WORKSHOP: Technology Enhanced feedback

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Principal’s Teaching Award Scheme
Overview

- Introductions and Experiences
- Practical display and discussion
  - EEVeC Audio Tool (SMR)
  - Post-graduate examples (JAM)
- Research Findings
- Conclusions/ Future
But First.....

- Experiences?
- Expectations?
- Pro’s/ Cons?
Audio Feedback in UG context

• Earlier qualitative study → conflict between the personalised, individual feedback that students desire against the time and resource available from staff to meet this demand\(^1\).

• Aimed to address ‘ease of use’ from the academic staff point of view as well as ‘personalisation’ from the students point of view.

• Trial using standalone mp3 recordings as feedback on in-course assessment was encouraging …..

The Audio Feedback Tool

Embedded within VLE: the Edinburgh Electronic Veterinary Curriculum/ EEVeC
Audio Feedback in PGT

- Feedback in DE programmes → impersonal/difficult to interpret.
- Students can feel isolated in their learning → lack of connectivity.
- Written feedback → lack of verbal information.
- Verbal feedback seen to increase intrinsic motivation for learning\(^2\).
- Audio feedback reported to ↑ engagement in DE\(^3\).


Audio feedback for PGT students

Screencasting: free software available e.g. Jing

Screencasts allow you to expand on these types of comments
Student feedback

Appears to be a valuable form of feedback

“I immediately loved it. It’s like being sat next to your lecturer hearing their feedback with your assignment in your hand”

“I wish I had that level of feedback for the entire course. It was quite frustrating to get a B or a B+, but never understand the elements that could improve the mark”

“I found the digital feedback helpful

“Very helpful as a distance learning student as it was a much more personal and inclusive format”
Research Findings:
Audio vs individual computer text

Percentage in each category who found the feedback helpful
Like more than audio

Like less than audio

Written comments on assessments
Individual discussion with a member of staff
Whole class exam reviews
Peer i.e. discussion with other students about my performance
Specimen answers on EEVEC
Automated feedback from computer based quizzes
Thematic Analysis

- Quantity
- Quality
- Personal/Individual
- Motivation/confidence building
- Examiner insight
• “I think this is an amazing tool! I feel really happy and encouraged to have heard my own personal piece of audio, and you can listen to it on your own where you feel comfortable and really make use of it’

• ‘It is excellent to hear positive as well as constructive feedback. It is very motivating as it is on a personal level …..’
• “Get more in depth comments on work and can hear how the marker responds to the answers written”
• “It was helpful to hear the feedback, and the order in which they mark our work!”
Staff Reflections

• I was able to express myself more easily, which actually made it easier to give constructive criticism because I felt more confident that it would be interpreted in the way that I intended. S1

• ....had I been able to give the feedback to them earlier in their course I would have felt that I knew them as individuals better than what inevitably happens in a large class. S2

• I really like the personal aspect of feeling that you are talking to the student. I like the opportunity to give more nuanced and complete comments than you would as script. S3
But……

• ‘as the term progressed I felt under much more time pressure to keep up with my responsibilities and felt more and more reluctant to use the audio tool. This was partly because I felt that my stress would be communicated through the recorded feedback; I had to be in the right frame of mind to do it well and that didn’t happen very often.’ S1
In other words, what are your faculty members not doing in order to invest time in this task? Less scholarship, less discovery, less teaching, less patient care?
Conclusions

- Students value audio-feedback because of its personal and individual nature. There is potential for audio-feedback to enhance the student experience beyond the specific course context.
- Audio-feedback can be used as a valuable component of an overall ‘feedback package’ for students.
- Future work will explore further the potential for audio to contribute to increasing the sense of community/ belonging/ caring as part of a new Personal Tutor System.