Module 3-2 - Feedback for learning
Using technology for high quality feedback

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Jaclyn Broadbent:
Hi, my name is Dr. Jaclyn Broadbent and I'm going to give you a quick presentation on giving audio and video feedback using examples from my own large, undergraduate first year unit in Psychology.

This presentation is based on a presentation I gave at the Teaching and Learning Conference at Deakin in 2015. What I'm going to do is just quickly go through some examples of what we do using audio and video feedback, the resources we use to train markers, and also the moderation process that we use - all really important to giving high quality and timely feedback to students.

So first up I'm just going to give you an example of video feedback that we give.

In my unit we have multiple assessments spread out over the semester and we use video and audio feedback as a way to give feedback to students on their assessment that they can then use in the next assessment piece. In the very first assessment piece that they add, we give them video feedback which is just a short presentation by the marker just to introduce themselves and allow the student to put a face to the voice that they're hearing that's giving them feedback. This really overcomes some of the challenges that we have in a large unit where we're spread across four different campuses including cloud campuses and the fact that not all students are being marked by the same person that's teaching them in their seminars.

But first up, let's have a listen to Matilda:

Matilda:
Hi, it's Matilda your tutor. Congratulations on completing your first journal. I hope my feedback is really helpful and I'll look forward to reading your next three journals throughout the trimester.

Jaclyn Broadbent:
As you can see, it's really quick - it's not really too overwhelming.

One of the reasons why we make the video presentation just so short as an introduction is we found that, you know, some markers felt a little bit overwhelmed and a little bit scared about doing a face to camera. And pretty much anyone can do this face to camera in just ten seconds - and what they do is just record it once and they upload it to all of their students. So really super easy, really efficient, but also really nice that the student gets to see what does marker looks like.

The second video I'm about to show you is just an example of the audio feedback that we give. So students get audio files of approximately five minutes long for each of their assessment pieces. This of course changes depending on the quality of the student's work. If it's high quality work from the student then typically the recording is a little less - around three minutes - and if the student's assessment is of lower quality, then the recording is usually a little bit longer.
So we're going to look at Mike giving some audio feedback to a student on our second assessment piece called 'Journal 2'. You'll see running along the top of the video is just me pin-pointing some of the things that Mike is

saying including things like concrete examples, detailed feedback and feedforward feedback - so have a look out for it.

Mike:
Finally moving on to questions 5 and 6. Really good work to see you come up with one strategy for each of the four different domains... What was particularly powerful about this response was the fact that you had that really clear explanation of how it was going to increase your self control. I thought that this was especially felt with the informational domain where you were talking about, you know, I will research the... which is a really concrete and clear strategy. Then saying 'this will increase my control for reason X'. You actually gave two examples, so that's great to see.

[The exact] format where you describe what you're going to do, then a statement of how that makes you feel control, is going to be what you'll want to do again in Journal post number 3. And the question to which you can apply this is question 1 of part B, where we come up with strategies for increasing self efficacy for each of the ...different ways.

So when you do come up with strategies again for that question, it's important to state... what you're going to do in a really concrete way. But then also describe how that is going to make you feel - more in control or having more self-confidence, or self efficacy in that particular domain. So well done again on finishing Journal post number 2.

It was a very strong second journal post, so you should be very proud of all your hard work. Well done.

Jaclyn Broadbent:
So you can see from see listening to Mike that audio feedback in quite a short period of time can be filled with quite a lot of rich content. And that's one of the reasons that I love audio feedback - that you can say a lot of things in that short period of time - it's quite efficient. So then I wanted to discuss, I guess, next, just talking about those things that you're seeing flashing up above - using concrete examples and feedforward feedback - because this is really important to the feedback process.

So of course the technology is great - it does make it more personalized - it does help to build that relationship between teacher and student straightaway, but just like any other type of feedback it can be of poor quality. So we had to spend some time working with our tutors, our markers, in order to ensure that they knew what they needed to say and how to get the message across in the most efficient time possible. So some of the things that we try and do is we try to make sure that we provide detailed feedback - that is, we try and avoid being vague. And we do this by actually providing the students with concrete examples with anything - any statements that we make about their piece of work. And this could be for a positive statement or a negative statement.

So for example when giving constructive criticism one of the things that we try and get our markers to do is make sure that they give an example back to the students of what they're expecting to see - what would be a good example or a correct response for this particular question. This really helps the student to understand where they've gone wrong in their response.

We also do the same thing for positive comments. When we first started doing this we realized that students don't always know what they've done well or how they've done well so we trained our tutors to make sure that they give a concrete example of what they did well by usually pulling out some things they have written themselves and we tell it back to them and say 'this is this is really good for X reason'.

We also learn our way that we needed to make sure that our enthusiasm matched our student's mark. When we first started doing this about four years ago we're all a little bit excited and I was very enthusiastic about jumping in there and giving feedback to students. What we found was that if you're too enthusiastic and it doesn't match the mark that you're giving it does send a mixed message - which just highlights more how you're getting that extra information just through intonation and tone of voice to the student about their assessment.

Probably my favourite thing that we have done in this feedback, and something that has taken us a little bit of time to get right, is this combination of feedback and feedforward feedback. So feedback is what we traditionally think about feedback as, you know, we write on a student's work and we're giving them information about their current performance. What feed-forward feedback does is it actually gives the student information about how to improve something in the future that's similar. So it's really about saying to them 'okay this is what you did now, but this is how you could improve this performance on this next assessment piece.'

So we've spent quite a bit of time linking our assessment pieces together so that markers can give meaningful feedback that really clearly links to the next assessment piece, so the student can see how that skill transfers and how they could improve on that skill the next time they do something similar.

We've also made use of what we call 'teachable moments'. When we're training our markers we often teach them that feedback is really like teaching except that you are outside the classroom. It's really an extension of that. And I think that's really changed the way that we've given feedback when we think about it as 'all right what would I do if the student was face to face with me in the classroom? Oh, actually I would probably spend a little bit of time explaining that concept that they clearly don't understand.'

And so thinking about it that way has meant we've done similar things in our audio feedback, and we spend the time explaining a concept they clearly don't understand. Now this is not to say that we give it every single explanation – spend, you know, an hour like we would in class talking about the concept. We might just give a brief summary and then we might link them back to resources that they could possibly use.