

Video-based feedback: Path toward student centered-learning

Cedomir Gladovic

Built Environment Degree Programs (BEDP)

Holmesglen Institute

Sufficient feedback is in the core of Student centred-learning. Text based feedback has certain limitations and can be seen by students as generic rather than personalised. Video feedback is welcoming alternative to personalised and individualised reflection on student's works and greatly valued by students. Such personalised connection between tutors and students increases student's own motivation and enhances possibility for self-assessment and self-reflection. Computer software for screen capture and audio narration have been used to create videos which are provided to students as a video-based feedback. The video-based feedback has been made using student's electronic submissions and narration which are video and audio recorded. Webcam has been used to capture tutor's facial expression to make whole experience even more personalized. Initial video-based feedback pilot created positive reaction among students indicating that further experimenting is greatly desirable.

Keywords: Video-based feedback, feedback, assessment, learning.

Introduction

Importance and the role of feedback is widely acknowledged in educational sector (Evans, 2013; Hattie & Timperley, 2007). Over the years, many institutions, enforced policies related to formative feedback provided to students within specific period (Bailey & Garner, 2010). However, it seems that quality and amount of constructive feedback has been reduced due to modularised courses, semester structure at educational institutions, curriculum flexibility and enlarged class sizes. Video-based feedback should be seen as value added to the process of constructive feedback provided to students in higher education. Intention of the video-based feedback is not to replace text based feedback but rather to become accompanying part where, due to the time constraints or complexity, it can take precedent over text based feedback.

Assessment

Assessments in combination with constructive feedback are considered core of student's learning (Biggs & Tang, 2011). Some academic staff may see feedback as repetitive process where same or similar feedback is provided during each iteration of the subject. The purpose of the feedback should be to enhance learning rather than just providing judgmental outcome at the end of assessment process. Usage of video-based feedback will allow academics to make comments and critiques on specific sections of student's submission initiating future learning.

Video as visual medium has a potential to support learning in a different way enabling better demonstration using screen-capture technology (Crook et al., 2012). This is also great feedback enhancement for academic staff allowing them to address complex issues in student's submission verbally, being more time productive.

Video-based Feedback

Study conducted by Crook et al. (2012) indicates that 80% of student liked use of video as feedback method. This is strong indicator that investment in video-based feedback can not only improve quality of the feedback but also increase student's satisfaction. We can also argue that video-feedback will improve communication between academics and their students. This view is also supported by Higgins, Hartley, and Skelton (2001) indicating that we should pay more attention to feedback as a 'process of communication'. Furthermore, formative and summative feedback must be used as motivator for learning rather than just concluding comments on submitted work. Video-based feedback can become one of the most desirable types of feedback due to its personalised nature.

Video-based feedback is also time efficient method for academics to provide more personalised feedback to a particular student in a shorter period of time. Duration of the video-based feedback is also crucial as motivator for student improvement. Cann (2007) argues that viewing platform should be used as a guide for acceptable duration of the video where mobile devices should be used for videos <5 minutes and computer screen for videos <10 minutes. These guides should be taken into consideration when video-based feedback is used as part of teaching and learning practice. Video-based feedback should not be more labour intensive in comparison with text-based feedback once video duration guidelines are implemented and followed by academics.

Pilot

Computer software for screen capture and audio narration have been used to create videos which are provided to students as a video-based feedback. The video-based feedback has been made using student's electronic submissions and narration which are video and audio recorded. Webcam has been used to capture tutor's facial expression to make whole experience even more personalised. This type of the video-based feedback allows students to understand provided feedback in a much comprehensive way, as they are able to make connection between comments provided by tutor and exact segments of their work. Example of video-based feedback has been illustrated in Figure 1.

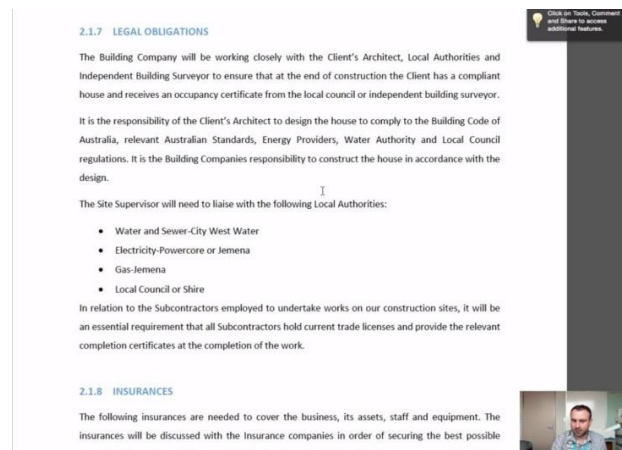


Figure 1: Example of video-based feedback (extract from video)

Conclusion

Students greatly valued personalised feedback of their work especially ability to 'see' their tutor in the video-based feedback. This small feature made them feel like having private oral feedback from a tutor. Video-based feedback seems to have been more supportive, constructive and easier to understand. Students also reported that such feedback is very authentic. Some weaknesses are identified as 'ease of access' meaning that it is not possible to skim read whole feedback as it is case with text-based feedback.

Initial video-based feedback pilot created positive reaction among students indicating that further experimenting is greatly desirable.

References

- Bailey, R., & Garner, M. (2010). Is the feedback in higher education assessment worth the paper it is written on? Teachers' reflections on their practices. *Teaching in Higher Education, 15*(2), 187-198. <https://doi.org/10.1080/13562511003620019>
- Biggs, J. B., & Tang, C. (2011). *Teaching for quality learning at university: What the student does* (4 ed.). England: Open University Press.
- Cann, A. J. (2007). Podcasting is Dead. Long Live Video! *Bioscience Education, 10*(1), 1-4. <https://doi.org/10.3108/beej.10.c1>
- Crook, A., Mauchline, A., Maw, S., Lawson, C., Drinkwater, R., Lundqvist, K., . . . Park, J. (2012). The use of video technology for providing feedback to students: Can it enhance the feedback experience for staff and students? *Computers & Education, 58*, 386-396. <https://doi.org/10.1016/j.compedu.2011.08.025>
- Evans, C. (2013). Making Sense of Assessment Feedback in Higher Education. *Review of Educational Research, 83*(1), 70-120. <https://doi.org/10.3102/0034654312474350>
- Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research, 77*(1), 81-112. <https://doi.org/10.3102/003465430298487>
- Higgins, R., Hartley, P., & Skelton, A. (2001). Getting the Message Across: the problem of communicating assessment feedback. *Teaching in Higher Education, 6*(2), 269-274. <https://doi.org/10.1080/13562510120045230>

Please cite as: Gladovic, C. (2016). Video-based feedback: Path toward student centered-learning. In S. Barker, S. Dawson, A. Pardo, & C. Colvin (Eds.), *Show Me The Learning. Proceedings ASCILITE 2016 Adelaide* (pp. 237-239). <https://doi.org/10.14742/apubs.2016.894>

Note: All published papers are refereed, having undergone a double-blind peer-review process.



The author(s) assign a Creative Commons by attribution licence enabling others to distribute, remix, tweak, and build upon their work, even commercially, as long as credit is given to the author(s) for the original creation.