

## Impact of audio video feedback on student success



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## Impact of audio video feedback on student success: Student Success

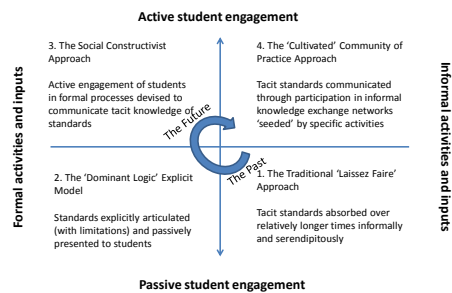
'What works' project, HEA

*'Academic programmes and high-quality student-centred learning and teaching must be a primary focus for effective student retention and success. Students are most likely to feel like they belong to their programme ...'*

Boud & Molloy (2012) discusses the importance of curriculum design in creating opportunities for students to 'develop the capabilities to operate as judges of their own learning'.

Audio video feedback supports the development of reflective student practitioners alongside developing peer reviewing skills. Both of which contribute to creating high-quality student-centred learning and teaching opportunities

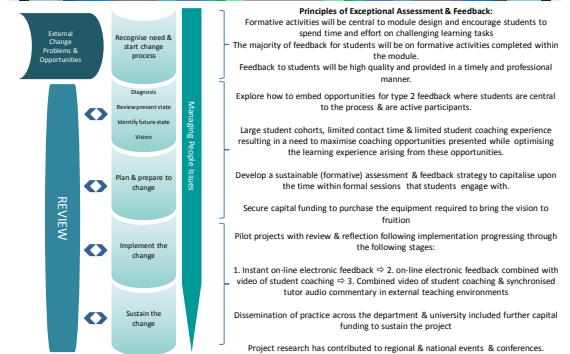
## Impact of audio video feedback on student success: Assessment & feedback



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.

## Impact of audio video feedback on student success: Catalyst for change

*'Feedback is repositioned as a fundamental part of curriculum design, not an episodic mechanism delivered by teachers to learners'* Boud & Molloy (2012).



## Impact of audio video feedback on student success: How it works



Innovations in Assessment and Feedback: <http://www.yorksj.ac.uk/jah/ahd/teaching-practice/assessment-and-feedback/innovations-in-assessment-and-feedback.aspx>

## Impact of audio video feedback on student success: Methodology

University ethical approval was obtained to undertake the research

Purposeful sampling of level 3 sports students (n=18) was undertaken, requesting volunteers from the modules where video feedback had been employed.

3 x 30 – 45 minute focus groups were facilitated by an independent member of university staff who was not involved in the research project or the teaching of any related modules

The focus groups encouraged discussion on thoughts and opinions on a number of topics related to the aims of the research using an interview guide and recorded using a digital recorder.

Audio files of the focus groups were subsequently transcribed and from this information a number of themes were established through the process of content analysis which represents the thoughts of the group.

Supplementary quantitative data was collected through the use of an electronic questionnaire enabling descriptive analysis to be undertaken

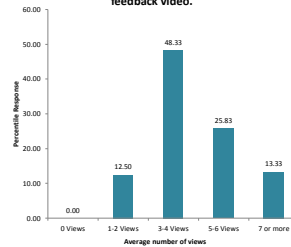
### Impact of audio video feedback on student success: Student Success



### Impact of audio video feedback on student success: 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.



Data collected indicates activity on the VLE in relation to video components is 7.07 times higher than that of lecture materials - indicating student engagement with the feedback process

66.7% of students identify they download their videos to external sources

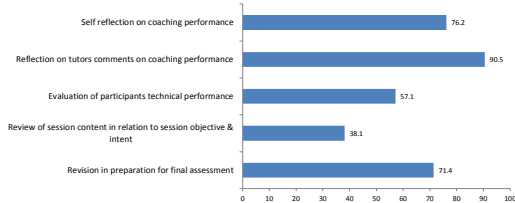
81% of students reported re-watching their videos from the previous year as part of their learning

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

### Impact of audio video feedback on student success: Performance indicators & student engagement

The majority of students (38.1%) identify they watch 'Multiple views of most videos over the module & in preparation for assessment' compared to 'Single view of several videos over the module & in preparation for assessment' (19.1%) & 'Multiple views of most videos after upload' (19.1%). Only 4.71% reported 'Single view of several videos over the course of the module'.

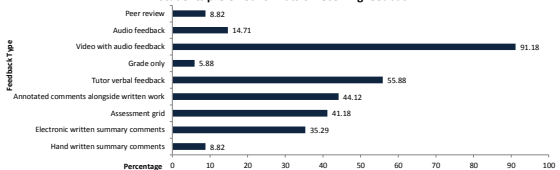
Why students watch their feedback videos.



### Impact of audio video feedback on student success: 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
<b>Overall satisfaction</b>		
Overall, I was satisfied with the quality of the module.	4.49	
<b>Marking &amp; grading questions</b>		
Marking & grading questions	4.5	3.85
The video feedback helped me to prepare for the final assessment on the module	4.61	
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

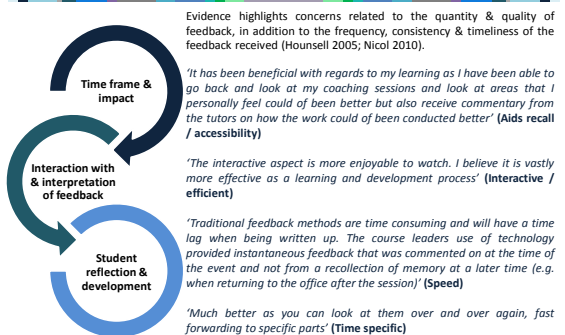


### Impact of audio video feedback on student success: Qualitative evaluation of impact upon teaching & learning

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



### Impact of audio video feedback on student success: Qualitative evaluation of impact upon teaching & learning (Timeframe & Impact)



### Impact of audio video feedback on student success: Qualitative evaluation of impact upon teaching & learning (Interaction & interpretation of feedback)

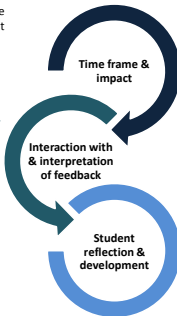
Handley & Williams (2011) proposed links between satisfaction with the assessment process & student interpretation of the feedback, which at times is challenging due to the poor quality of the feedback itself.

*'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)*



### Impact of audio video feedback on student success: Qualitative evaluation of impact upon teaching & learning (Student reflection & development)

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

*'I watched this video just before I went to a tutorial so everything that I knew, everything that I listened to and said, I then went and directly asked minutes later to (the tutor)' (Interaction with feedback)*

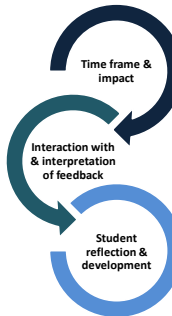
*'Quick, easy and enjoyable to find problems with my coaching as I can see for my self the faults' (Ease of use)*

*'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)*

*'You think you've improved, like in my case I think I've improved from last year to this year and I feel my boundaries in coaching have been pushed' (Promotes self-reflection)*



### Impact of audio video feedback on student success: Peer Review

*'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 think the process of us watching them was probably more beneficial than the comments we gave'*

*'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'*

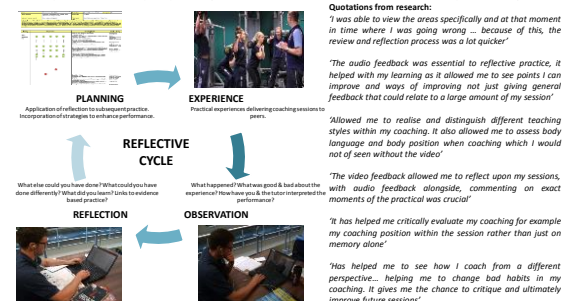
*'It allows for some interesting and insightful feedback however, tutor feedback is the most helpful for me'*

*'Putting it against the marking grid you could understand what the lecturers were looking for when you were doing your coaching as well'*

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

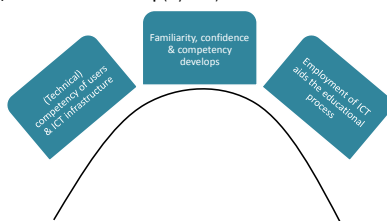
### Impact of audio video feedback on student success: Developing Reflective Practitioners

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 (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.

### Impact of audio video feedback on student success: Conclusions

The results positively identify the value students place upon video feedback, its impact upon performance & the enhanced interaction it fosters with the assessment & feedback process.

The research identifies the following key attributes that have contributed to student success:

- Speed & timeliness of feedback
- Availability of high quality, retrievable, accessible feedback enabling personal development as a reflective practitioner

The positive aspects of peer review highlighted recognition of competencies in others performance, which in turn facilitated future self reflection & evaluation

Imperative that staff are supported in the use of TEL based strategies to ensure the rewards of adopting this approach outweigh the barriers associated with their implementation.