Can Video Capture Increase Student Engagement with Feedback?

Inspire . Innovate . Succeed

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Background

COLEG CAMBRIA

- Programme Leader FdA/BA Education

- Lecturer - Teacher Training (PGCE)

- Staff Training and Support

- Professional Graduate Certificate in Higher Education (PGCTHE)

Action Research 1: Can Video Capture Increase Student Engagement with Feedback?

A child centred approach

Self regulated learners

- A perceived lack of engagement

- Do students value feedback?

- Students concerns?

  a. Legibility

  b. Ambiguous

  c. Impersonal (emotive aspect)

(Zacharias, 2007., Maggs, 2012., Jones and Gora, 2013., Race, 2014., Cann, 2015; and Forsythe et al, 2017)

Reflection on a teaching Issue: Why is a change needed?

REPEAT

- Own observations:
  - Repetition, repetition, repetition
  - Inconsistent 'value added' - lower ability link

- Informal discussions with students:
  - Variation in engagement
  - Comprehension, Assimilation and Utilization
  - <u>Fear</u>
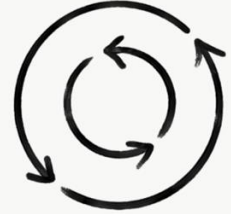
FEAR HAS TWO
MEANINGS: 'FORGET
EVERYTHING AND RUN'
OR 'FACE EVERYTHING
AND RISE.' THE CHOICE
IS YOURS.

-ZIG ZIGLAR

Action Research (Existing practice)

Marking Key:

GREEN: Expression or language errors
BLUE: Effective or accurate point
RED: Point of confusion or needs further development

		70% and over: Distinction level	55 – 69%: Merit level	40 – 54%: Pass	0 – 39%: Very Poor
Presentation (0-8)		7-8	5-6	4	0-3
Coverage (0-10)		8-10	6-7	4-5	0-3
Sources (0-12)		9-12	7-8	5-6	0-4
Knowledge and understanding (0-20)		14-20	11-13	8-10	0-7
Critical evaluation (0-24)		18-24	14-17	10-13	0-9
Evidence and coherent argument (0-26)		19-26	15-18	10-14	0-9
Total mark as percentage	%				

Student Number:

Course Title: PGCE (PCET)

Course Code: X101

Module Title: Effective Teaching for Effective Learning 1

Module Code: ED39320

Assessment 1: Essay: Theories of learning (3000 words)

Word Count: 3290

PRIFYSGOL
1872
ABERYSTWYT
UNIVER

Comments

Presentation	
Coverage	
Sources	
Knowledge and understanding	
Critical evaluation	
Evidence and coherent argument	
To improve your work you need to:	

Literature Review: 'Can Video Capture Increase Student Engagement with Feedback?'

- Use of cassette tapes in 70
  (Cavanaugh and Song, 2014)

- Audio feedback superior?
  -enhanced textualization
  -superior detail
  -further clarity
  -personalised (emotive dimension)
   (Still, 2006.; Morris and Chikwa, 2016.; Ice, Swan, Diaz and Swan-Dagen, 2010)

- Student preference: Written feedback or audio feedback? (Still, 2006)

Implementation and Evaluation

- PGCE cohort (11 participants)

- A combined audio visual approach (Panopto Video Capture)
  -Increase student engagement?
  -Support in enhancing feed forward?

- 3 Assessments
  -Assignment 1 (Conventional feedback / Questionnaire)
  -Assignment 2 (Conventional feedback + Video capture + Questionnaire)
  -Assignment 3 (Conventional feedback)

- Qualitative Data   (Questionnaires - Participants perceptions)

- Quantitative Data (Participants Questionnaire responses alongside attainment data.

Results and Evaluation

- Validity - participant numbers and duration of research
- Comparison with similar research

Questionnaire 1

➢ Importance of feedback?   (100% participant agreement).

➢ Access of feedback (81.8% consistently).

➢ Understanding of feedback provided? (100% participant agreement).

➢ "I can improve my achievement by my actions"   Strongly agree = 54.5%
                                                                                            Agree = 36.4%
                                                                                            Neutral = 9.1%

➢ Confidence and personal expectations   Always = 9.1%
                                                                                          Sometimes = 63.6%
   Neutral = 18.2%
                                                                                          Rarely = 9.1%

Participants comments

"I take it as constructive" Participant 1

"Good feedback gives me confidence, negative feedback makes me feel let down but determined to do better" Participant 5

"If the grade is good, I am happier to read feedback and more open to the suggestions of the feedback" Participant 6

"I can take it a bit personally if I have put a lot of work into the assignment and get a lot of negative feedback" Participant 11

Results and Evaluation

+2 🙂
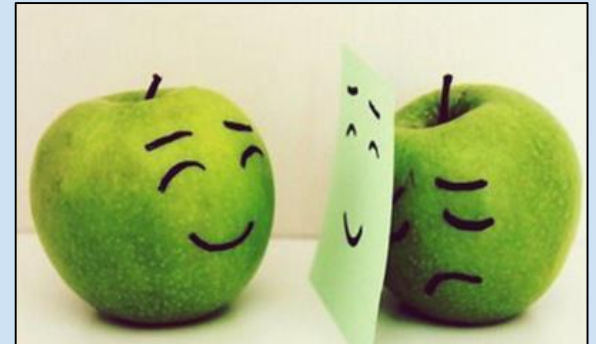
Questionnaire 2

➢ Minimal variance between Q1 and Q2.

➢ Video capture feedback accessed by 90.9% of participants.

➢ Students perceptions of video capture?

1. Enhanced clarity and comprehension.
2. Increased engagement with feedback.
3. More personalised.
4. Highlighted the positive

"-18 sucks all the life out of you"

"+2 ain't all bad"

Pierson, R. (2013)

Participant feedback: Video Capture

"Helps as I am not a big reader"
Participant 2

"Greater depth and clarity"
Participant 5

"Less misinterpretation"
Participant 4

"A better understanding of how marking is assessed as the marking criteria was referenced throughout the verbal feedback"
Participant 9

"Makes it more personal; gave me the confidence I was on the right lines"
Participant 9

"It reduces the negativity as the opinions seem less harsh verbally"
Participant 4

"I noticed the positive feedback more as I couldn't ignore it and criticism seemed less harsh "
Participant 10

Data analysis

- Highlighted variance in students perceived confidence 'Ability to influence learning and personal potential'

  (Mean above 60% = 100% agreement)

  (Mean below 60% = 40% agreement)

- Did not appear to indicate that it impacts on student attainment, however:

  ➢ Duration of research
  ➢ Positive student feedback
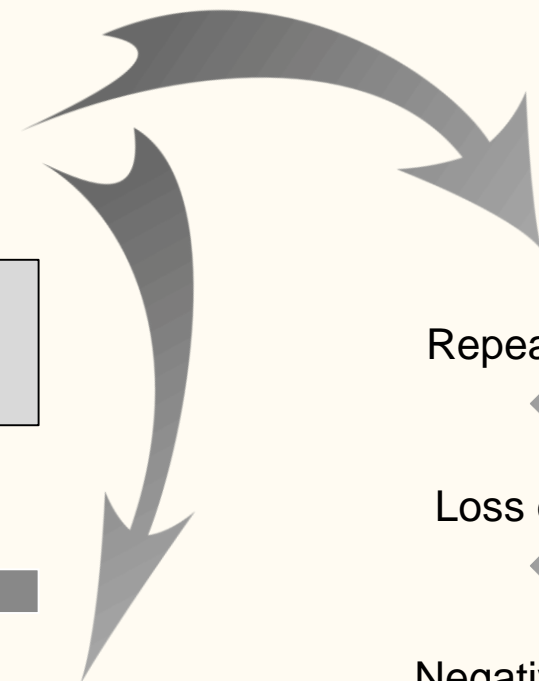
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Any Questions?

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