

ASSET: Enhancing Staff and Student Engagement with Feedback

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ASSET

- Background
- The ASSET resource
- Pilot study
- Future plans

The Importance of Feedback

- Feedback is an essential part of the learning process
 - Motivation
 - Inform performance
 - Ways to improve...'**Feed-forward**'
- Feed-forward can
 - Focus students' attention on 'assessment criteria'
 - Help students to better understand your feedback
 - Clarify how feedback can be used in subsequent work

Feedback Challenges

- **Timeliness**
 - Providing feedback within ‘useful’ timeframe
- **Quality & Quantity**
 - Making feedback constructive for students
 - Balancing quality with class size
- **Formative versus summative**
 - Getting students to engage

Enhancing Feedback Provision at Reading: The ASSET Project

18 month JISC funded pedagogic project which aims to:

- Enhance the feedback experience for staff and students through the development of a Web 2.0 resource, 'ASSET'
- Explore the use of video and audio for 'feed-forward' and feedback provision ('generic' to start with....)
- Working with colleagues at Universities of Plymouth, Staffordshire and the HEA Centre for Bioscience, Leeds



Using Audio & Video For Feedback

- Voice/image adds an ‘additional layer’ to feed-forward/feedback:
 - Tone
 - Expression (enthusiasm!)
- Audio/video can enhance feedback (Hattie & Timperley, 2007)
- Accommodate different learning styles
- Can be used to complement existing feedback mechanisms to enhance engagement with feedback

Why Use Web 2.0 to Develop ASSET?

- Web 2.0 allows students to come together in ‘communities’ and fits with the pedagogic approach of learning by doing within a community, focussing on learner’s interests
- 90% students are regular users of social networking sites on entry to university*
- 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*

What is ASSET?

New resource to capitalize on students' use of social networking to enhance engagement with feedback for learning

- Opportunity for students to discuss assessment-related feedback online and to share comments with peers & staff
- Complement other forms of feedback
- May speed up feedback delivery for staff
- May enhance quality of feedback provided
- Opportunity for staff to be more creative with feedback

ASSET LiVE

Pilot Study at Reading

- Six Schools/Centres representing Arts/Humanities, Social Sciences and Science
- Over 30 staff and 600 students will be using ASSET
- 'Pre-pilot' Summer term (CALs) and main pilot Autumn term 2009/2010

Data collection

- Pre- and post-use surveys of students and staff
- Post-use focus groups for students and staff

Pre-use Survey of Students

- Online questionnaire (mixture of qualitative and quantitative)
- Views and experience of feedback
- What do students 'do' with feedback ?
- Good response rate (n = 79)

About the students

- 67% of students use social networking sites /websites, such as YouTube 'regularly' (> twice a week)
- 81% are 'confident' at using computer technology

Students' views and experience of feedback

- 76% viewed feedback as important
- Students recognized features of 'good' feedback
- They viewed a mark as more important than comments
- 91% considered peer comments to be a form of feedback

Types of feedback most preferred

- Written comments returned with assignment (61%)
- One-to-one discussion with tutor (49%)
- Comments made to class (41%)

The Future

- Main pilots Autumn term
- Data analysis
- Open source version of ASSET
- Dissemination (publications)

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through feedback

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