

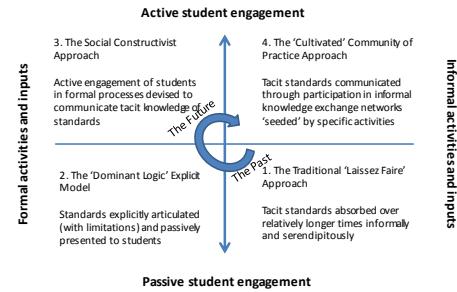
## Contemporary Assessment & Feedback Strategies



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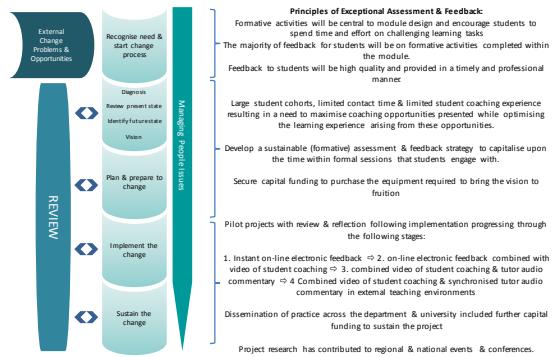
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### Emerging signature pedagogy: Audio Video Assessment & Feedback (Assessment & feedback)



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/hs/hs/edsgar-practices/assessment-and-feedback/innovations-in-assess-and-feed.aspx>

### 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

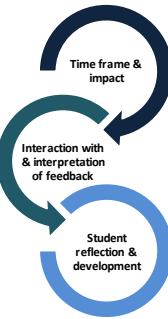
(Qualitative evaluation of impact upon teaching & learning)

'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.

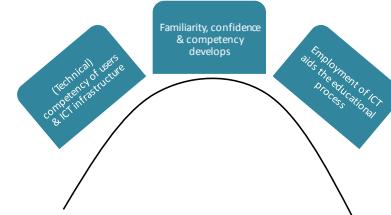
#### Student reflection & development:

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.