

ASSET

An interactive resource to
enhance student and staff
engagement with feedback



ASSET

1. Background and context
2. The ASSET resource
3. University of Reading pilot study

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

Feedback Challenges

- **Timeliness**
 - period between submission and feedback
- **Quality & Quantity**
 - links with learning outcomes and 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
 - Ways to improve



Feed-forward

Feed-forward can

- focus students' attention on the 'assessment criteria' prior to an assignment
- help students to relate better to your feedback and engage more with advice given
- also be used to help students see how the feedback given for one piece of work and be used in subsequent work

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*:

- 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

(*JISC; Ipsos MORI, 2008)

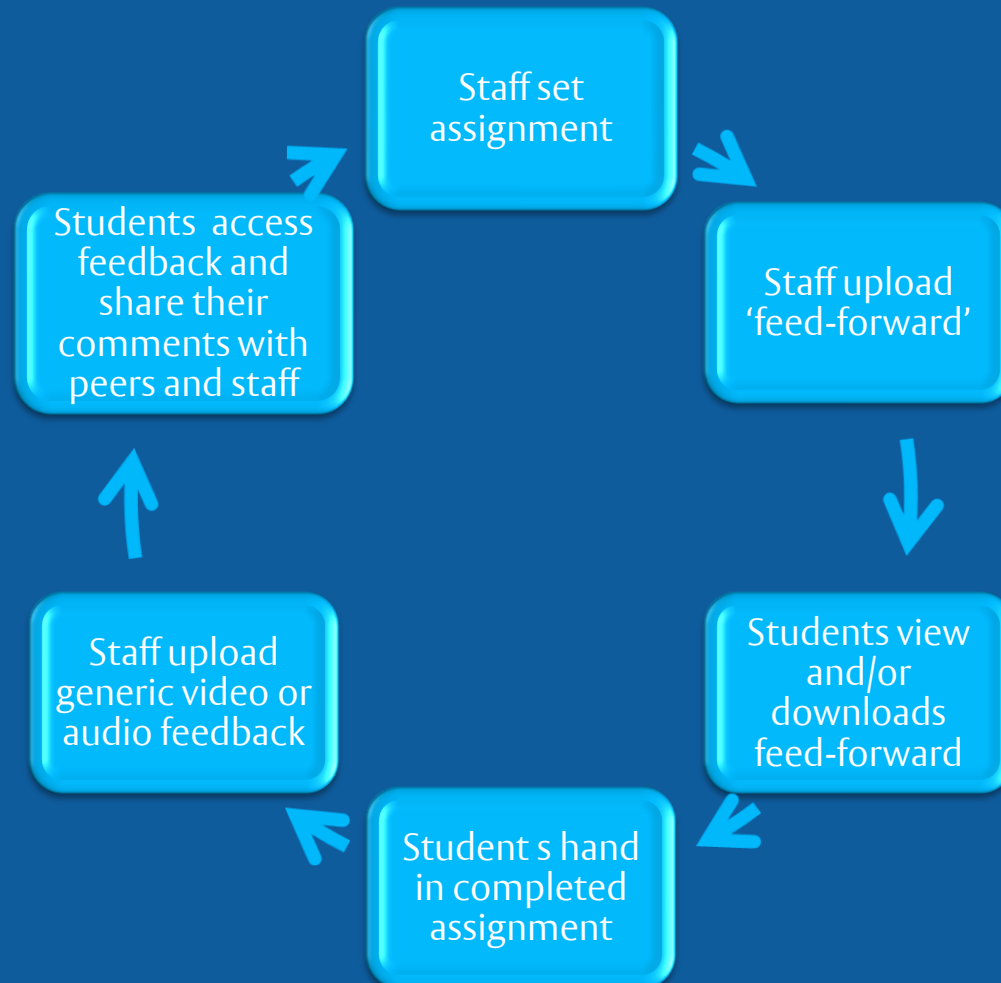
Anticipated Project Outcomes

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

How ASSET works

The 'Feedback loop'



CORE - Windows Internet Explorer
http://aaws1.rdg.ac.uk/scripts/browse.pl

Google redgloo

ASSET Moving forward through feedback

» Home » Account » Upload » My Playlists » Support » Log Out

Search

Current Channel

Main

Your user class in this channel is:
user

Change channel

University playlists

Playlist

See all...

Module playlists


See all...

Videos


QUICK LINKS

» Category (1 video)

MOST POPULAR


Test
(00:44)

LATEST VIDEOS WATCHED


Test
(00:44)

Category

See more videos in this category...

http://aaws1.rdg.ac.uk/scripts/watch.pl?v=ZiiYcOsKvOd&cc=2

Local intranet | Protected Mode: On 100%

Inbox - Microsoft O... Conferences Microsoft PowerPoi... CORE - Windows Int...

10:02

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)
- 67.1% 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 is 'good' feedback

Types of feedback most preferred

- Written comments returned with assignment (60.8%)
- One-to-one discussion with tutor (49.4%)
- Comments made to class & marks given for work (40.5%)

Preliminary Results

Pre-use survey of staff

- Confidence in using technology
- Feedback in written form most often used
- Audio/Video not currently used in feedback provision

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