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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.
Example QuickMark suggested by Turnitin

English for Academic Purposes - 121 | Test - DUE 15-Nov-2012

Test

BY JANE DOE

If development is linked to economic progress, then the majority of third-world countries are currently not in a developmental stage at all. Stegbey et al. (2000: 25) 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 continuous and positive change in the economic, social, political and cultural dimensions of the human condition" (Stegbey et al., 2000: 25). Tourism plays a dominant role in the socio-economic development of particular regions and the principal economic sector of islands within the Mediterranean area (Andrijev, 2000: 23). Despite the obvious reasons for tourism's consumption, Bird et al. (2002) clarify the negative impacts upon a destination, for example over-crowding of a region, clarify, and then analyse, the effect that tourism has on selected destinations and their specific literature in order to understand the relationship that exists between the two.

Tourism is "reported to be the world's largest industry with estimated revenue of US$ 6.3 trillion in addition to hiring one in ten workers in the world" (Threats, 2001: 172). In addition, Lumsdaine et al. (2001: 3) state that "should 1980 global tourism benefits 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

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 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

<table>
<thead>
<tr>
<th>Error Description</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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## 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

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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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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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