Slide 1

The role of video & online feedback in non-traditional teaching environments
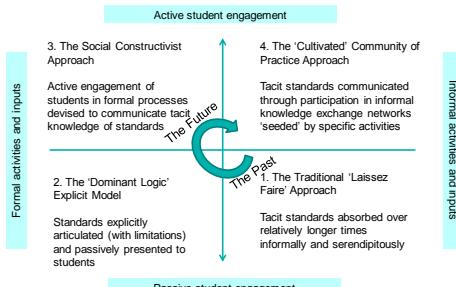
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Slide 2

Principles of Exceptional Assessment and Feedback

A — Students are responsible for submitting work they are proud of, acting upon feedback they receive and working collaboratively with other students and tutors around assessment.

B — Formative activities will be central to module design and encourage students to spend time and effort on challenging learning tasks.

C — Assessment design will aim to encourage students to develop a global understanding of the subject area and connect concepts between modules.

D — Discussion with students about assessment and feedback will be actively promoted at module and programme level.

E — The majority of feedback for students will be on formative activities completed within the module.

F — Feedback to students will be high quality and provided in a timely and professional manner.

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Slide 3

Assessment & feedback

Active student engagement

3. The Social Constructivist Approach

Active engagement of students in formal processes devised to communicate tacit knowledge of standards

4. The 'Cultivated' Community of Practice Approach

Tacit standards communicated through participation in informal knowledge exchange networks 'seeded' by specific activities

Formal activities and inputs

The Future

The Past

Informal activities and inputs

2. The 'Dominant Logic' Explicit Model

Standards explicitly articulated (with limitations) and passively presented to students

1. The Traditional 'Laissez Faire' Approach

Tacit standards absorbed over relatively longer times informally and serendipitously

Passive student engagement

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.

Slide 4

Feedback mark 1 & 2

Shifts feedback from a notion of telling followed by identifiable utilisation (feedback mark 1) to one of seeking followed by judgement and identifiable utilisation (feedback mark 2).
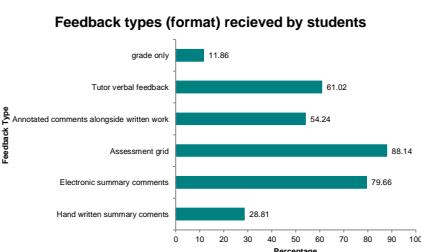
Learners rarely enter courses prepared for this, so there is a need to help develop their capacity, and disposition, to operate effectively to seek and utilise feedback.
Bould, D. & Molloy, E (2012) Rethinking models of feedback for learning: the challenge of design. Assessment & Evaluation in Higher Education 1–15, iFirst Article

"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". (339)
Nicol, D. (2009) Assessment for learner self-regulation: Enhancing achievement in the first year using learning technologies. Assessment & Evaluation in Higher Education 34, no. 3: 335–52.

Slide 5

Current experiences of feedback in higher education

Feedback types (format) recieved by students

Feedback Type	Percentage
grade only	11.86
Tutor verbal feedback	61.02
Annotated comments alongside written work	54.24
Assessment grid	88.14
Electronic summary comments	79.66
Hand written summary coments	28.81

Slide 6

Rationale

Why did WE do it this way?
- Video captures the essence of coaching performance enabling active & sustainable reflection (on their performance & our feedback)
- Logistics of a high cohort number & maintaining / enhancing standards & developing the nature of feedback
- Speed / Timeliness
- Communicate through a medium familiar to the student population

What we did?
- Delivered in a non-traditional environment
- Tackled ICT considerations (i-pad, data plan, battery based wireless systems, ultra high frequency license, waterproof)
- Haxby Road Facilities

Formative activities will be central to module design and encourage students to spend time and effort on challenging learning tasks.

Wk.	Lecture (1.5hrs)	Tutor	Practical (2hr)	SOL	Formative
1	Training Principles, concurrent training & interaction of systems	BW	HR: Introduction to Field Based Performance Conditioning	SOL 1: Coaching Seminar Produce a Conditioning drill seminar presentation: ID:	ACSM Screening Questionnaire & video consent to be completed
2	Delivery & Group Management (teaching styles / FB / motivation / communication)	AL	HR: Anaerobic Endurance / Speed Endurance - HIIT / SIT	Literature based rationale for drill (Explanation of aims & objectives of drill & components	Practical: 10min Coaching Session (team coach) Theory: 4 x Group Conditioning Seminar Presentations
3	Session Design: Work: Rest ratios & energy systems	BW	HR: Plyometrics	Acute & Chronic adaptations Highlight group / individual management	Practical: 10min Coaching Session Theory: 4 x Group Conditioning Seminar Presentations
4	Session Design: Programmes, Planning & Recovery (Long Term)	AL	HR: Speed, Agility & Quickness		Practical: 10min Coaching Session Theory: 4 x Group Conditioning Seminar Presentations
5	Session Design: WU / CD / Recovery (Acute)	BW	HR: Tutor lead Advanced / Sport Specific Plyometrics & SAQ	SOL 2: Olympic Lifting Video Produce a Coaching Seminar Presentation: Video capture & analysis using Dartfish – coach evaluation	Practical: 10min Coaching Session Theory: 4 x Group Conditioning Video of Olympic Lifts
6	Flexibility & ROM	AL	HR: Speed, Agility & Quickness	describing key Biomechanical concepts & underpinning physiology of the lift(s)	Practical: 10min Coaching Session Theory: 4 x Group Conditioning Seminar Presentations
7	Underpinning Physiology of Strength & Power Training	BW	HR: Plyometrics		Practical: 10min Coaching Session Theory: 4 x Group Conditioning Seminar Presentations
8	Reading Week				
9	Application of theory to Strength & Power Training	AL	HR: Field based strength & power		Practical: 10min Coaching Session Theory: 4 x Group Conditioning Seminar Presentations
10	Underpinning Physiology of SAQ	BW	HR: Conditioning games / Sport specific HIIT / SIT	SOL 3: Conditioning Portfolio Contents: Session plans / risk assessment & review / reflection on	Practical: 10min Coaching Session Theory: 4 x Group Conditioning Seminar Presentations
11	Application of theory to SAQ	AL	HR: Mock Assessment	sessions.	Practical: 10min Coaching Session Theory: 4 x Group Conditioning Seminar Presentations
12	Assessment Preparation & Review of Marking Criteria: Coaching principles & management	BW	HR: Mock Assessment	Viva support material (Lit based rationale supporting session)	Practical: 10min Coaching Session Theory: 4 x Group Conditioning Seminar Presentations
13			Assessment Week		

Formative activities will be central to module design and encourage students to spend time and effort on challenging learning tasks.

□ *'Learning tasks' will be central to module design to regularly engage students in learning activities and gain feedback on the work produced. Such tasks aim to help students understand what good work is so they can check and reflect upon their own work'.*

□ Over the 12 week programme all students were provided with 8 formative assessment opportunities (5 practical coaching sessions & 3 seminar presentations) upon which they received individualised feedback (video & online comments). These tasks were provided with the aim to engage students to revise, refine & develop their competency within the discipline area.

□ Self reflection upon performance was via reviewing video & subsequently formalised through the completion of individual reviews post assessment

The majority of feedback for students will be on formative activities completed within the module.

□ *In some instances the timeframe between feedback and submission of the next similar piece of work is six months. To increase the frequency of feedback loops in modules, student and tutor workload on assessed activities needs to be re-distributed from the end of modules to a higher proportion occurring within modules.*

□ This format provided in excess of **500 individual formative assessment opportunities** over the course of the module with a **95% engagement** rate demonstrated by students.

□ Student data indicated that most commonly feedback is received on submitted work in 'less than 1 month' (33.9%) & '1-2 weeks' (22.3%)

□ Comparatively students received individual coaching videos of their performance including feedback via the VLE (Moodle) within 24 hours of formative assessment.

Feedback to students will be high quality and provided in a timely and professional manner.

Feedback to students will be high quality and provided in a timely and professional manner.

□ *It is important that there is feedback for all end assessments (including exams) and formative activities. The timeframe for feedback on formative tasks and end assessments need to be clearly published and met by tutors. Feedback needs to focus upon specific areas for improvement and be produced in an electronic format.*

Performance Indicators – Moodle Engagement

□ Previous 2010-11 Moodle activity data across level 2 indicated mean activity scores of 31.6 per student across all modules. 2ST100 activity report identifies mean activity scores of 147.8 per student (2012-13).

□ Activity logs specific to video access & feedback 9.81 per student compared to activity log related to lecture materials 0.78.

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

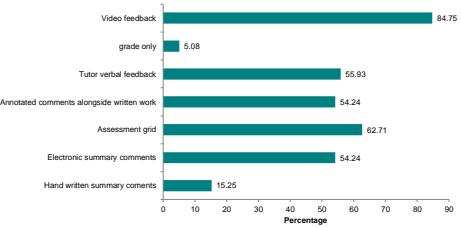| Average number of views	Percentage
0 Views	0
1-2 Views	8.47
2-4 Views	40.68
4-6 Views	33.9
7 or more	16.95
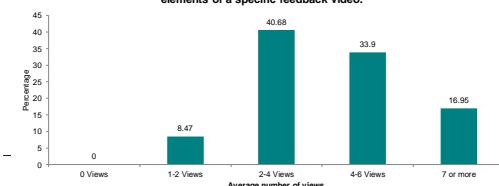
Performance Indicators – Student Evaluation

- Online module evaluation identified excellent student module feedback (4.41 Overall Satisfaction 89% completion rate).
- **Module evaluation:**

Assessment and feedback on this module	Mean
The criteria used in marking were made clear in advance.	4.52
The assessment tested what I was supposed to learn.	4.45
Feedback on my work has been useful.	4.63
I received feedback on my work in the agreed time.	4.69
Overall satisfaction	
Overall, I was satisfied with the quality of the module.	4.41
Module specific questions - 2ST100 Performance Conditioning	
The video feedback helped me to prepare for the final assessment on the module	4.67
The video feedback helped me develop as a coach and reflective practitioner	4.64
I think video feedback would be beneficial on other modules with practical elements	4.62

Students preferred format(s) of recieving feedback

Feedback Type	Percentage
Video feedback	84.75
grade only	5.08
Tutor verbal feedback	55.93
Annotated comments alongside written work	54.24
Assessment grid	62.71
Electronic summary comments	54.24
Hand written summary coments	15.25

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	Relevance

Student reflection & development

- 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)*

- 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)*

- Promotes increased Engagement with the reflection cycle *(Increased engagement)*

- Through filling out self-reflections 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)*

Interaction with & interpretation of feedback

- 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)*

- It has enabled me to watch and listen to my coaching and highlight what I am doing well and what needs to be improved and I can watch it as many times as I like. *(Aids recall / Promotes reflection)*

Time frame & impact

- 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)*

- 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)*

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

- The feedback from performance conditioning was uploaded very fast and I was able to assess my coaching within days of conducting the session and therefore was highly beneficial as I was able to assess my performance quickly. *(Speed)*

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

General dimensions related to the literature

- *Student reflection & development:*
- Nicol (2010) previously reported upon staff perceptions that students fail to collect or subsequently engage with feedback.
- Student satisfaction:
- *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.
- *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).

Barriers & Overall Evaluation

- The ICT hump