University of Huddersfield Repository

Jabbar, Abdul and Ireland, Chris

Audiovisual formative feedback in online quizzes and essays

Original Citation

Jabbar, Abdul and Ireland, Chris (2012) Audiovisual formative feedback in online quizzes and essays. In: Enhancing the Quality of Student Blended Learning through Integrative Formative Assessment Methods, 10 Jul 2012, The Business School, University of Huddersfield. (Unpublished)

This version is available at http://eprints.hud.ac.uk/id/eprint/14208/

Audiovisual formative feedback in online quizzes and essays

Presented by

Abdul Jabbar & Chris Ireland

The Business School

University of Huddersfield

Audiovisual formative feedback

"Students want feedback in a variety of formats, including verbal, written and electronic." (NUS, 2010)

"*How can universities and colleges best support technology-enhanced learning?*"

One of the answers given

"*Use screen capture software to provide audio and visual feedback in assessment which would particularly benefit some disabled students.*" (National Student Forum, 2009, p.28)

Inspiring tomorrow's professionals

Audiovisual formative feedback

Brick and Holmes (2008:340) discuss literature

- more acceptable than written feedback (Stannard, 2006, 2007; McLaughlin et al, 2007)

- more detailed than written feedback (Stannard, 2007)

- most memorable method of instruction (Mayer, 2001)

- accounts for learning styles

- feedback is valued

- "clearer than traditional forms"

Audiovisual formative feedback

- "The fix that fails … You need to do more reading" (Cree, 2010)

- "Tell them there is a problem and show how they can improve!" (Cree, 2010)

- Engage early with useful feedback

Today's examples

- Pre-prepared audiovisuals in

    formative quiz feedback

    essay feedback

    Much of the literature focuses on specially drafted individual feedback but the focus here is on reusable feedback.

Formative quiz feedback

Principles of Assessment Quiz

Examples of feedback provided:

Internally produced screencast (reliability)

YouTube video (transparency)

'Splicd' YouTube video (practicality)

Inspiring tomorrow's professionals

6

Creating audiovisual feedback

Screencast Tools

1) Camtasia Studio - commercial. Good tool enabling simple editing of screencasts, integrates into PowerPoint if required
2) Captivate - commercial Adobe product
3) Jing - free software to download, free version limits screen recordings to 5 mins
4) Screenr - free online tool, works well with Twitter
5) Screecast-o-matic – free online screencasting software

Source (1-4): http://ipark.hud.ac.uk/content/screencasting

Inspiring tomorrow's professionals

Task: producing a 'Splicd' YouTube video

- Taking your subject, think of a question that your students find challenging or that you want them to read about for lecture preparation.

- Search on YouTube for relevant material.

- Make a note of the start and end points in seconds and copy the URL.

- Go to www.splicd.com

- Enter URL, enter seconds & 'click' continue.

Inspiring tomorrow's professionals

Essay feedback

University of
HUDDERSFIELD

Conclusions in Academic Writing

Improper Citation

The conclusion to a piece of academic writing should show the reader that the main discussion or argument has finished. For a coursework assignment it will probably be no more than two paragraphs long, for writing of less than 3000 words it usually just a paragraph (University of Canberra, 2012), while for a dissertation or extended project it is likely to be more complex and longer (Morley, 2010). It often opens with a signpost indicating that it is indeed the conclusion, followed by a summary of the main points made. Signposts such as 'To sum up,..', 'To conclude,..', and 'In conclusion,..' are common ways of opening this section. Citation Needed

Morley (2010) states that conclusions in academic writing are generally brief and that they serve two general functions. He categorises these functions as a summary which "bring[s] together the main areas covered in the writing" and a judgement deriving from this. He explains that this second part may also "include making suggestions for improvement and speculating on future directions." Morley also provides a series of specific functions which occur in conclusions. These are listed in Table 1. Sec Ref

Essay feedback

University of
HUDDERSFIELD

Improper Citation

Improper citation:
Improperly cited material. Please use the link below to find links to information regarding specific citation styles: http://www.plagiarism.org /plag_article_citation_styles.html

Edit

Conclusions in Academic Writing

The conclusion to a piece of academic writing should show the reader that the main discussion or argument has finished. For a coursework assignment it will probably be no more than two paragraphs long, for writing of less than 3000 words it usually just a paragraph (University of Canberra, 2012), while for a dissertation or extended project it is likely to be more complex and longer (Morley, 2010). It often opens with a signpost indicating that it is indeed the conclusion, followed by a summary of the main points made. Signposts such as 'To sum up,..', 'To conclude,..', and 'In conclusion,..' are common ways of opening this section. `Citation Needed`

Morley (2010) states that conclusions in academic writing are generally brief and that they serve two general functions. He categorises these functions as a summary which "bring[s] together the main areas covered in the writing" and a judgement deriving from this. He explains that this second part may also "include making suggestions for improvement and speculating on future directions." Morley also provides a series of specific functions which occur in conclusions. These are listed in Table 1. `Sec Ref`

Essay feedback

Citation needed

*Cite source: please use the link to find information
regarding specific citation styles*

http://www.plagiarism.org/plag_article_citation_styles.html

Essay feedback

Citation needed

Cite source: please use the link to find information regarding specific citation styles

http://www.plagiarism.org/plag_article_citation_styles.html

Many students don't know what a citation is.

Inspiring tomorrow's professionals

12

Citation needed

http://goo.gl/5f36O

Avoid contractions

Contractions should generally be avoided in academic writing.

Inspiring tomorrow's professionals

University of
HUDDERSFIELD

Avoid contractions

Contractions should generally be avoided in academic writing.

Some students will not be sure of 'contraction'.

Inspiring tomorrow's professionals

University of
HUDDERSFIELD

Avoid contractions

Contractions should generally be avoided in academic writing.

http://goo.gl/PzeVR

Inspiring tomorrow's professionals

References

Brick, B. and Holmes, J. (2008) 'Using Screen Capture Software for Student Feedback.' In: Klinshuk, D. Sampson, G., Spector, J.M., Isaias, P., and Ifenthaler, D. (eds.) Cognition and Exploratory Leaning in Digital Age: Proceedings of the IADIS CELDA 2008 Conference, Freiburg, Germany: 339-342. Available from: http://www.iadis.net/dl/final_uploads/200818C046.pdf [Accessed 9 June 2012].

Cree, A. (2010) "*Efficiently delivering rich detailed multimedia feedback to students using an easy* to use combination of Camtasia studio and Microsoft software". In: BMAF Annual Conference 2010. Assessment & Assessment Standards: Challenges for Business Education, 20 - 21 April 2010, Newcastle Marriott Gosforth Park, Newcastle upon Tyne. Available from: http://www.heacademy.ac.uk/assets/bmaf/documents/BMAF_Conference_2010/presentations/Cree_Andrew.pdf [Accessed 16 January 2012].

National Student Forum, *Annual Report 2009. Available at: http://www.bis.gov.uk/assets/biscore/higher-education/docs/n/09-p83-national-student-forum-annual-report-09* [Accessed 18 April 2012].

NUS (2010). *Charter on Feedback and Assessment*. Available at: http://www.nusconnect.org.uk/asset/news/6010/FeedbackCharter-toview.pdf [Accessed 17 April 2012].

Inspiring tomorrow's professionals