Towards A Framework for the use of Video as Summative Assessment Feedback to Address the Specialised Pedagogical Requirements of Teaching Computing

Suzy Atfield-Cutts Computing Education Research Group satfieldcutts@bournemouth.ac.uk

Problem

Lack of student engagement with feedback

Study

Video

as feedback on assessments for Level 4 Programming unit

Students said....

"It's a brilliant personal Result experience" Improved

...almost like having a face to face conversation" "... shows the lecturer has actually gone through work fully"

97% would like video feedback on assignments in future

Student experience Timely

DELIVERY Accessible

Staff

Attitudes

Beliefs

Values

Knowledge

Experience

Considered Response

Professionalism Tone

Language

VIDEO

Enables

Demonstration

Reference to work

AUDIO

Depth Nuanced

detail clarity personalisation rapport

CONTENT

FEEDBACK (Specific) Diagnosis

Solution

Support Encourage Enthuse

FEEDFORWARD (Generic) Professionalism Academic development New knowledge

Approach to Response

Academic maturity Self esteem Interpretation

Motivation

Student

Attitudes

Values

Beliefs

Knowledge

Experience

Staff said....

"Allowed me to give more detailed feedback. You could use tone and humour to soften the blow of a poor assignment" Head of Education - Computing

References

Atfield-Cutts, S., Ollis, G., Coles, M. and Mayes, H., 2016. Blended Feedback II: Video feedback for individual students is the norm, on an undergraduate computer programming unit. In: 27th Annual Workshop of the Psychology of Programming Interest Group - PPIG 2016, 7-10 September

2016, University of Cambridge, UK 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