

E-PEDAGOGY TEACHING FELLOWSHIP Application Form 2012/13

Name	Brett Wilkie
Faculty/Department	HLS / Sports

Please indicate below your claim for fellowship by providing evidence to show how you meet the following criteria:

A. Overview / Background

As part of the Health and Life Science Faculty principles of exceptional student assessment and feedback Brett Wilkie and Andreas Liefeth have been involved in an innovative project that has utilised video to enhance feedback to students on practical performance. Over the course of a 12 week module (2ST100) all students were provided with 8 formative tasks upon which they received individualised feedback. This feedback contained two main components. Component one was the provision of instantaneous written feedback via Moodle The second component was digital video of the students' performance that was available to be viewed via Moodle within 24h of the session. This format provided in excess of 430 individual formative assessment opportunities over the course of the one module with a 96% engagement rate demonstrated by students. Achievement on the module was increased by approximately 4% to 63.7 (± 6.6) and also demonstrated a narrowing of the standard deviation representing a high proportion of the grades grouped in the 2i grade band.

B. Individual contribution to the project and future developments

Brett's main contribution to the project has focussed upon provision of the second component of the feedback; the collection, compression and upload of the video feedback to be viewed via Moodle Following the successful project last academic year both members of staff are looking to develop and refine their respective innovative practices over the coming academic year in the following ways:

1. Develop compression of raw video files and a suitable storage repository that does not impact upon the university network storage.
2. Investigate and source appropriate equipment that fulfils the necessary technical specifications while remaining cognisant of the nature of the teaching and learning environment (outside, no power sources, exposed to weather etc), which may have a positive impact upon other curriculum areas and degree programmes that incorporate external assessments.
3. Develop and refine the video feedback process (video capture, download, compression, upload and availability) in relation to feedback being of a 'high quality and provided in a timely manner' (Principles of exceptional assessment and feedback 2011). representative of an external (outside) off-campus environment

Collectively each project also intends to:

1. Collect data to facilitate the evidenced based nature of the project contributing to further developing its credibility and dissemination through academic literature.
2. Enhance student learning experience, aimed at developing practically skilled reflective practitioners in their field.

Specifically this e-pedagogy teaching fellowship application relates to the Video Feedback strategy that was piloted and subsequently employed across level 2 and 3 performance conditioning modules. This emerging signature pedagogy employed a unique formative assessment strategy which placed a strong emphasis on formative work and feedback. Research has proposed that for assessment to be formative it must identify a disparity between the actual level of work and the required standard, while highlighting how the task can be improved to attain the desired

standard. Video feedback provides unique opportunities that would enable students to engage with their assessment in such a way.

The potential benefits of developing a sustainable innovative video based strategy for providing students with appropriate feedback delivered a compelling rationale for this project while remaining cognisant of the broader challenges faced in higher education including increasing numbers and diversity of the student population and their teaching and learning needs. Van den Berg *et al.* (2006) suggested the benefits of video feedback are that it mirrors characteristics of professional practice and helps to develop reflective practice, therefore providing a more authentic student experience.

C. Evidence in relation to the criteria

1. Normally successful completion of PCAP and/or Associate or Fellow of the Higher Education Academy and a sustained period of teaching enhancement work

I hold a postgraduate teaching qualification in addition to successful completion of the PCAP programme. During my time at York St John University I have been integral to department projects developing the use of the VLE for the teaching on sports programmes (University Teaching and Learning Conference) and lead on pedagogical projects related to the development of innovative feedback and assessment strategies employing contemporary technology mediums (E-Learning Conference).

2. A scholarly, reflective and self-evaluative approach to learning, teaching and assessment practices that incorporates feedback from students and peers and demonstrates a commitment to continuing professional development in Technology enhanced learning expertise

I have always reflected on the ability of our e-pedagogy projects to provide a meaningful enhancement to student learning, and to facilitate teaching practice. This has taken the form of analysis of student feedback from module evaluations, as well as more bespoke feedback mechanisms.

For example the Performance Conditioning modules (level 2 and 3) development has required a synthesis of discipline expertise coupled with perceptive interpretation of modular feedback and evaluation resulting in a number of innovative strategies being employed resulting in exceptional student module feedback (Level 2: 4.5 Overall Satisfaction 93% completion rate, Level 3: 4.7 Overall Satisfaction 83% completion rate), with excellent feedback related to both scholarly content and delivery reported.

Student module feedback reported scores of 4.61, 4.68, 4.49, 4.61 (likert scale scores 1 = strongly disagree and 5 = Strongly agree) for 'Feedback on my work has been useful', 'I received feedback on my work in the agreed time', 'The video feedback helped me prepare for my final assessment' and 'I would like to have video feedback on other modules' respectively.

Qualitative comments taken from the module evaluations reinforce the perceived benefit of video feedback and include:

"Video feedback is excellent and should be used in all modules regarding practical work. extremely important for teaching!"

"Best type of feedback I have experienced at university so far, easy to understand and easy to gain access to"

"This was a really good idea and it allowed us to playback our sessions and personally evaluate them away from university."

"The video feedback allowed me to point out my weaknesses and help me progress. I think it should continue and be introduced into other modules."

"It's the future!!"

The results for the national student survey for the Sport Performance Conditioning programme have shown a 92% satisfaction with the degree programme and major improvement in the scores returned for the assessment and feedback components of the survey. The developments that this project promoted in bringing e-pedagogical innovations and video feedback to the programme have been strongly attributed to this improvement with the programme recording a score 22 points above the University average under the criteria of 'Feedback on my work has been prompt'.

3. Ability to generate and foster students' enthusiasm for learning through using a range of approaches designed to maximise student engagement within the VLE through distance learning and/or blended learning

My project helped report a fivefold increase in Moodle engagement compared to the average reported across the programme for the previous academic year and indicates videos averaged 1.47 plays per student over the course of the modules.

Please see the video on Innovations in Assessment and Feedback that discusses the project:

<http://www.yorks.ac.uk/ltd/ltd/pedagogic-practices/assessment-and-feedback/innovations-in-assmt-and-feed.aspx>

4. Ability to lead, support and collaborate with colleagues in assisting them to develop their technology enhanced learning, teaching and assessment practices

Over a number of years, at university teaching and learning conferences, e-learning conferences and teaching fellowship sessions, I have lead support and information sessions on my e-pedagogy project. This has lead to investment in technology and instigated development in teaching practices in our faculty through the use of digital video and electronic feedback packs.

Such a system has reinforced the efficient use of a paperless system of submission, assessment and feedback. High initial interest has already resulted in a number of cross programme and subject initiations taking place aimed at facilitating staff with their assessment strategies. The project has been disseminated across a number of forums including the 'Principles of Exceptional Learning and Teaching' Seminars, sports development days, York Higher: e-Learning conference and British Association of Sport and Exercise Sciences (BASES) workshops on Emerging Signature Pedagogies. The faculty has invested in a number of additional video feedback packs enabling provision for other staff and departments to employ similar strategies within their modules and teaching.

5. A focus within their own pedagogic practice that demonstrates an ability to adopt, innovate and use technology in its broadest sense to enhance the quality of the student experience

My project on the use of digital video is on-going, it continue to influence the development of the curriculum and the manner in which we approach our teaching, especially in a practical setting. As our use of technology continues to develop so this allows us to examine our teaching and students learning to work towards maximising the effectiveness of time and resources.

Future proposals and developments in line with this project are looking at how similar provision can be provided off campus in addition to more refined employment within more traditional classroom settings.

6. A scholarly approach to analyse, evaluate, and apply good practice in learning, teaching and assessment practice within the context of technology enhanced learning and teaching

While the primary aim of my initial project was to provide a positive pedagogical experience for the students utilising a range of teaching styles and delivery methods ensuring connections in learning can be drawn, it also served to robustly field test this system in a dynamic non-traditional educational environment. I have endeavoured to turn our e-pedagogical developments into scholarly pieces of research as well as disseminating good practice to colleagues across the institution.

Proposals for enhancing the project over the coming academic year include: develop compression of raw video files and a suitable storage repository that does not impact upon the university network storage and employ and refine the video feedback process in an external (outside) off-campus environment which may have a positive impact upon other curriculum areas and degree programmes that incorporate external assessments.

7. Commitment to facilitating an inclusive approach for all students that acknowledges diversity and promotes equal opportunities

As always I am committed to facilitating pedagogical practice to promote inclusivity. Through the use of e-learning strategies I hope to enhance student inclusiveness, promoting the engagement of wider background of student experience and ability.

8. Sustained engagement University wide and with external audiences to develop excellence in e-pedagogy and/or pedagogic research that is subsequently integrated into practice.

As above, I am committed to ongoing support and development of e-pedagogy in the university and have actively participated in teaching and learning support sessions for staff, as well as leading external sessions at the York Higher e-learning conference 2012.

<http://www.higheryork.org/staff/higher-york-elearning-network/higher-york-elearning-conference-2012/>