**Enhancing Student Support**
**Benchmarking Event**
**19 February 2013**

**Postgraduate Support Workshops**
**Online Audio/Video Feedback**

**Presenters**
- **Professor Susan Rhind** (Royal (Dick) School of Veterinary Studies)
- **Dr Jo-Anne Murray** (Royal (Dick) School of Veterinary Studies)

**Notes**
- **Feedback**: there is a conflict between the demand for individual feedback and the time and resources available to meet this demand.
- **Audio/Video**: Royal (Dick) School of Veterinary Studies have embedded an audio feedback tool in the Edinburgh Electronic Veterinary Curriculum (EEVeC) system which allows for 5 minutes of audio feedback. Screencasting (using Jing software to take a picture of the screen and record screen movement whilst simultaneously recording audio) can be used in conjunction with tracked changes as a way of giving feedback.
- **Students**: Audio/Video Feedback appears to be valued by students for its personal nature. Students hear the tone of the feedback delivered (including any flaws in speech and broken sentences etc.) which can lead to the perception of a more humane response from staff which in turn makes staff seem more approachable. This is particularly useful to distance students for whom traditional written feedback can be impersonal, reinforcing a sense of isolation and lack of connectivity. Students report that Audio/Video Feedback leads to increased understanding of expectations and requirements and in turn results in an improvement in grades.
- **Staff**: Audio/Video Feedback also appears to be valued by staff for its personal nature enabling staff to feel able to express themselves more clearly. However, staff had also noted concern that they had to be in the right frame of mind to deliver this type of feedback, as various outside influences (such as stress levels etc.) would perhaps seep through and be detectable in audio feedback.
- **Time**: There is conflicting literature as to whether or not this approach is actually time saving. There has been little research into whether or not this takes ‘too much time’ to listen to and absorb the feedback adequately. Furthermore, how many students actually listen to the audio? This needs further investigation.
- **Dialogue**: It was noted that Audio/Video Feedback tends to be unidirectional and therefore is not a genuine dialogue between student and staff. Verbal one-to-one communication will always be classed as ‘the gold standard’.