

Impact of audio video feedback on student success

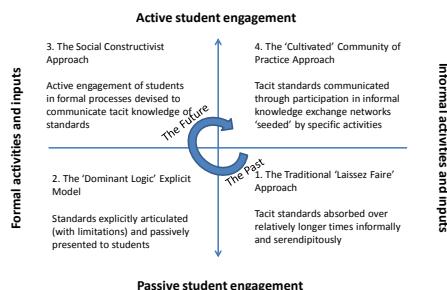


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Impact of audio video feedback on student success: Assessment & feedback



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: Student Success

'What works' project, HEA

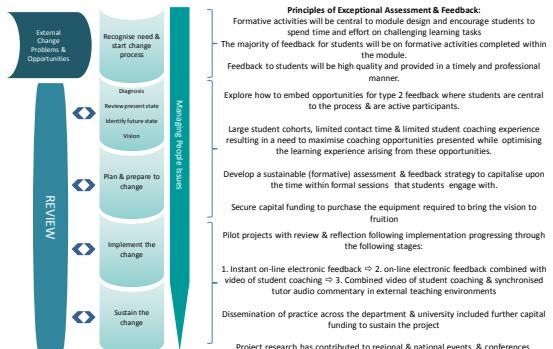
'Academic programmes and high-quality student-centred learning and teaching must be a primary focus for effective student retention and success. Students are most likely to feel like they belong to their programme ...'

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: 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/adt/adt/pedagogic-practices/assessment-and-feedback/innovations-in-assess-and-feed.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

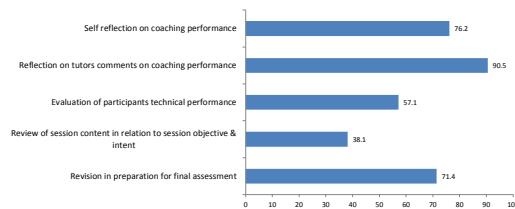
Impact of audio video feedback on student success: Student Success



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

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: 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	Student review of	Detail & interpretation of	Personalisation of	Accessibility of
				Relevance



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)

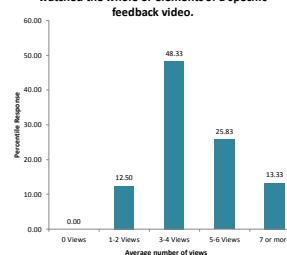
The average number of times students have watched the whole or elements of a specific feedback video.

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

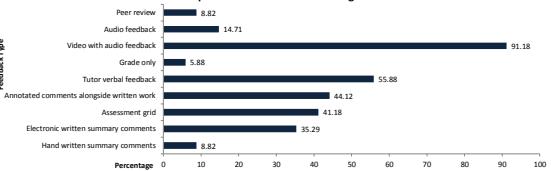
Graduating students identify video feedback as their preferred medium for receiving feedback.



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

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 had 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 - 2ST100 Performance Conditioning		
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	

Students preferred formats of receiving feedback



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

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).

'It has been beneficial with regards to my learning as I have been able to go back and look at my coaching sessions and look at areas that I personally feel could of been better but also receive commentary from the tutors on how the work could of been conducted better' (Aids recall / accessibility)

'The interactive aspect is more enjoyable to watch. I believe it is vastly more effective as a learning and development process' (Interactive / efficient)

'Traditional feedback methods are time consuming and will have a time lag when being written up. The course leaders use of technology provided instantaneous feedback that was commented on at the time of the event and not from a recollection of memory at a later time (e.g. when returning to the office after the session)' (Speed)

'Much better as you can look at them over and over again, fast forwarding to specific parts' (Time specific)

