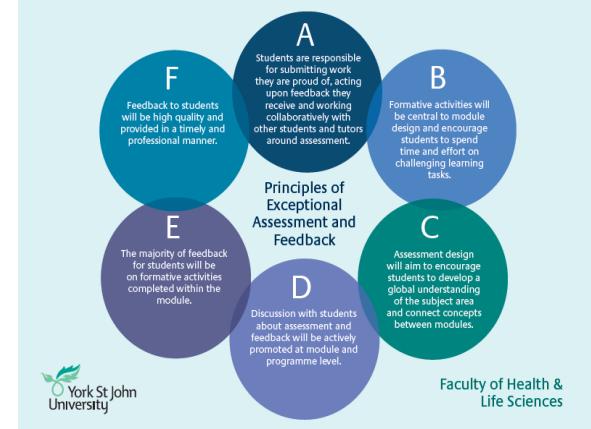


The role of video & e-feedback in assessment

B. Wilkie & A. Liefelth



b.wilkie@yorksj.ac.uk
a.liefelth@yorksj.ac.uk



Faculty of Health & Life Sciences

Barriers & Overall Evaluation

- Pilot scheme – review & development of project leading to inception of procedures & purchase of equipment.
- 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).
- Familiarisation with process, equipment & teething issues.
- Technical competency of staff & preferred assessment/ feedback strategy
- Management & uploading of the feedback (time frame)
- Moodle formative e-feedback uploading (instant)
- Word document uploading 55 word files: 20mins (2-3 per minute)
- Video file uploading 55 10min 50MB videos: 25mins (2 per minute)
- Served to successfully & robustly field test this system in a dynamic non-traditional educational environment.

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

Wk	Lecture (1 Hour)	Fater	Practical (1 Hour)	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	ACM learning: Questionnaire & how content to be completed
2	Training Principles, Management (teaching styles / FB / motivation / communication)	AL	Gym 2: Dynamic Leg Power (Technique development & video capture)	SOL 1: Olympic Lifting Video	ACM learning: Questionnaire & how content to be completed
3	Dynamic Strength Management: Session Design: WU / CD / Recovery(Acute)	BW	Gym 3: Dynamic Leg Power (Coaching for performance)	SOL 2: Coaching Seminars	Formative assessment of teaching: Questionnaire & how content to be completed
4	Session Design: Programmes, Planning & Recovery (Long Term)	AL	AWP: Aerobic Endurance, HITT & SIT	SOL 2: Coaching Seminars	Formative assessment of teaching: Questionnaire & how content to be completed
5	Session Design: Work:Rest ratios & energy systems	BW	AWP: Work:Rest ratio & HITT / SIT	SOL 2: Coaching Seminars	Formative assessment of teaching: Questionnaire & how content to be completed
6	Flexibility & ROM	AL	SPA: Speed, Agility & Quickness	SOL 3: Conditioning: Portfolio	Formative assessment of teaching: Questionnaire & how content to be completed
7	Underpinning Physiology of Strength & Power Training	BW	SPA: Plyometrics	SOL 3: Conditioning: Portfolio	Formative assessment of teaching: Questionnaire & how content to be completed
8	Reading Week			SOL 3: Conditioning: Portfolio	Formative assessment of teaching: Questionnaire & how content to be completed
9	Application of theory to Strength & Power Training	AL	SPA: Field based strength & power	SOL 3: Conditioning: Portfolio	Formative assessment of teaching: Questionnaire & how content to be completed
10	Underpinning Physiology of SAQ	BW	SPA: Conditioning games / Sport specific HITT / SIT	SOL 3: Conditioning: Portfolio	Formative assessment of teaching: Questionnaire & how content to be completed
11	Application of theory to SAQ	AL	Mock Assessment	SOL 3: Conditioning: Portfolio	Formative assessment of teaching: Questionnaire & how content to be completed
12	Assessment Preparation & Review of Marking Criteria: Coaching principles & management	BW	Mock Assessment	SOL 3: Conditioning: Portfolio	Formative assessment of teaching: Questionnaire & how content to be completed

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

- 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.

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



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- Module engagement in previous 2016/17 Module and student forms of working indicated an activity assessed 37% generated across all modules to 25% 10 tasks independent classes mean activity to the clearly participate student (2017-18).
- Video review of students video analysis greatly improved student and the analysis of their electronic format.



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 questionnaire items relate to the module/assessment upon the following classifications:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree



Questions & Discussion

