



Introduction

Digital technology in teaching and learning is ever advancing yet assessment feedback appears to lack the same level of development. With increased time constraints on delivery and assessment, the potential benefits of digital feedback are appealing to both students and assessors. Giving feedback is a skill and if used correctly can increase a learner's level of motivation. It is therefore important that feedback is delivered with the individual needs of a learner being considered. Advances in computer technology are providing a greater array of tools and it is the aim of this study to investigate the impact of these on learner's perception of feedback.

Methodology

The research for this study has come from a large general FE college in Hampshire, involving 73 vocational students studying BTEC Level 3 programmes (86% response rate). Data has been collected through the use of surveys containing a range of open ended questions in combination with multiple choice and likert scale questions, allowing for both quantitative and qualitative data to be obtained.

Step 1 - Survey student perception of feedback (pre intervention)

Step 2 - Provide feedback to marked work using audio (Kaizena) and visual (Screencastify) methods

Step 3 - Students complete a comparative survey to ascertain how effectiveness of feedback may have changed

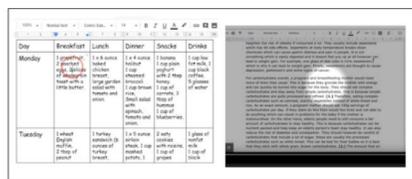


Figure 1: Highlighting tools available to be used with screencastify feedback



Figure 2: Kaizena voice comments as they appear in students work

Key Literature

- Hope, S. (2011). Making Movies: The Next Big Thing in Feedback?. *Bioscience Education*, 18(1), pp.1-14.
- Lunt, T. and Curran, J. (2010). 'Are you listening please?' The advantages of electronic audio feedback compared to written feedback. *Assessment & Evaluation in Higher Education*, 35(7), pp.759-769.
- Mayhew, E. (2017). Playback feedback: the impact of screen-captured video feedback on student satisfaction, learning and attainment. *European Political Science*. 16 (2). pp. 179-192.
- Ryan, T., Henderson, M., & Phillips, M. (2016). Written feedback doesn't make sense": Enhancing assessment feedback using technologies. In *Paper presented at the AARE 2016, Melbourne, Australia*.
- Weaver, M. (2006). Do students value feedback? Student perceptions of tutors' written responses. *Assessment & Evaluation in Higher Education*. 31 (3). pp. 379-394

Key Findings

The majority of learners (86.3%) experience written feedback as the norm. The most important factor identified by learners was that feedback clearly identified "how" improvements could be made. It also appears that feedback appears to be inconsistent across the programmes of study. 28.8% of learners had apprehensions about the use of digital technology to provide feedback

Video feedback was identified as being the most useful method with 44.4% of responses indicating a preference.

"I think it is easier to see what particular parts of work are good and what parts need improvement".

Written feedback was perceived to be least useful with 51.6% of responses.

"...it doesn't go into as much detail as audio and visual does, but also doesn't really give you an idea of what is needed to improve".

Audio feedback received a mixed response with 33.9% stating that it was the least useful.

"It is awkward to get to and sometimes can be hard to understand".

Overall 65% of students perceived the digital methods of feedback to be most useful.

Post intervention only 4.8% maintained apprehensions towards digital feedback (a reduction of 24%). 90.5% of students actively engaged with feedback, which indicates very little change from 90.3% in the initial survey. The importance of feedback was deemed to be greater post study with 84.1% identifying digital feedback as strong and helpful (an increase of 20.3% from the initial survey).

These findings suggest that although engagement with feedback remains consistent across all methods of feedback, digital feedback appears to be more personalised, helpful and valued.

Analysis

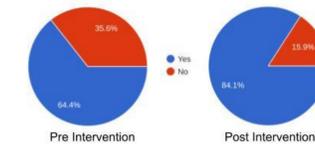


Figure 3. Would you consider audio and visual methods of feedback as being a strong and helpful method of feedback?

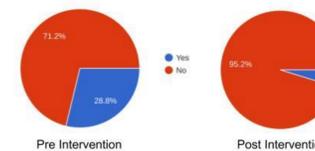


Figure 4. Have any concerns or apprehensions arisen from receiving feedback in a digital format?

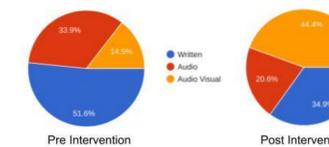


Figure 5. Which of the three methods of feedback do you consider to be the most useful to you as a student in helping you improve and develop your work and academic ability?

Recommendations

The findings of this study have led to the following recommendations:

- Methods of marking and expectations should be standardised across teaching teams
- Guidance on the use of digital methods of feedback should be provided with assessor training needs met prior to adoption
- IT software must be accessible to all and supported by a reliable infrastructure
- A combination of all 3 methods of feedback may be the best approach with assessors selecting the most appropriate method of feedback depending on mode of assessment

Conclusion

Digital feedback is seen as more detailed and personal with a higher value placed on it by the majority of students, however it is not a one size fits all approach to delivering feedback.

Careful consideration for the use and implementation of digital technologies in delivering feedback is needed, to unlock the many potential benefits they pose to both student and practitioner.