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University of HUDDERSFIELD

Exploring the relevance of reusable audiovisual feedback on students' written work.

PIM, Southampton

November 2012

Inspiring tomorrow's professionals

Learning Development Group

Audiovisual Feedback Project

Overview

- **Background and Rationale**
- **Aims and Objectives**
- **Data collection and analysis**
- **Pilot set of Audiovisual QuickMarks**
- **Challenges**
- **Further developments**

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Who we are

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- English Language and Academic Skills Support within the Business School
- In-sessional classes and one-to-one tutorials for international and home students
- Non credit bearing
- Subject specific (Contextualised)

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Identifying a problem

- Increasing numbers of international students (ESL)
- Both home and international students report lack of feedback or limited feedback:
  - Vague, abbreviated comments in the form of lines, arrows, questions marks, exclamation marks
  - too long, elaborate, complex, no time to read it (e.g. Turnitin QuickMark options)

- The need for a clear, constructive and immediate feedback for international and home students alike

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Example QuickMark suggested by Turnitin in the form of a link. It takes the student to a page with an elaborate description of a particular area of academic English or academic skills...

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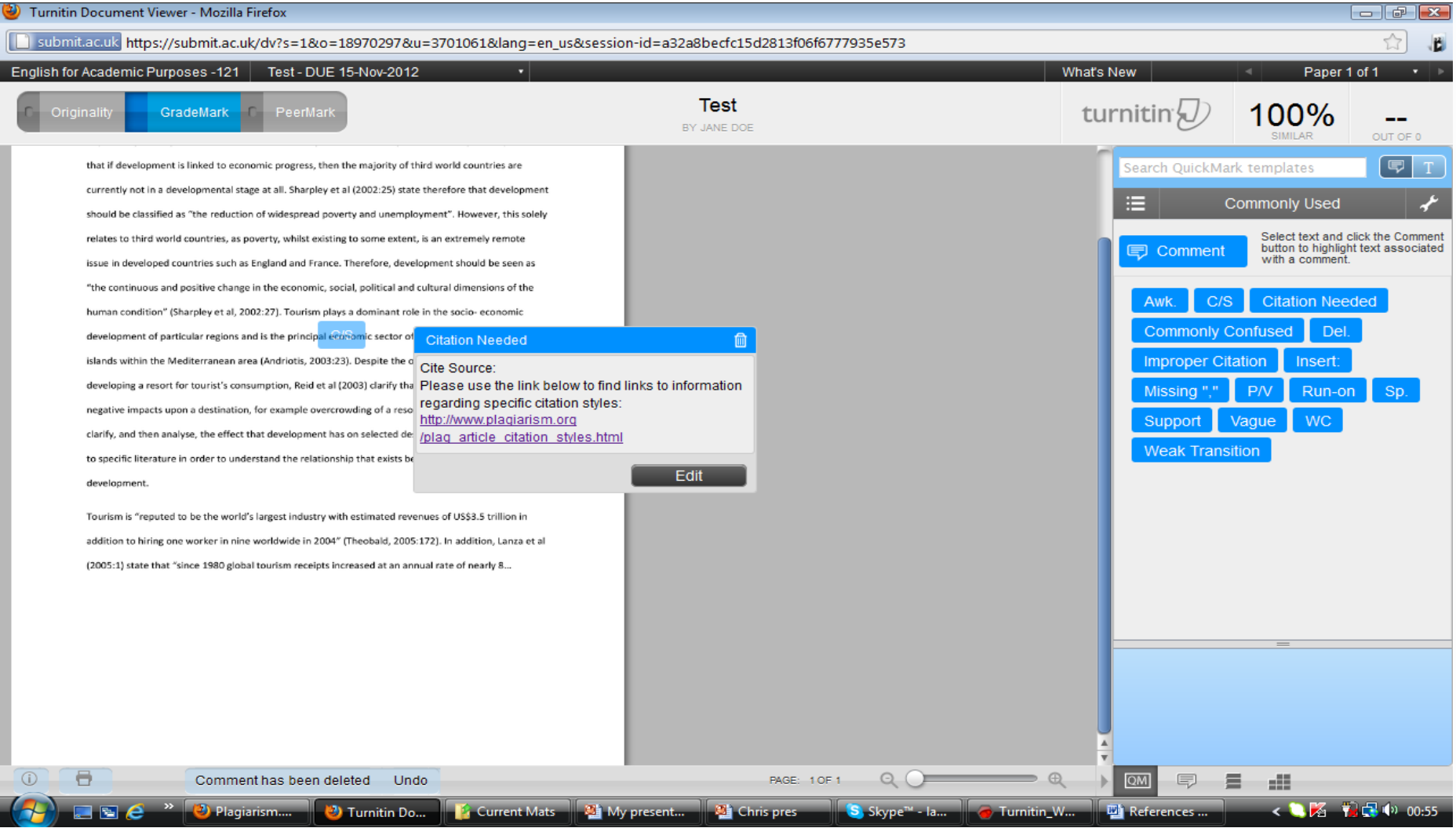
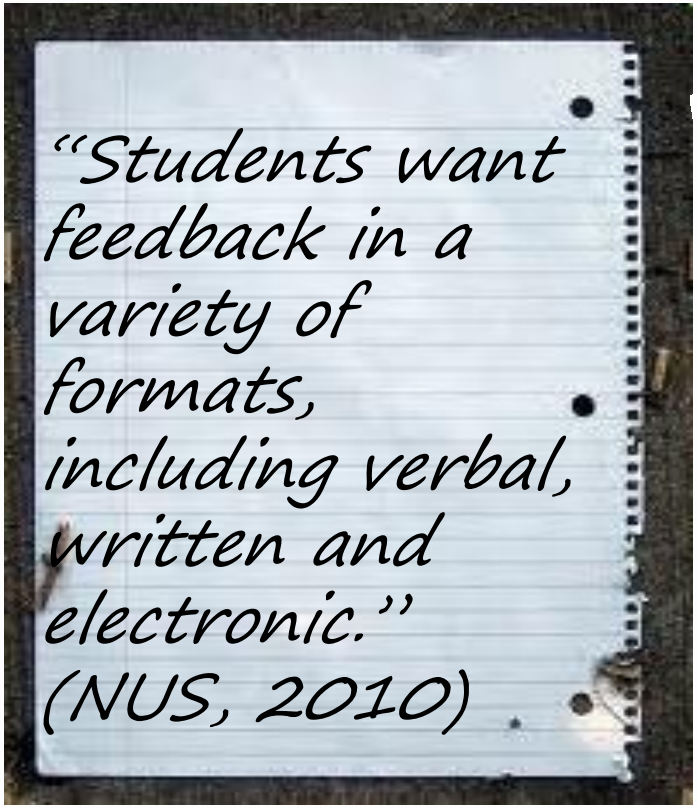


Students' response

- Looks good but....often remains unread.
- Need for a brief description of a problem and clear action points

Teachers' Response



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

"Feedback says to a student: Somebody cared enough about my work to read it and think about it. We all want to be that somebody." (Brookhart, S.)

New feedback regulations at the University

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- All academics required to use GradeMark on Turnitin to provide comprehensible feedback
- LDG decision to improve the QuickMarks on GradeMark to respond to the needs of both students and instructors

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Why reusable audiovisual feedback?

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- Takes into account the varied learning preferences of students, aiming to raise engagement with feedback and ultimately contribute to success
- Snap, accessible, immediate
- Students see and hear the description of and solution to the problem
- In some cases it is better to show and narrate – e.g. referencing

Other Audiovisual Feedback Projects in EAP

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Detailed, personalised, individual AV feedback proposed by Cree (2010)

vs.

LDG Project: Brief, reusable, customised feedback items

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Data collection

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The standard QuickMarks most frequently used by academics in the Business School

Improper Citation	698
Awk.	417
Spelling error	336
Del.	153
Citation needed	138
Word choice	104
Missing “,”	51
Commonly confused	35
Vague	27
Insert	19
Support	2
Weak transition	1

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Example custom marks

Commonly used QuickMarks in Business School but not in the ’commonly used’ section of QuickMarks:

- Page number needed when quoting
- Wrong format such as 29000000
- Diagrams - figure number, citation and title needed
- More explanation needed: what who and why
- Capital letters in the middle of sentences
- Structuring: sentences, paragraphs and quotes too long or short

Turnitin_WhitePaper_FromTheMargins - Nuance PDF Reader 7.0
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Turnitin research project data (with link to the project website)

Top 10 QuickMarks

	QuickMark	Category	No. of Marks	% of Total Marks
1.	Missing Comma	Punctuation	1,589,623	13.6%
2.	Awkward	Composition	1,434,839	12.3%
3.	Spelling error	Format	1,021,368	8.8%
4.	Delete	Format	876,950	7.5%
5.	Cite Source	Format	741,546	6.4%
6.	Word choice error	Usage	689,758	5.9%
7.	Improper citation	Format	514,048	4.4%
8.	Run-on sentence	Usage	459,970	3.9%
9.	Comma splice	Punctuation	349,513	3.0%
10.	Unclear	Composition	281,637	2.4%

Trialling of Audiovisual QuickMarks with students and academics

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Students' feedback:

- useful, attractive, interesting, engaging, quick, **very clear**
- Issues: concerns over accessibility

Instructors' feedback:

- Saves time, very useful and relevant
- Concerns over false economy – selecting proper quick marks, labelling the quick marks, what to mark (language as well?)
- Technical training required in some cases

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Designing and implementing a pilot set

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- First screencasts on referencing to be uploaded in GradeMark in November
- Analysing the use of the screencasts
- Adapting and modifying the quick marks on demand

- Example screencasts created in Camtasia Studio:

  http://goo.gl/PzeVR - Contractions

  http://goo.gl/5f36O - Citation

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Tools and options available for providing audiovisual feedback

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1) Camtasia Studio - commercial. Good tool enabling simple editing of screencasts, integrates into PowerPoint if required (can be tested free of charge for 30 days)
2) Captivate - commercial Adobe product
3) Jing - free software to download, free version limits screen recordings to 5 minutes.
4) Screenr - free online tool, works well with Twitter
5) Screecast-o-matic – free online screencasting software
6) Statement bank

Using Camtasia Studio

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1. Write a short script
2. Record your voice
3. Connect the slides and adjust your voice or simply talk while showing the documents/websites in the same time
4. Save the recording on your computer or immediately in Dropbox or Google document where you can save it as a link
5. Copy the link and add it to customised QuickMarks if you use Turnitin
6. If you provide feedback on the Word document, add the link to the clouds available in MSWord.
7. Students can click on the link, view and listen to the screencast

Further instructions are available on Camtasia Studio Tutorials webpage:
http://www.techsmith.com/tutorial-camtasia-8.html

Limitations/ Challenges

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- Labelling
- Approaching complex or very general errors: argument, structure etc.
- Home vs. International students (dividing the QuickMarks)
- Language vs. content vs. academic skills (Hierarchy)
- False economy
- Training sessions
- Different perceptions: EFL/EAP Lecturers vs. Subject Specialists vs. Students

Further developments

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- Longer screencasts focusing on skills development
- Promoting the project across the departments
- Developing subject specific screencasts on demand
- Creating screencasts on some less frequent errors
- Designing a hierarchy of errors

References

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Q&A session

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Thank you.

Any questions…?