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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.
If development is linked to economic progress, then the majority of third world countries are currently not in a developmental stage at all. Starkesy et al. (2000:21) state therefore that development should be classified as "the reduction of widespread poverty and unemployment". However, this solely relates to third world countries, as poverty, whilst existing to some extent, is an extremely remote issue in developed countries such as England and France. Therefore, development should be seen as "the cumulative and positive change in the economic, social, political and cultural dimensions of the human condition" (Starkesy et al., 2000:21). Tourism plays a dominant role in the socio-economic development of particular regions and is the principal economic sector of the islands within the Mediterranean area (Arnal, 2000:23). Despite this, developing a reason for tourism’s consumption, Bird et al. (2002) clarify the negative impacts upon a destination, for example over-crowding of a region or site, and then analyse, the extent that development has on selected destinations. There is a need to provide specific literature in order to understand the relationship that exists between development and tourism.  

Tourism is "routed to be the world’s biggest industry with estimated revenues of US$6.5 trillion in addition to hiring one worker in every hundred in 2004" (Thameside, 2005:172). In addition, Laslusa et al. (2005:1) state that "since 1980 global tourism receipts increased at an annual rate of nearly 8..."
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>Count</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

### 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
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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