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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
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.
Example QuickMark suggested by Turnitin
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)

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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

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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**

<table>
<thead>
<tr>
<th>Error</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improper Citation</td>
<td>698</td>
</tr>
<tr>
<td>Awk.</td>
<td>417</td>
</tr>
<tr>
<td>Spelling error</td>
<td>336</td>
</tr>
<tr>
<td>Del.</td>
<td>153</td>
</tr>
<tr>
<td>Citation needed</td>
<td>138</td>
</tr>
<tr>
<td>Word choice</td>
<td>104</td>
</tr>
<tr>
<td>Missing “,”</td>
<td>51</td>
</tr>
<tr>
<td>Commonly confused</td>
<td>35</td>
</tr>
<tr>
<td>Vague</td>
<td>27</td>
</tr>
<tr>
<td>Insert</td>
<td>19</td>
</tr>
<tr>
<td>Support</td>
<td>2</td>
</tr>
</tbody>
</table>

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**Turnitin research project data**

<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
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
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
References


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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