Using written proformas, audio recordings and video screen captures to provide feedback to students:

Experiences from my own teaching.

Dr Rod Cullen
Centre for Learning and Teaching
This session

• Importance of “designing in” a feedback strategy
• Examples of feedback techniques used in my own teaching on PG Cert/MA in Academic Practice
  – Written formats (forum posts, MS word track changes, proformas)
  – Audio recordings
  – Video recordings
• Evaluation of the “tutor time” involved in different techniques
• Student perceptions
Formative assessment

“Formative assessment consists of activities used by the teacher to determine a student’s level of knowledge and understanding for the purpose of providing the student with feedback and planning future instruction. The feedback and future instruction may be concerned with remediation or the provision of further learning opportunities.”

Baroudi 2007
Technology at MMU to provide feedback

Includes:

- Email
- Discussion forums
- Proformas (MS Word docs, Pebbelpad, Electronic Feedback – Phil Denton)
- Track changes (MS Word)
- Video feedback
- Audio feedback
- Peer-assessment tools (Gradeable discussions forums in e.g. WebCT, Turnitin)
- Classroom Response Systems
My teaching

• Post Graduate Certificate/Masters in Academic Practice
  – New and experienced academic staff
  – Academic support staff
  – Technical support staff

• Just like real students
Issues for my core option
Designing Courses for VLEs

• 10 credit Masters level unit – 100 hours of student effort
• Very limited F2F contact (4 x 3 hours sessions - 12 hours in total)
• Participants very busy (mainly full time academic and support staff)
• 3 different assessment requirements depending on participants status.
Learning and teaching model

Week 1
- Online Preparation
- Feedback
- Online follow-up activity

Week 2
- Feedback
- Example web focused blended learning
- Online follow-up activity
- In Class Session 2
Assessment Strategy

Overall

• Designed as **mini-portfolio** of formatively assessed activities

• In effect a plan to implement blended learning in a chosen unit.

• Regular, rapid, personalised feedback (range of formats)

• Individual elements of portfolio provide evidence/basis for summatively assessed reflective account
## Feedback methods

<table>
<thead>
<tr>
<th>Wk</th>
<th>Online Formative Activities</th>
<th>2007/8 Feedback provision</th>
<th>2008/9 Feedback provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review learning outcomes Complete LTA matrix</td>
<td>Online discussion forum</td>
<td>Written proforma via pebblepad</td>
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<tr>
<td></td>
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<td>Track changes/ annotated script MS</td>
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<tr>
<td>2</td>
<td>Revise LTA matrix</td>
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<tr>
<td>3</td>
<td>Activity design Development Plan</td>
<td>Submission and feedback via WebCT Digital Dropbox</td>
<td>Submission and feedback via Pebblepad Webfolio</td>
</tr>
<tr>
<td>4</td>
<td>Monitoring and evaluation plan Timeline</td>
<td>Feedback</td>
<td>Recording</td>
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</tbody>
</table>
What I did

1. Kept a detailed tutoring activity log
   - eMail
   - Telephone conversations
   - Materials development
   - Feedback on tasks

2. Categorised activities

3. Worked out time spent engaged in each

   Opportunistic Action Research
Time invested in providing feedback?
Time spent feeding back 2007/8

10 participants

Response to discussion forum posting

Annotated MS word manuscript + written comments  n = 9

Annotated MS word manuscript + written comments  n = 9

Annotated MS word manuscript + Camtasia video recording  n = 7

Annotated MS word manuscript + Camtasia video recording  n = 7

Annotated MS word manuscript + Camtasia video recording  n = 4

Annotated MS word manuscript + Camtasia video recording  n = 4

Activity

LO Task
LTA Matrix
LTA Rev
Design Task
Mon & Eval Plan
Timeline

Minutes/submission
Time spent feeding back 2008/9

- Written Pebblepad Proforma (n = 8)
- Written Pebblepad Proforma (n = 6)
- Camtasia Video Recording (n = 8)
- Audacity Audio Recording (n = 8)
- Audacity Audio Recording (n = 4)
- Audacity Audio Recording (n = 4)

11 participants
Comparisons of feedback methods

Avg. 16.5 hours tutor time providing feedback over 4 weeks

- video v’s video
- forum post + track changes v’s
- PP proforma
- audio v’s video

Minutes per submission

<table>
<thead>
<tr>
<th>Formative Task</th>
<th>07/08</th>
<th>08/09</th>
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<tbody>
<tr>
<td>LO Task</td>
<td></td>
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<td>LTA Matrix</td>
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<td>LTA Rev</td>
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<td>Mon &amp; Eval Plan</td>
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<tr>
<td>Timeline</td>
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</tbody>
</table>

Avg. 16.5 hours tutor time providing feedback over 4 weeks
Submission of formative assessments

<table>
<thead>
<tr>
<th>% Submission</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
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</thead>
<tbody>
<tr>
<td>Submission</td>
<td>100</td>
<td>80</td>
<td>70</td>
<td>40</td>
</tr>
</tbody>
</table>
Student perspectives

- Prefer audio and video to written feedback
- Annotations important
- Personal and Engaging
- Understandable

50:50 split between audio and video
- Utilised differently
- Video more impact
- Audio more reflective
Conclusion

I have found:

• Audio feedback quicker to produce than written or video feedback

• Participants show a preference for audio and video over written feedback

• 50:50 split in preference between audio and video
  – Video high impact visually
  – Audio may encourage reflective approach or preferred by reflectors

• More technical issues associated with video than audio
For interest
Summary of activities over 2 cohorts

![Bar chart showing activities over 2 cohorts with details on materials development, monitoring, feedback, communications, and administration.](chart)
Total Time invested

07/08 = Approx 6 full working days
08/09 = Approx. 7 full working days (less pre-course prep)
Materials Development

![Bar chart showing hours spent on materials development across different weeks and years.](chart.png)
Feedback - considerations

- Class size?
- Number of Tutors?
- Individual or group feedback?
- Individual or multiple markers?
- Purely Formative or Summative?
- Tutors or peers?
- In class F2F?
- On paper?
- Electronic/Virtual?