Feedback using screen-capture software

A case study at Argyll College UHI

The background

- In 2018, a small group of tutors undertook some practitioner research into how students and teaching staff responded to screen capture software.

- We wanted to establish what **students** thought about the technology as a means of receiving feedback

- We wanted to establish what **teaching staff** thought about using the technology to give feedback

Our research questions:

What are the reported assessment experiences of learners who receive individual, formative video feedback using screen-capture software at Argyll College UHI?

What are the reported experiences of tutors who give individual, formative video feedback using screen-capture software at Argyll College UHI?

I'm not a fan of technology for technology's sake....

I think that there has to be a good reason to use explore new technology – 'explore' – takes time for the learners; takes time for the teaching staff; support for learners becomes more complicated....

Three ways in which using screen capture enhanced our practice

1. Engagement benefits – from student perspective

2. Overcoming barriers due to geography/delivery– "gives the student the impression of being present during the marking process" (Jones et al., 2012) – not possible due to our college delivery.

3. Engagement benefits – from staff/institutional perspective.

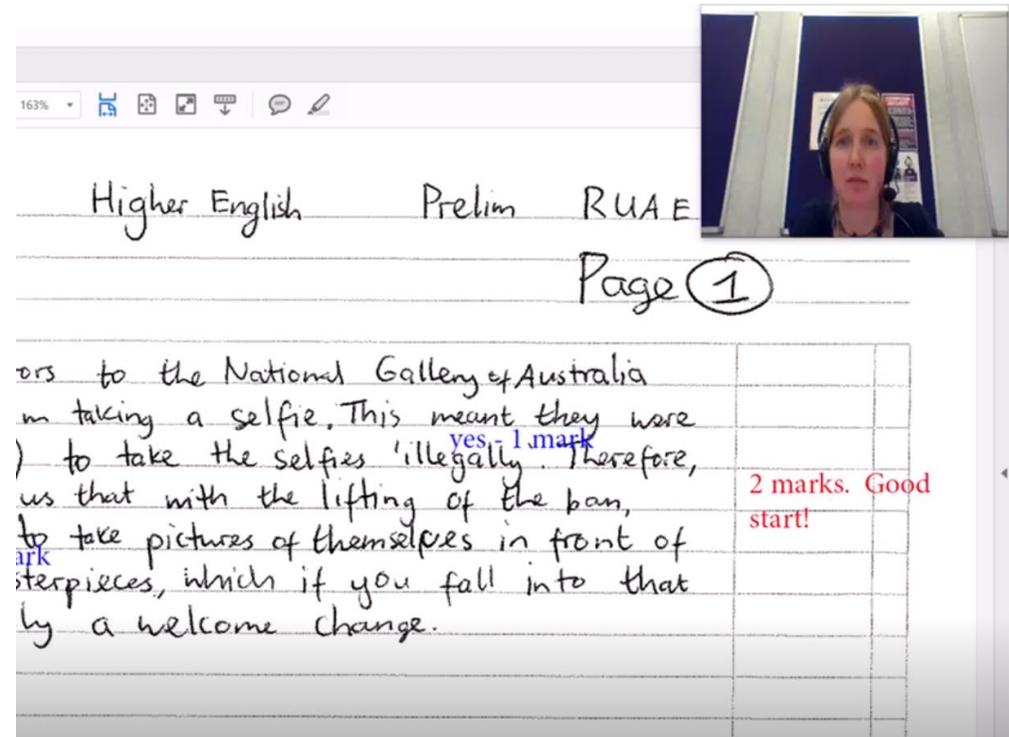# Screen-capture software: what is it?

- https://www.medial.com/medialecture

General information.

- https://mahara.uhi.ac.uk/view/view.php?id=36262

Installation; how-to guide.

- https://stream.uhi.ac.uk/

UHI media library.

Screen-capture software: how do students access it?

- https://stream.uhi.ac.uk/Player/48121767

- Students don't need to log in.

- Tutors need to make the video 'public'

# How did this project enhance our practice?

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Our findings: students' opinions of good feedback

(they confirmed what the literature suggested)

- Detailed
- Specific
- Personal and individual
- One-to-one discussions preferable
- Identifies steps to improve weaknesses
- 'Very' or 'quite' important to know the tutor who was giving them feedback
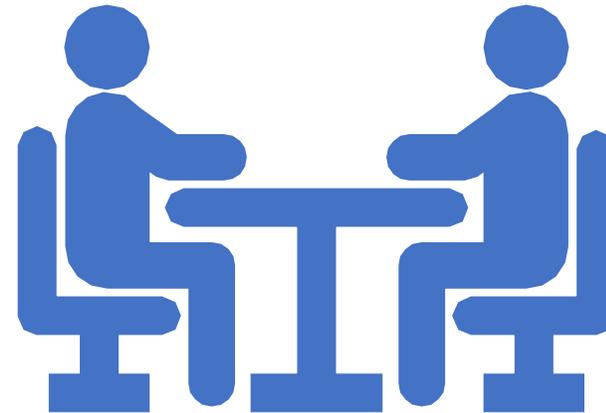
Perception of dialogue increased for a significant majority of students.

"It feels like being specifically addressed by my tutor"

"It's almost like an actual conversation"

"Feels like a conversation"

Recognition that it wasn't two way dialogue

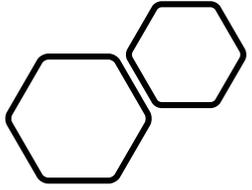"I could keep rewinding until I understood the point"

"Harder to misconstrue meaning"

Voice gives more information.

Easier to understand tutor's opinion

Written feedback required 'interpretation'

Video feedback seemed to have more detail

"Provides an emotional connection"

1 Video feedback as having a friendlier approach – face and tone

2 Video feedback as motivating – 'human response'

3 Positive feedback as easier to believe through voice

4 Video feedback as more meaningful

For the small group of learners who engaged with the project, there were definite benefits.

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Overcoming barriers

SDGs

By improving **student experience** and finding solutions to students concerns, the initiative supports **SDG4**

By **addressing the challenge of student isolation** in a 'blended learning' context thus contributing to **improve inclusion of students in remote areas,** the initiative contributes towards **SDG10**

10 REDUCED INEQUALITIES

Scotland
eauc
The Alliance for Sustainability
Leadership in Education

- One barrier – the qualities required by our learners are harder to do at a distance/through VC.

- Promoting inclusivity – one of our College Values.

- Recognition from the EAUC – Achieving Sustainable Development Goals 4 and 10

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3. Engagement benefits – from staff/institutional perspective.

Allowed us to start a dialogue within our institution

Movement within the literature

Away from a 'transmission view' of feedback (Nash and Winstone, 2017)

Away from a focus on staff processes (e.g. feedback should be returned within x number of days; feedback should include active verbs; feedback should....)

Towards self-regulation of student; towards concept of feedback literacy (Carless and Boud, 2018); towards dialogue and engagement

This project has enabled us to start conversations about this

This technology has enabled us to start conversations about this.

All learners believed that the feedback created a friendlier, more positive connection

Price et al. (2010) – relationship between student and assessor is "at the heart of a successful feedback process".

Learners believed that the feedback was easier to understand, more detailed, and useful.
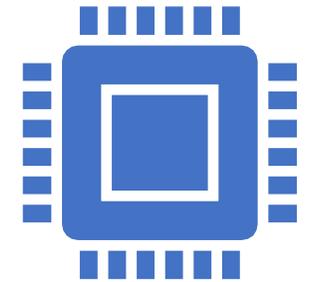
BUT - not all learners liked it.

Approximately half of the student participants considered the feedback to be more time consuming

Nicol (2010); Dawson et al. (2018) - learners need to understand that feedback is a process in which they need to engage

This was **formative** feedback – key point to consider here.

This technology allowed us to start that conversation...

…but the conversation isn't over yet.

About more than just the technology – the technology is just a tool….

Where will we go next?

- Further exploration of this subject – email if you'd like to be involved (Susannah.Wilson@uhi.ac.uk)

Other potential areas for research:

- Reluctance to change practices

- Differing perceptions of formative feedback – both staff and student