Effective Feedback for Digital Natives – The key to delivering a twenty-first century educational experience

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Why feedback is becoming more prevalent.

- 80% Overall Satisfaction
- 83% Teaching on my course
- 68% Assessment and Feedback
- 72% Organisation and Management
- 84% Learning Resources
- 78% Academic Support
- 81% Personal Development
Findings from the National Student Forum Annual Report (2009) indicated that ‘As technology continues to develop in all spheres of life, this not only increases its potential for use within the lecture room and beyond – but also our expectation that this will happen’.

Race et al (2005) state “Nothing we do to, or for, our students is more important than our assessment of their work and the feedback we give them on it.”

With today’s students being constantly surrounded by twenty first century technology in their daily lives, it seems obvious that academics should capitalise on the use of this technology and employ it as a means of engaging with students to help with their educational development.
What is Screencasting?
Problems with producing feedback.....

Tyranny of location

Does feedback inspire and motivate?

Tyranny of time

There should also be advantages for the academic
Examples.....
100% of the students either agreed or strongly agreed that video feedback helped them to improve on their second submission (more so than written feedback).
Students' preferred feedback method
Student responses to evaluation questions

- Video feedback easy to access and understand: 25
- Length of feedback adequate: 10
- Level of feedback adequate: 5

Responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Positive Feedback

“ I liked the flexibility. You can look back over it to grasp it completely”

“ I preferred video as you could see where marks had been lost and how this could be improved in future”

“ Video was great help as opposed to getting verbal or written feedback. Being shown exactly where I could improve has really helped.”

“The feedback was given very quickly. In many cases in other modules you just get marks back and you don’t get the chance to see where you went wrong!”
Student Feedback

Positive Feedback

“Video feedback is a lot quicker and means that I can go back to review it anytime whereas with lecturers being very busy this is not always possible for a face to face consultation.”

“Given the nature of the information I could not find any faults at all and would greatly recommend this for future projects and coursework.”

“The feedback information is conveyed whilst the submission file is being viewed which makes it easier to understand which elements of the submission the feedback is relative to.”
Student Feedback

Negative Feedback:

"Quite short and obviously you don’t have the option to ask questions"

"You could see your mistakes very clearly"

"The sound quality could be improved"

"It was like a one sided conversation I would at times prefer a discussion with the lecturer about feedback"

Suggestions:
Advantages

Time Saved

Increased student satisfaction with feedback

Improved module performance

Students recognise that feedback has been received

Disadvantages

Can take a little time to get used to the software

Finding the time to record the videos
Exercise

• Work in groups of two (from different subject areas if possible)

• Have a short (5 minute) discussion and complete the handout to identify if this feedback method could be beneficial and how it could be utilised within your subject area.
Increasing class sizes and the many time constraints lecturers are faced with mean that face to face feedback is not always possible or indeed practical, and thus video feedback could be seen as a viable alternative in preparing students for professional life.

Changing student demographics have led to an increased number of part-time students and students who live at home and commute to university (Parson et al, 2009). This feedback medium would prove beneficial to distance learners as it could be viewed remotely, without the need to physically visit the University building. This medium has the potential to give a more personal approach to the feedback process, more so than sending out written feedback with general comments. This view was echoed by one of the students in this study who commented "I liked the way the feedback was personalised, it felt like the lecturer was speaking to and encouraging me rather than giving general feedback to the entire group"
QUESTIONS?