

# Screen Casting Video Feedback for individual assessment submissions

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# Context

- Approx. 300 1<sup>st</sup> 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

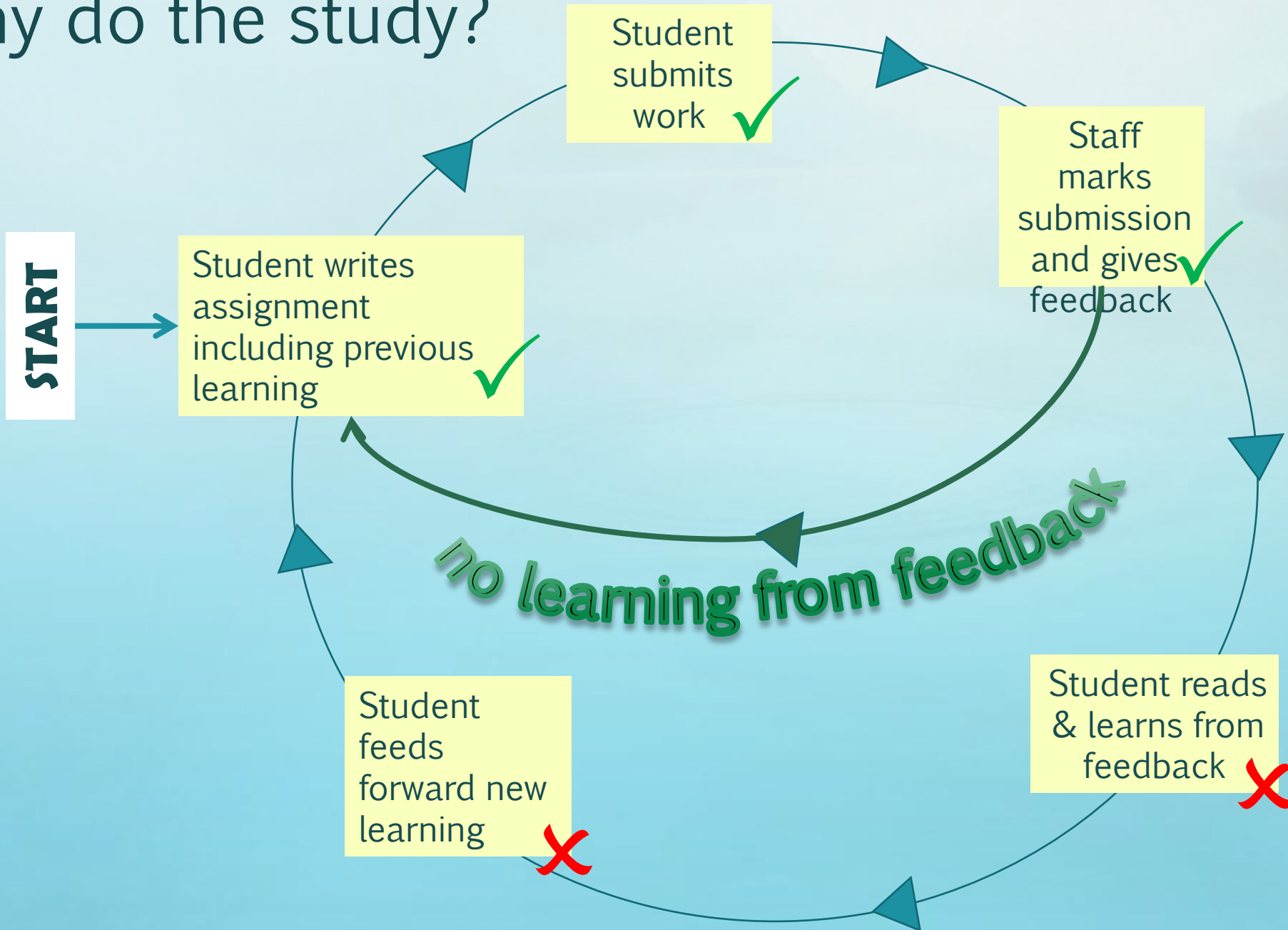
Up to 150 submissions per week divided between 3-4 markers

# Problem

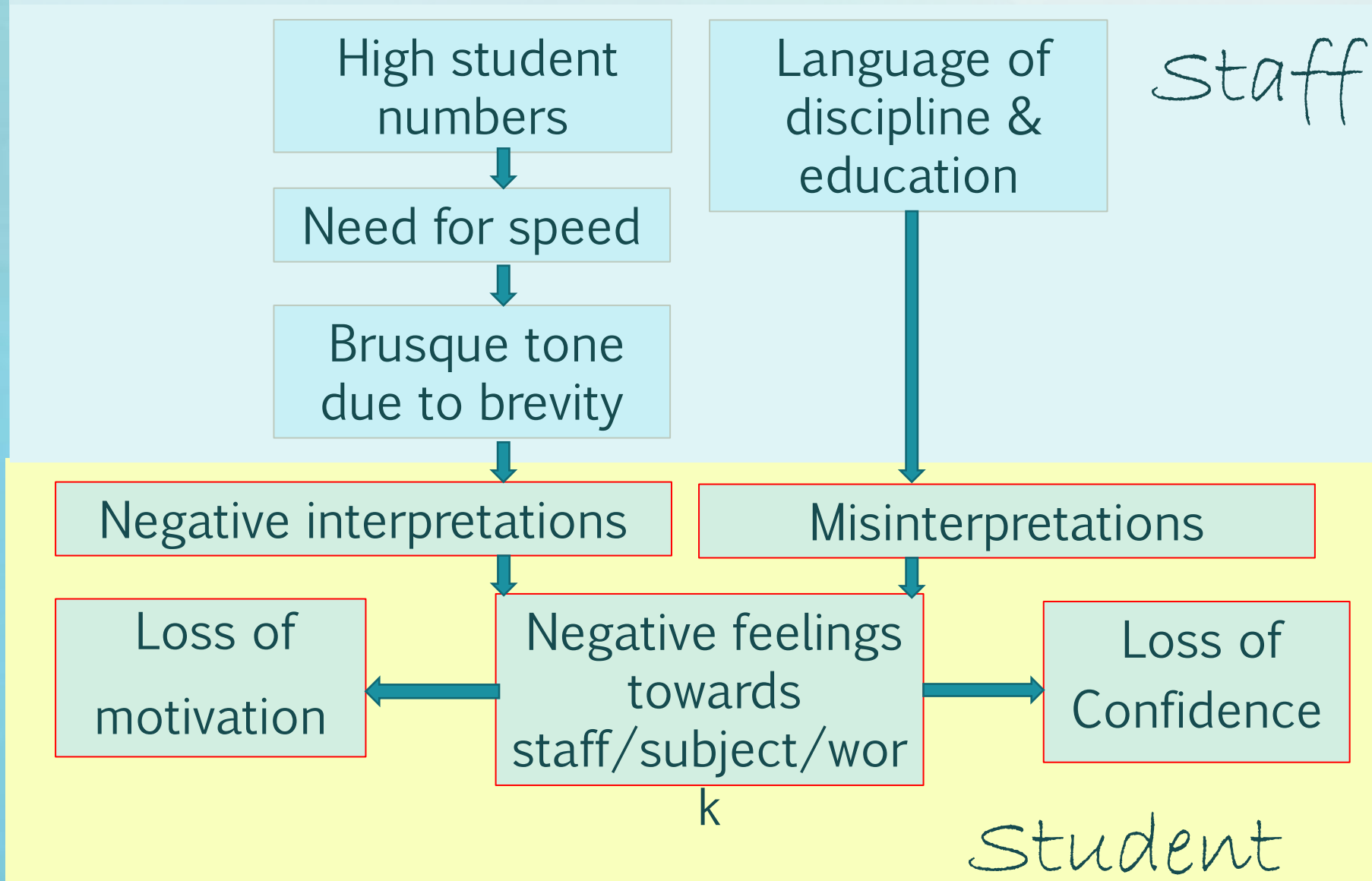
- High frequency submissions made it easy to spot lack of attention to feedback
- Markers making same comments every time.
- myBU (Blackboard) – view grade before feedback

Students not engaging with feedback

# Why do the study?



# What's wrong with Written Feedback? (according to research)



Yelland C (2011).  
A Genre and Move  
Analysis of Written  
Feedback in Higher  
Education.  
Language and  
Literature 20: 218

# 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

# Common Assumptions about Students (according to research)

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

# Student View


## Media Player

[Voki.com](http://Voki.com) Avatar


Audio feedback

[Home](#) [DEC](#) [Content Collection](#) [Library](#) [Academic Skills](#) [Student Reps](#) [Help](#)

**Feedback to User** ✕



**Listen to your feedback here**




**Overall Mark: A**

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

[Home](#) [DEC](#) [Content Collection](#) [Library](#) [Academic Skills](#) [Student Reps](#) [Help](#)

**Feedback to User** ✕

**Listen to your feedback here.**



**Overall Mark: A+**

**Professionalism A**  
*Comments:* Good.  
*Class name:* Good  
*Indentation:* Good.  
*Variables:* Good  
*Meets the coding standards:* Good  
**Read in words: A**  
*Prompt user:* Good  
*Good loop choice:* Best choice  
*Storing data:* Good  
*Display backwards:* A

## 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)

Crook, A., Mauchline, A., Maw, S., Lawson, C., Drinkwater, R., Lundqvist, K., Orsmond, P., Gomez, S. and Park, J., 2012. The use of video technology for providing feedback to students: Can it enhance the feedback experience for staff and students? *Computers & Education*, 58 (1), 386-396.

Henderson, M. and Phillips, M., 2015. Video-based feedback on student assessment: scarily personal. *Australasian Journal of Educational Technology*, 31 (1), 51-66.

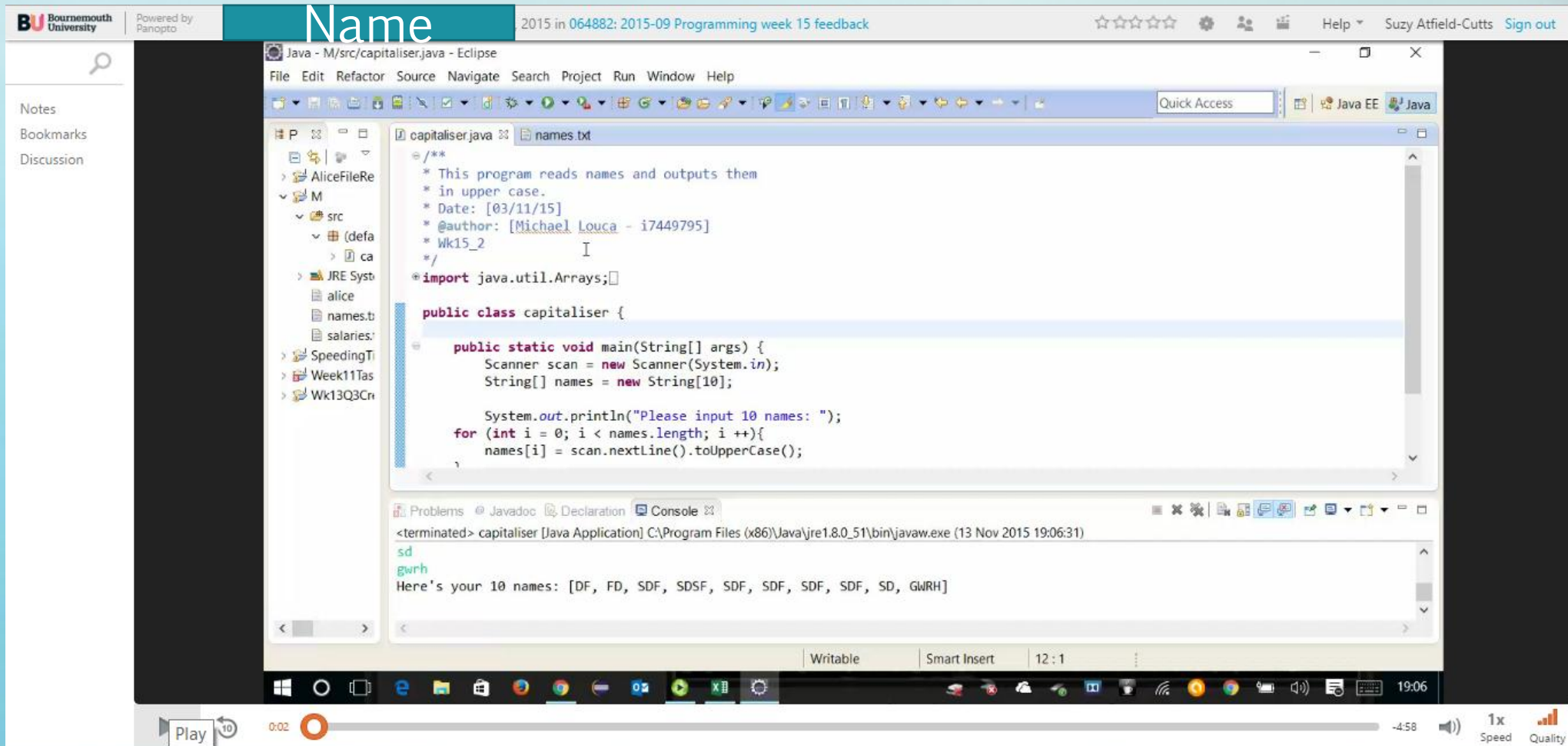
## Video Feedback Study Implementation

- 1<sup>st</sup> attempt
  - Record in Snagit
  - Deliver via YouTube (hidden listing) by a link in myBU (Blackboard VLE)
- Now
  - Record and playback in Panopto
  - Deliver by **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?

# Screen Casting Video Feedback for individual assessment submissions

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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Panopto

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All Sessions1331


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Bookmarked0

Folders

My Folders ▾

Search all folders...

064882: 2015-09 DEC: C - Programming

064882: 2015-09 Programming week 12 feedback146

064882: 2015-09 Programming week 13 feedback139



064882: 2015-09 Programming week 14 feedback126

064882: 2015-09 Programming week 15 feedback124

064882: 2015-09 Programming week 16 feedback182

064882: 2015-09 Programming week 15 feedback

Refresh



Filter by date

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☐ Show scheduled recordings

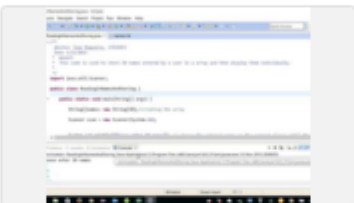
☐ Sort by:

Name

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Date ▾

Rating



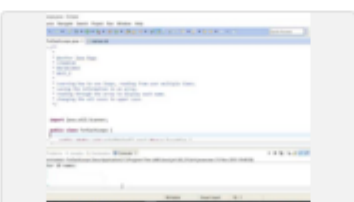
November 13, 2015 in 064882: 2015-09 Programming week 15 feedback

5:28




November 13, 2015 in 064882: 2015-09 Programming week 15 feedback

4:54



November 13, 2015 in 064882: 2015-09 Programming week 15 feedback

3:46



November 13, 2015 in 064882: 2015-09 Programming week 15 feedback

3:41



All Sessions 1331

Processing

Scheduled 0

Bookmarked 0

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My Folders ▾

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- Programming

064882: 2015-09  
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Grid View

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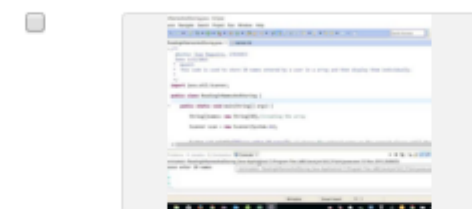
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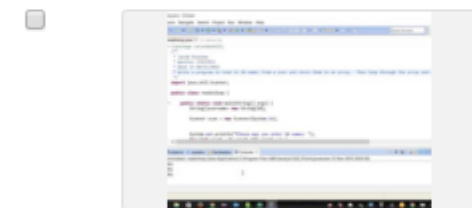
Sort by: Name Duration Date ▼ Rating



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[Redacted]

November 13, 2015 in 064882: 2015-09 Programming week 15 feedback

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Learn more



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Overview

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Streams

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<https://bournemouth.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=eef22a91-007c-4c56-a232-6b5748b99d33>

On  
Panopto Questions



# Link to myBU

## Grading Notes




General Advanced Source Paste URL here

Type Flash

\* File/URL

Browse My Computer Browse Content Collection





# Future Research

Does audio feedback really improve student performance?

*Nortcliffe and Middleton V 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 V 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’.***

Yelland C (2011). A Genre and Move Analysis of Written Feedback in Higher Education. *Language and Literature* 20: 218

# 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

Does audio feedback really improve student performance?

*Nortcliffe and Middleton V Starbuck and Craddock*

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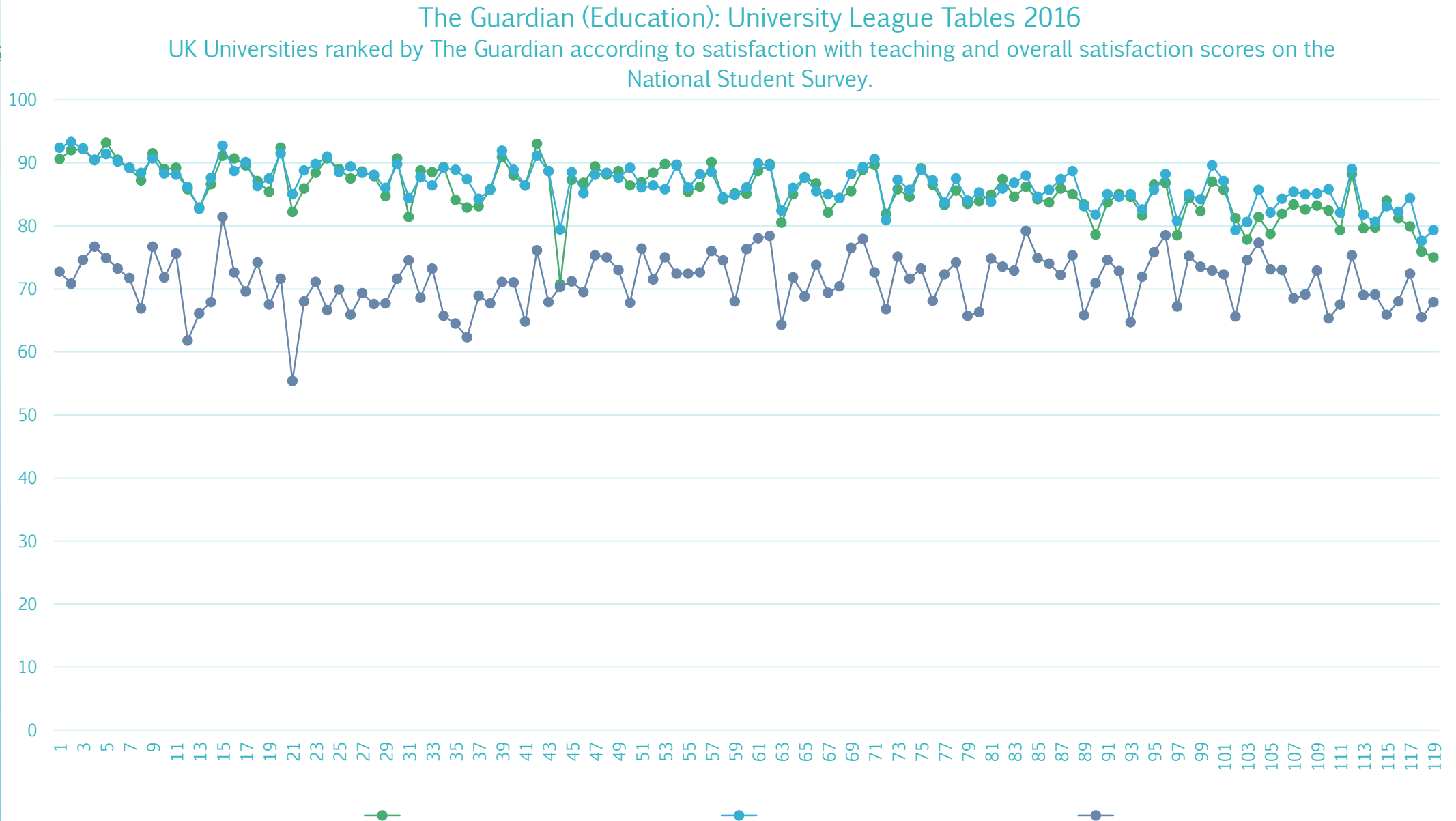


# Lessons Learned

- 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.

# Why study feedback ? Guardian University Guide 2016

Questions





# 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

# Panopto HOW TO guides

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