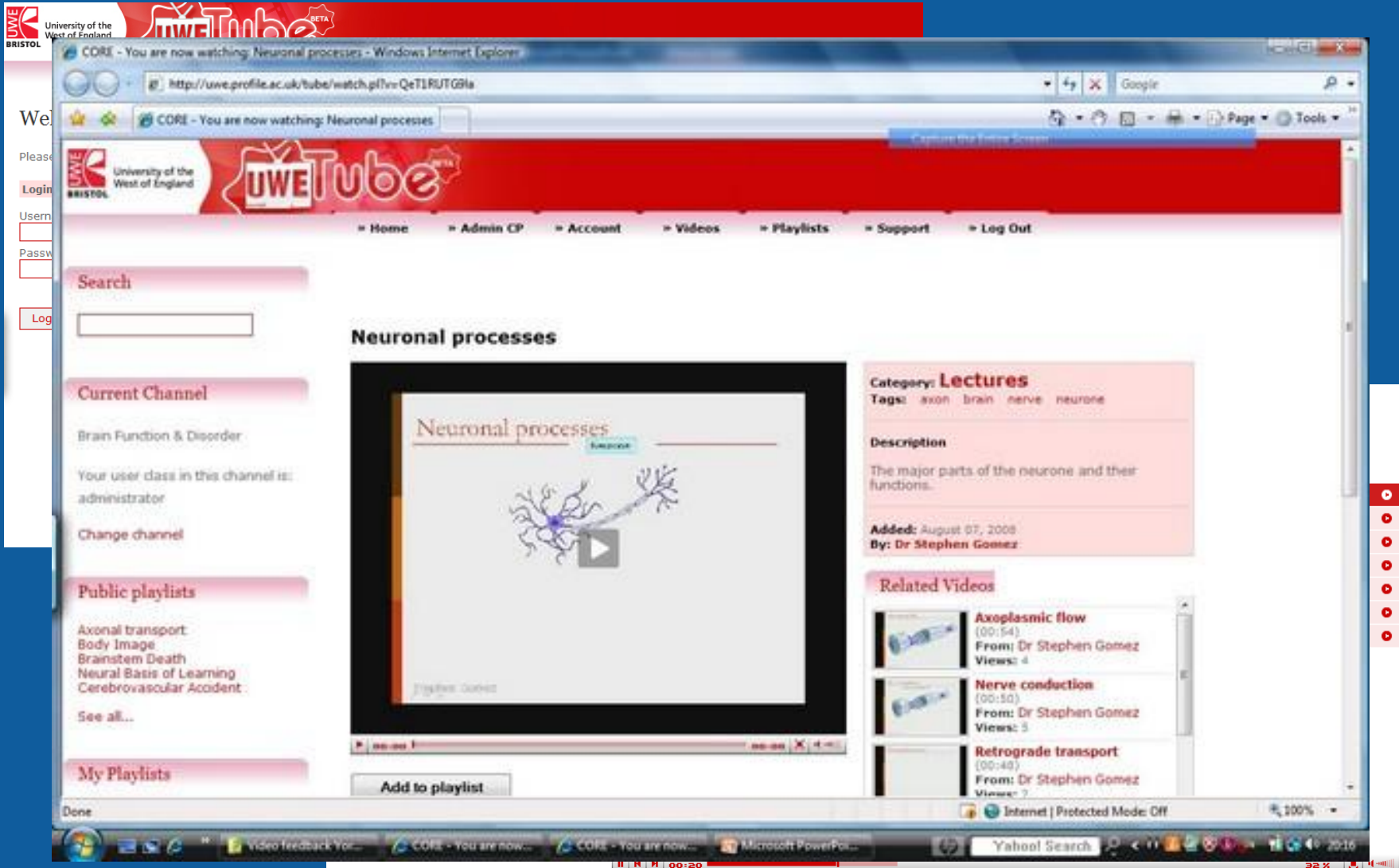
Using Audio & Video For Feedback

- Voice/image adds an ‘additional layer’ to feed-forward/feedback:
 - Tone
 - Expression
- Most effective feedback in audio/video form (Hattie & Timperley, 2007)
- Accommodate different learning styles
- To complement existing feedback mechanisms to promote enhanced engagement with feedback

Why use Web 2.0 to develop ASSET?

Mixing of social networking with academic study is already taking place (JISC; Ipsos MORI, 2008)

- 73% of students use these sites to discuss coursework with others
- 27% do so on a weekly basis
- Only 25% feel encouraged to use Web 2.0 by lecturers



UWE BRISTOL University of the West of England

UWE Tube BETA

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Brain Function & Disorder

Your user class in this channel is: administrator

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Public playlists

- Axonal transport
- Body Image
- Brainstem Death
- Neural Basis of Learning
- Cerebrovascular Accident

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Neuronal processes

Category: **Lectures**

Tags: axon brain nerve neurone

Description

The major parts of the neurone and their functions.

Added: August 07, 2008
By: Dr Stephen Gomez

Related Videos

- Axoplasmic flow**
(00:54)
From: Dr Stephen Gomez
Views: 4
- Nerve conduction**
(00:50)
From: Dr Stephen Gomez
Views: 5
- Retrograde transport**
(00:43)
From: Dr Stephen Gomez
Views: 7

Add to playlist

Done


Internet | Protected Mode: Off

100%

Video feedback You... CORE - You are now... CORE - You are now... Microsoft PowerPoi... Yahoo! Search

00:20 92 x 20:16

<https://asset-live.reading.ac.uk/>



Moving forward
through feedback

Welcome

Please use your network login.

Login

Username:

Password:



Moving forward
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Presentation

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CALS

Centre for Applied Language Studies



Narrative tenses

Reported speech

PRE-SESSIONAL COURSE, BLOCK 1 2009

Feedback on your blogs

- Remember that to say what has happened in the past, you have several tense choices to make.
- You always have to remember which event happened first in the past, and which one happened second.



1. When (past simple, past simple) and then (past simple, past simple)

Example

I ate my lunch (1), and then my friend visited me (2)

Now you try. Put the following phrases into a sentence.

Phone friends (1) / get on the train (2)





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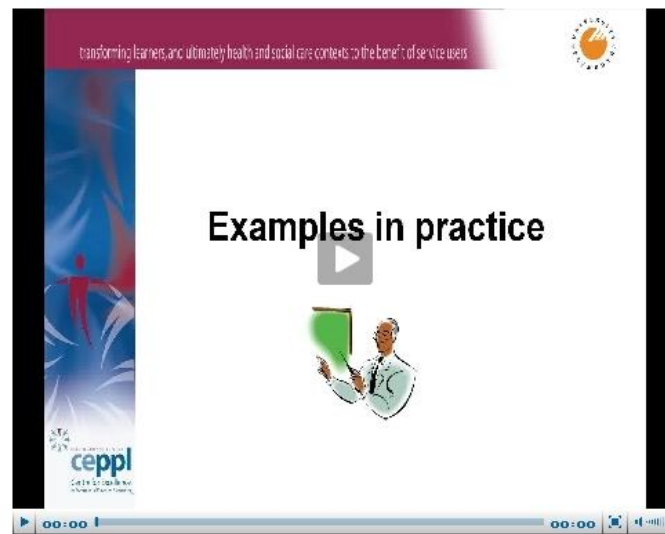
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[Playlist \(Edit\)](#)

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Test



Category: [Category](#)

Tags: [test](#)

Description

A test video

Added: May 22, 2009

By: [Holger](#)

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Quality 

3 ratings

Views: 3

Usefulness 

3 ratings

Comments (0)

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FAQ
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See all...

Making the most of your feedback - Michelle Reid



Making the most of your feedback - Part 1

Making the most of your feedback - Part 2

Making the most of your feedback - Part 3



Anticipated Project Outcomes

Additional mechanism for feedback provision

- Opportunity to provide ‘feed forward’ in a timely manner
- Feedback can be used to complement individual feedback received in other media
- Opportunity for students to discuss assessment-related feedback online and to share comments with staff

ASSET Pilot Study

Participants

- Five 'Schools'
- Over 30 staff and 600 students involved
- Piloted during autumn term 2009/2010

Data collection

- Pre-use survey of students and staff
- Post-use survey of students and staff
- Post-use focus groups of students and staff

ASSET Pilot Study

Pre-use survey of students (Baseline data)

- On-line questionnaire
- Views and experience of feedback

Preliminary results from one School

- Good response rate (n = 79)
- 68% of students use social networking sites or websites such as 'YouTube' regularly (more than twice a week)
- 81% are confident at using computer technology

Preliminary Results

Students' views and experience of feedback









- Experience at school/university
- Mark viewed as more important than feedback
- What makes 'good' feedback

Types of feedback most preferred

- Written comments returned with assignment (61%)
- One-to-one discussion with tutor (49%)
- Comments made to class & marks given for work (40.5%)

Preliminary results

19. Think about the most useful piece of feedback you received this term or last term In what form did you receive this feedback?

In a one-to-one discussion with the person who marked your work:		17.7%	14
Written comments on an assignment:		50.6%	40
Orally from a staff member in a seminar, tutorial or lecture:		3.8%	3
Via Blackboard:		1.3%	1
Email:		8.9%	7
Video or audio:		6.3%	5
Discussions with fellow students:		6.3%	5
Other (please specify):			

Feedback type	Count	Percentage
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Preliminary Results

What, to you [students], is 'good' feedback?

- a breakdown evaluation that tackle every single aspect
- shows me my weakness and what I am good at.
- instructions how I can improve my work
- corrects my mistakes
- how to improve
- correct spelling mistakes
- how to improve my language
- how to organise material

www.reading.ac.uk/asset

