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Analysing feedback on written assignments to produce reusable audiovisual feedback

EATAW, Budapest, June 2013
Audiovisual Feedback Project

Overview

- Background and Rationale
- Main Objectives
- Methodology
- Initial outcomes and feedback
- Challenges and limitations
- Further developments

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Who we are

Learning Development Group

- Academic Skills Support for home and international students
- English language support for international students
- Non credit bearing in-sessional classes and one-to-one tutorials
- Research

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Identifying a problem

- Both home and international students report:
  - Lack of / limited feedback: vague, abbreviated comments in the form of lines, arrows, question marks, exclamation marks; shows there is a problem but no solution provided
  - Too long, elaborate, complex feedback; no time to read it
- Increasing numbers of international students (ESL)
- Although we are #1 for assessment and feedback (University of Huddersfield, 2012), there is a need for more clear, concise and comprehensible feedback for international and home students.
Tourism is "described as the world’s largest industry with estimated revenues of US$8.3 trillion in addition to hiring more than in the world in 2004." (Thrift, 2005: 172). In addition, Lumsden et al (2005: 1) state that "more than C500 billion in 2002.

Tourism is increasingly seen as a means of development, especially in less developed countries. This is partly because tourism is relatively more sensitive to changes in the economic, social, political, and cultural conditions of the host country. (Sharpley et al., 1998: 23). Tourism plays a dominant role in the socio-economic development of particular regions and is the principal economic sector of islands within the Mediterranean area (Macchi, 2000: 23). Despite this, the tourism industry is not without its problems. The negative impacts of tourism on the environment, especially in rural areas, have become a matter of concern. For example, overcrowding of a resort town can lead to a decrease in the quality of life for the residents. Therefore, it is important for policymakers to strike a balance between economic growth and environmental sustainability.

However, tourism is not without its problems. The negative impacts of tourism on the environment, especially in rural areas, have become a matter of concern. For example, overcrowding of a resort town can lead to a decrease in the quality of life for the residents. Therefore, it is important for policymakers to strike a balance between economic growth and environmental sustainability.
Our Response:

AudioVisual Feedback

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

“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)
AudioVisuals:

Citations

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Why reusable audiovisual feedback?

• Takes into account the varied learning preferences of students, aiming to raise engagement with feedback and ultimately contribute to success
• Quick, accessible, immediate, enabling students to incorporate suggestions in later assignments
• 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
• For staff - time saved
Other Audiovisual Feedback Projects in EAP

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

vs.

LDG Project: Brief, reusable, customised feedback items
Main objectives

• Produce a bank of frequently used high quality feedback items which can be integrated into QuickMarks in GradeMark
• To calculate the most common writing skills related feedback items provided via GradeMark by lecturers from participating schools
• Save academics time in the production of non content-specific feedback in GradeMark
Data collection

• GradeMark users in participating Schools provided data on their frequency of quick mark use

• The results showed us which feedback items are most likely to be reused by academics
Initial Data collection

QuickMarks in GradeMark

The QuickMarks from the Commonly Used list - most frequent student errors

- 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

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## Turnitin research project data

### Top 10 QuickMarks

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

- Their / there / they’re
- Improper citation
- Contractions
- Apostrophe
- Comma splice
- Paragraphing
- Number formatting
- Academic Introductions
Paragraphing

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Abbreviations in Academic Writing

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Your Opinions?

Any feedback or comments on these videos?

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Pilot: Trialling of Audiovisual QuickMarks with students

Students’ feedback:

Strengths:

• Particularly useful for international students who struggle with the language or basic academic writing skills
• Clear; it is good to see and hear, especially useful for grammar/citations;

Areas for improvement:

• Some feedback items seemed too basic / patronising;
• Variety of voices and improved background / layout would be a good idea
• Could cover more complex matters, even if that means slightly longer screencasts
Pilot: Data

- 89 out of 249 AudioVisual QuickMarks were watched - 35.7%
- 23.4% of the views of the videos linked with AudioVisual QuickMarks on the channel are from our QuickMarks
- 21.3% of students didn't access their feedback at all
- Of those that did access their feedback, roughly 45.2% of their links were followed
Limitations/ Challenges

- Sets of QuickMarks and distribution
- Approaching complex or very general errors: argument, structure
- Training and implementation
- Home vs. International students
- Language vs. content vs. academic skills
- Different perceptions: EFL/EAP Lecturers, Academic Skills Tutors and Students
Dissemination

Conferences:
• November 2012, University of Southampton, British Association of Lecturers in English for Academic Purposes
• March, 2012, University of Huddersfield, Teaching and Learning Institute, School Research Conference

Blog: ldghud.wordpress.com/
Videos: www.youtube.com/LDGaudiovisualHUD

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Further developments

• Now, evaluating the use of AV feedback items
• Promoting the project across the University
• Developing discipline specific screencasts on demand
• Creating screencasts on some less frequent errors
• Facilitating tutors in creation of new screencasts
• AV output available for those who don’t use QuickMarks but would still like to offer such feedback
• To be fully used from September 2013


Tools and options available for providing audio feedback

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 minutes
4) Screenr - free online tool, works well with Twitter
5) Screencast-o-matic – free online software
6) Statement bank
Thank you

Any questions…?

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