

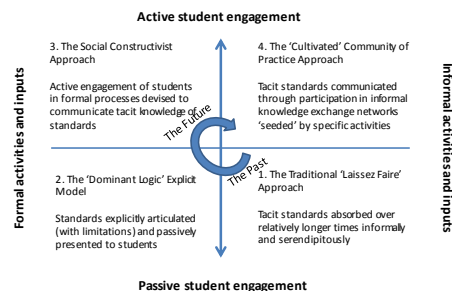
Contemporary Assessment & Feedback Strategies



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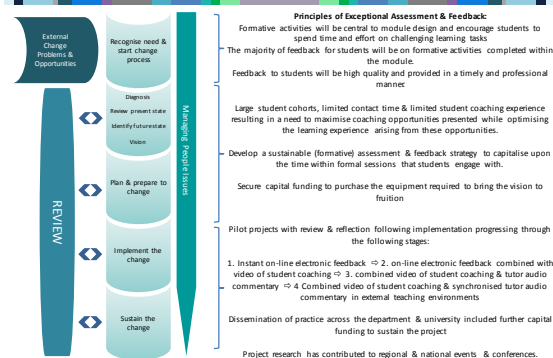
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Emerging signature pedagogy: Audio Video Assessment & Feedback (Assessment & feedback)



Adapted from: Price, M., Rust, C., O'Donovan, B. and Handley, K. (2012). *Assessment Literacy: The Foundation for Improving Student Learning*. Oxford Centre for Staff & Learning Development.

Emerging signature pedagogy: Audio Video Assessment & Feedback (Catalyst for change)



Emerging signature pedagogy: Audio Video Assessment & Feedback (How it works)



Innovations in Assessment and Feedback <http://www.yorksj.ac.uk/health/developing-practice/assessment-and-feedback/knowledge-in-action-and-feedback>

Emerging signature pedagogy: Audio Video Assessment & Feedback (An example)

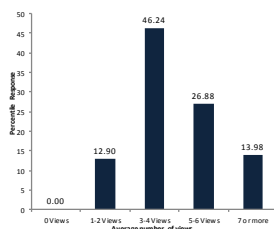
Emerging signature pedagogy: Audio Video Assessment & Feedback (Performance indicators & student engagement)



Emerging signature pedagogy: Audio Video Assessment & Feedback (Performance indicators & student engagement)

"when students receive feedback from teachers they must engage in self-assessment if they are to use that information to improve academic performance: that is, they must decode the feedback message, internalise it and use it to make judgements about and modify their own work". Nicol, D. (2009)

The average number of times students have watched the whole or elements of a specific feedback video.



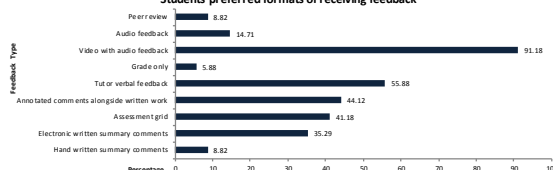
Graduating students identify video feedback as their preferred medium for receiving feedback.

Data collected indicates activity on the VLE in relation to video components is 7 times higher than that of lecture materials - indicating student engagement with the feedback process

Emerging signature pedagogy: Audio Video Assessment & Feedback (Performance indicators & student engagement)

Assessment and feedback on this module		AV/FB Mean	Sport Mean
The criteria used in marking were made clear in advance.		4.52	3.84
The assessment tested what I was supposed to learn.		4.5	3.85
Feedback on my work has been useful.		4.52	3.61
I received feedback on my work in the agreed time.		4.62	3.84
Overall satisfaction			
Overall, I was satisfied with the quality of the module.		4.49	
Module specific questions - 25/100 Performance Conditioning			
The video feedback helped me to prepare for the final assessment on the module		4.63	
The video feedback helped me develop as a coach and reflective practitioner		4.59	
I think video feedback would be beneficial on other modules with practical elements		4.57	

Students preferred formats of receiving feedback



Emerging signature pedagogy: Audio Video Assessment & Feedback (Peer Review)

'able to pick out good things from other sessions and apply to own sessions. Makes you aware of the assessment criteria'

'It has allowed me to pick out good practice from others and adapt that into my own coaching style. Also it allowed me to see bad practice and ensure that I avoided the bad habits of the other people'

'It helps you relate their work to your own and it helps you put your mind in the assessors. Therefore you can identify your own strengths and weaknesses to the assessment guidelines'

'I found this useful to watch other groups you have not seen, taking different approaches, again it gives you an insight into what is required of you for final assessment'

Explain how providing feedback on a peer's performance has informed your development and practice as a coach

'it has dramatically improved my coaching style due to gaining helpful feedback that I can easily understand'

'Has allowed me to see where mistakes have been made and interesting to see how others would of tackled situations differently'

'It is another way of providing feedback and therefore another person to help develop your coaching technique which can only be positive'

'It allows for some interesting and insightful feedback however, tutor feedback is the most helpful for me'

Explain how receiving feedback from your peers has informed your development and practice as a coach

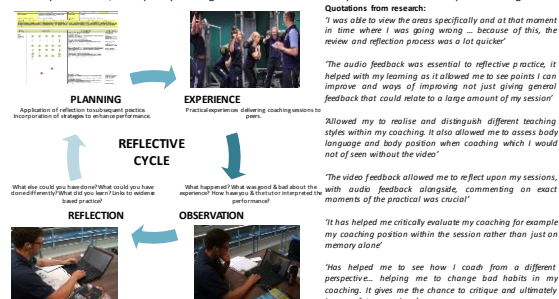
Emerging signature pedagogy: Audio Video Assessment & Feedback (Qualitative evaluation of impact upon teaching & learning)

Development as a reflective practitioner		Timeliness of Feedback	
Student reflection & development	Interaction with & interpretation of feedback	Time frame & impact	
Student engagement with Feedback	Detail & interpretation of Feedback	Personalisation of Feedback	Accessibility of Feedback
Student review of performance		Relevance	

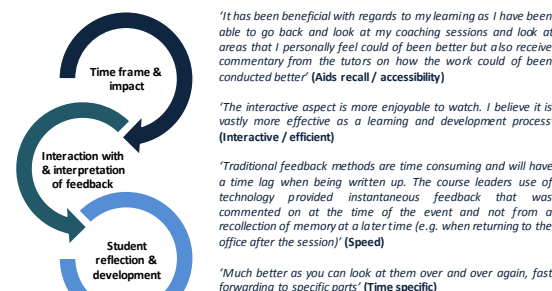


Emerging signature pedagogy: Audio Video Assessment & Feedback (Developing Reflective Practitioners)

Video captures the essence of coaching performance enabling active & sustainable reflection (on student performance & tutor feedback). By continuously engaging with the assessment & feedback process, students are able to develop as reflective practitioners, consequently enabling them to remain fluid in the dynamic environment of sports coaching.



Emerging signature pedagogy: Audio Video Assessment & Feedback (Qualitative evaluation of impact upon teaching & learning)



Emerging signature pedagogy: Audio Video Assessment & Feedback

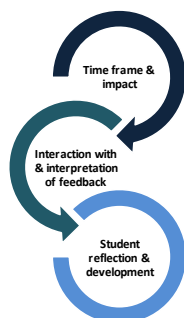
(Qualitative evaluation of impact upon teaching & learning)

'This gave an up to date and precise feedback which was much easier to understand' (Detailed Feedback)

'It is a more personal way of providing feedback rather than the risk of slipping into generic ways via traditional way of feedback' (Personal)

'The ability to endlessly re-watch your performance as a coach. I believe observational analysis and honest self-criticism is just as important as tutor feedback. The videos provide the medium for this' (Accessibility & reviewing / observation of self)

'Video and Audio feedback combined together provided the most informative feedback as it allowed you to see what you did wrong and then use the audio feedback given to see where you should apply it in the future to improve' (Combined video & audio / detailed feedback)



Emerging signature pedagogy: Audio Video Assessment & Feedback

(Qualitative evaluation of impact upon teaching & learning)

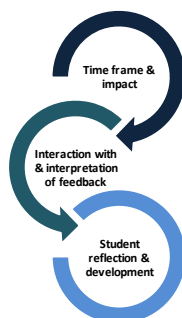
'It has helped me more to critically evaluate my coaching for example my coaching position within the session rather than just on memory alone, it has helped me to fill in my evaluation reflections from each coaching session' (Promotes reflection)

'Quick, easy and enjoyable to find problems with my coaching as I can see for myself the faults' (Ease of use)

'Accurate, instantaneous, non judgemental visual evidence for reflection' (Positive experience of technology)

'I watched the video's in detail and was able to acknowledge for myself the areas in which I can improve, and once you understand yourself where you can improve it becomes easier to make changes' (Personal skills development)

'Promotes increased Engagement with the reflection cycle' (Increased engagement)



Emerging signature pedagogy: Audio Video Assessment & Feedback

(General dimensions related to the literature)

Timeliness of feedback:

Evidence highlights concerns related to the quantity & quality of feedback, in addition to the frequency, consistency & timeliness of the feedback received (Hounsell 2005; Nicol 2010).

Interaction with & interpretation of feedback:

Handley & Williams (2011) proposed links between satisfaction with the assessment process & student interpretation of the feedback, which at times is challenging due to the poor quality of the feedback itself.

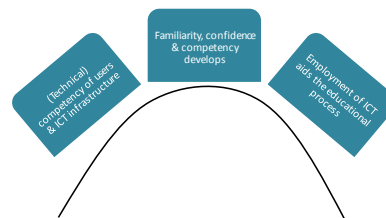
Student reflection & development:

Nicol (2010) previously reported upon staff perceptions that students fail to collect or subsequently engage with feedback.

Emerging signature pedagogy: Audio Video Assessment & Feedback

(Barriers & overall evaluation)

Education innovation (including change & implementation) has been identified to be fundamentally influenced by a number of conditions: **dissatisfaction, existence of knowledge & skills, availability of resources, availability of time, existence of rewards & incentives, participation, commitment & leadership** (Ely 1999).



Academics within the field & the employment of educational technology have served as agents & instigators of change through introducing concepts, procedures & products (hardware / software) that are often foreign to colleagues for whom they are intended.