The role of video & e-feedback in assessment

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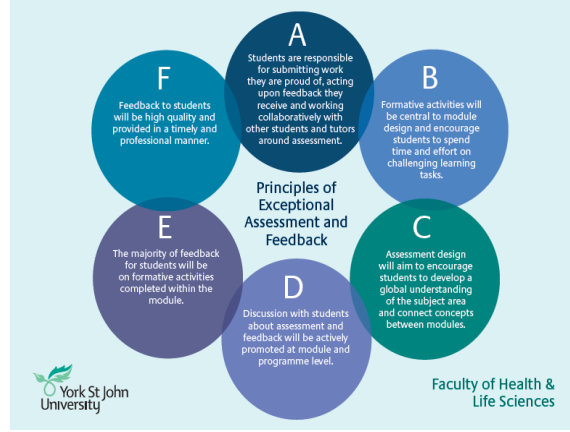

Formative activities will be central to module design and encourage students to spend time and effort on challenging learning tasks.

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

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- *'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. These tasks were provided with the aim to revise, refine & develop their competency within the discipline area.
- Reflection upon performance was 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.*
- Students received individualised instantaneous electronic feedback via the VLE (Moodle) in conjunction with supporting digital video footage of their performances within 24 hours.
- This format provided in excess of **430 individual formative assessment opportunities** over the course of the module with a **96% engagement** rate demonstrated by students.

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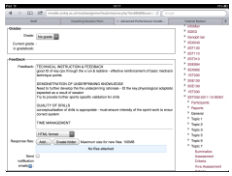
- *It is important that there is feedback for all end assessments (including exams) and formative activities. The timeframe for feedback on formative tasks and end assessments need to be clearly published and met by tutors. Feedback needs to focus upon specific areas for improvement and be produced in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



Performance Indicators

- **Module grades:** 63.7 ±6.6% (2010-11 grades 60 ±13.98)
- **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 158.7 per student (2011-12)
- **Video views:** Data indicates videos averaged 1.47 plays per student over the course of the module.

Student Module Evaluation & Feedback

- Online module evaluation identified excellent student module feedback (4.5 Overall Satisfaction 93% completion rate).
- **Module evaluation:**

Assessment & Feedback on this module	Mean
The criteria used in marking were made clear in advance.	4.41
The assessment tested what I was supposed to learn.	4.49
Feedback on my work has been useful.	4.61
I received feedback on my work in the agreed time.	4.68
I made full use of the video feedback available to me in this module	4.41
The video feedback helped me to prepare for the final assessment on the module	4.49
I would like to have video feedback on other modules that contain practical performance	4.61

Standard University on-line template & format employed to obtain results related to this module/based upon the following classifications:
Likert Scale descriptors: (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Barriers & Overall Evaluation

- Pilot scheme – review & development of project leading to inception of procedures & purchase of equipment.
- Familiarisation with process, equipment & teething issues.
- University (I.T.) infrastructure to support what we were trying to do (VLE / Moodle file upload size, Wi-Fi boosters & signal strength, storage of videos).
- Technical competency of staff & preferred assessment / feedback strategy
- Management & uploading of the feedback (time frame)
- Word document uploading 55 word files: 20mins (2-3 a minute)
- Video file uploading 55 10min 50MB videos: 25mins (2 a minute)
- Served to successfully & robustly field test this system in a dynamic non-traditional educational environment.

Demonstration…

…Questions & Discussion