Screen Casting Video Feedback for individual assessment submissions

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Context

- Approx. 300 1st year undergraduate Computer Programming unit
- Submission – 3 x lab exercises every week
- Random selection for marking every fortnight
- Written feedback
- Delivered by myBU (Blackboard VLE)
- National Student Survey - Assessment and Feedback scores lower than overall/teaching scores

Up to 150 submissions per week divided between 3-4 markers
Problem

- High frequency submissions made it easy to spot lack of attention to feedback
- Markers making same comments every time.
- myBU (Blackboard) – view grade before feedback

Students not engaging with feedback
Why do the study?

Student submits work

Staff marks submission and gives feedback

Student reads & learns from feedback

Student feeds forward new learning

Student writes assignment including previous learning

START

no learning from feedback
What’s wrong with Written Feedback? (according to research)

- High student numbers
- Need for speed
- Brusque tone due to brevity

Staff:
- Language of discipline & education

Negative interpretations:
- Loss of motivation
- Negative feelings towards staff/subject/worker

Misinterpretations:
- Loss of confidence

Student

Common Assumptions about Students (according to research)

• Students know how to study, including
  – How to interpret feedback
  – Understand what would have improved the work
  – How to apply that learning to the next piece of work

• They can come and ask if they don’t understand what is written
In other words....

• Seminar/Lab/Lecture
  – Expect students to interact and communicate
  – Staff Attitude – Don’t like non attendance
  – **Eg Treated as attending Students**

• Feedback
  – Expect students to be mature enough to act independently
  – Staff Attitude – Only expect student communication if struggling
  – **Eg Treated as Distance learners**
Requirements for Alternative Forms of Feedback

• Computing students expectations must be met - technology
  – Tendency to listen to audio a lot
    – Phones
    – MP3 Players
  – Turn to videos for help eg YouTube

• High numbers on Computing courses at BU
  – Pressure to find a means of reducing time spent

• Emphasis on student experience and personalisation
Pre Audio Feedback Survey

Students wanted...
• more detail
• To know how to improve
• One to one sessions

“It (written feedback) feels generic, some of the comments seem like they have been copy-pasted in, they are accurate, but it seems distant. The commentary does however allow me to see what is wrong in my work.”

We want.....“just more comments”
Audio Feedback Study Implementation

• Survey regarding attitude to written feedback and the unit

• Mark and feedback on next programming assessment in AUDIO
  – Record using Audacity
  – Recordings kept on VLE (Blackboard)
  – Delivery by
    – Media player
    – Avatar

• Survey to regarding attitude to
  – AUDIO feedback
  – AUDIO feedback via avatar
Listen to your feedback here.

Overall Mark: A

Professionalism: A
Comments: Good
Class name: Good
Indention: Good
Variables: Good
Meets the coding standards: Good
Read in words: A
Prompt user: Good
Good loop choice: Best choice
Storing data: Good
Results

• Audio via Media Player
  – Most would like audio feedback in future.
  – Half want to keep the written version as well.
  – Perceived the audio feedback as friendlier and more personal

• Audio via Voki.com Avatar
  – Half prefer it to written feedback, claiming it improves the chances of reviewing the feedback
  – 60% claimed it would not improve the chances of applying learning to future work.

Lacked reference to the code (work).
Video Feedback Research

• Used frequently for physical performance or behaviour and group work.

• ASSET project (Crook et al, 2012) – Reading & Plymouth
  – Generic feedback – not specific to individual work

• Individual Feedback (Henderson & Phillips, 2015) – Australia
  – Student sees staff talking – not the work

Lacked reference to the code (work)


Video Feedback Study Implementation

• 1\textsuperscript{st} attempt
  – Record in Snagit
  – Deliver via YouTube (hidden listing) by a link in myBU (Blackboard VLE)

• Now
  – Record and playback in Panopto
  – Deliver by \textit{embedding} the link in myBU (Blackboard VLE)
Individual Assessment Feedback

- Example – on YouTube
- Example - on Panopto
Results

- Mentimeter – Survey done before Easter 2016
Your Turn!

- CELebrate 2016 Mentimeter

Go to www.govote.at and use the code 98 74 4
Future Work

• Novelty factor – 2015/16 has been larger study – still positive outcome
• Would it help to use bookmarking or shorter pieces on specifics?
• Staff perspective – larger group of staff – less technical staff
• Would adding the image of the staff member help? *(Henderson & Phillips, 2015)*
• Accessibility – where does it help? *(Rotherham)* - dyslexia - easier to listen than to read.
• Content – structure – produce guidelines?
• Is there really a tendency to be more positive?
• Is it quicker? Or more in depth? Or neither? Or both?
• Do students ‘feed forward’?
• Does it improve student performance?
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Thank you!

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Questions

• How to link video in Panopto to myBU (3 slides)

• Panopto HOW TO guides

• Students don’t know what to do with feedback: the proof - Yellands Study

• Hand Written Feedback - Disadvantages

• Digital Written Feedback – Advantages

• Digital Audio Feedback – Benefits

• Future Research

• Lessons Learned

• Why research feedback? – Management perspective - Guardian League Tables
On Panopto

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Future Research
Does audio feedback really improve student performance?

Nortcliffe and Middleton \( \lor \) Starbuck and Craddock

- The ‘novelty’ factor - requires long term trials
- Would shorter pieces of audio on specific topics help?
- Accessibility
  - *Rotherham* - dyslexia - easier to listen than to read.
- Video or screen capture \( \lor \) Audio
  - *Crews & Wilkinson*
- Tendency to be more positive in audio – or is this just me?
Yelland’s Study (2011)

• Post graduates - all completed a first degree
• A lot of experience in receiving feedback
• Learning to be producers of feedback themselves.

‘Yet even they were very vulnerable to loss of confidence resulting from negative comments’.

Handwritten Feedback

- Annotated code
  + Immediate reference to code where problems are
  - More difficult to show a better example

- Handwriting
  A quarter of participants disliked handwritten feedback

“scribbles which are difficult to read and circles without meaning”

Digital Written Feedback - Advantages

• Reference code by pasting in student work and supplying a correction to compare

• Can rewrite sections and paste in large chunks of code as examples

• Always available
Digital Audio Feedback - Benefits

1. Non Verbal Element
   - Voice conveys more complex and subtle meaning
   - Non-verbal information available from audio
   - Extra clarity from the non-verbal element of audio communication (Rotherham)

2. Personalisation
   - Audio feedback feels more personal (Rotherham and Merry & Orsmund)
   - Use of names in audio added to personalisation (Rae & Cochrane)

3. Volume of feedback
   - Assessment feedback is labour intensive and time consuming
   - in the same time it takes to produce written notes
     - Greater volume of audio feedback can be recorded
     - Often in greater depth and detail

4. More positive?
Future Research

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Lessons Learned

• Wrong time of year
• Only one assignment to test it out on
• Students - all surveyed out
• Technical difficulties with off campus access
• Still didn’t explicitly say what should be improved and fed forward.
The Guardian (Education): University League Tables 2016

UK Universities ranked by The Guardian according to satisfaction with teaching and overall satisfaction scores on the National Student Survey.
What is Blended Feedback?

• What is Blended Learning?
  – Not all people learn the same way
  – Preference for different media, working alone, in groups etc
  – Technology offers choice of media and mode
  – Most people learn different things best in different ways, leaning towards one media or mode
  – Increases opportunities for learning

• Blended Feedback
  – Producing feedback using different media
Questions

Panopto HOW TO guides

• https://www1.bournemouth.ac.uk/about/centre-excellence-learning/tel-toolkit/tools-support-tel/fully-supported-tools/panopto