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An Integrated Strategy for Video-Enhanced Learning, Assessment and Feedback

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An Integrated Strategy for Video-Enhanced Learning, Assessment and Feedback

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Text-based Asynchronous Learning

Benefits:

– Easily facilitated within blended courses via VLE
– Reflexivity, e.g. Garrison & Kanuka (2004), etc …
  • Deeper learning ...

Drawbacks:

– Opportunities for reflexive discussions limited by assessment
  • Summative feedback lacks the timeliness of formative feed-forward
– Inappropriate in the creative and numerate disciplines?
  • Text ineffective for feedback on visual issues
– Text can be a barrier for learners with dyslexia
  • Issues of inclusivity and legislative requirements

Inspiring tomorrow’s professionals
Theories Underpinning VELOCITY

Key:
A - Artefact
L - Learner
T - Tutor

Cognitive Load Theory
Dual Channel Learning
A

Learning Preferences L
Conversation Theory
Conversational Framework

Learning Preferences T

Inspiring tomorrow’s professionals
## VELOCITy’s Three Strands

<table>
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<th>Project/Overview</th>
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<td><strong>UoHTube</strong></td>
<td>Fostering the development of a learning community around a repository of instructional tutorial videos embedded in an e-portfolio system</td>
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<tr>
<td><strong>VERiFy</strong></td>
<td>Developing a video feedback loop system, using a dialogic approach to encourage learners to engage with and respond to feedback using video</td>
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<tr>
<td><strong>Vineyard</strong></td>
<td>Facilitating the development of learner generated video-vignettes to promote reflective self-assessment within an e-portfolio system</td>
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**Inspiring tomorrow’s professionals**
VELOCITy’s Strands: UoHTube

UoHTube
Fostering the development of a learning community around a repository of instructional tutorial videos embedded in an e-portfolio system

"Using the videos helped me gain a quick understanding of the editor’s environment and to produce what I wanted ... It really helps to see somebody doing it rather than reading it.” (Participant 1BG)

... learning by doing ...
... show me, don’t tell me ...

“It was good, because if you forgot how to do something you could just rewatch the video.” (Participant 1AB)

... Cognitive Theory of Multimedia Learning ...

"I find using video tutorials a very preferable tool for learning as you can see what the person is doing on the screen at the same time as them explaining what they are actually doing. I feel this helps to avoid any confusion between instructions given and what is actually being done, a problem I often have with picture/text tutorials ...” (Participant 1CT)

... threshold concepts ...
... dyslexia ...
... Asperger’s Syndrome ...
VELOCITy’s Strands: The VERiFy Project

VERiFy: Video Enhanced Response in Feedback Loops

VERiFy aims to: “... deliver an innovative approach to the provision of feedback to learners in video form, accessed through personal computers and mobile telecommunications devices, and encourage learners to engage in a conversational framework by responding to feedback using video ...”

Keywords: asynchronous video, mobile devices, feedback, dialogue

Inspiriting tomorrow’s professionals
VERiFy
Development of a video feedback loop system, using a dialogic approach to encourage learners to engage with and respond to feedback using video

“…seeing my tutor as the ‘talking head’ in the video giving me that feedback on my XNA game was really great…” (Participant 1AC)

… Conversational Framework ...

… engaging in dialogue on formative feedback ...

“… putting the feedback video inside our group’s Mahara area was a really good idea – having it right there alongside our blogs and shared discussions meant we could go back and watch it again to check we’d picked up on everything…” (Participant 2M)

… feed-forward ...

“It’s been very encouraging to see [Participant 2P] playing a much more active role in the group than I might have expected … using video to assist in solving problems which are essentially visual is making a real difference for him.” (Tutor E)

… problem-solving…
Vineyard
Facilitating the development of learner generated video-vignettes to promote reflective self-assessment within an e-portfolio system

... consolidation of learning ...
... learner-generated content ...

... moderation made simpler ...
... Asperger’s Syndrome ...
... dyslexia ...
Since introducing video-enhanced assessment and feedback ... 

• Retention rates have been turned around ... 
  • From 15% completion to 85% retention of Year 1 intake ... 

• Progression to award has improved dramatically ... 
  • Five awards with Distinction and seventeen with Merit in two years ... 
  • FdSc learners won the School Prize for Best Academic Performance in 2010 and 2011 ... 

• Greater inclusivity has been achieved ... 
  • AS learners have shown particularly strong engagement with VELOCITy ... 
  • Learners with Asperger’s Syndrome have achieved Merit and Distinction ... 
  • Enhancement has been achieved both educationally and socially ... 

• Design-stream learners with dyslexia are becoming proficient in programming ...
Weekly Video Blogs
Learners now routinely using video to report on their progress, to reflect on the development of their work, and to highlight problems ...

... *embedded within the e-portfolio system* ...  ... *audit trails* ...

... *plagiarism non-existent* ...  ... *software version issues resolved* ...

... *learner engagement* ...
## Pedagogic Considerations

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<tr>
<th>Institution</th>
<th>Learner</th>
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<td>Learning design</td>
<td>Learner expectations</td>
</tr>
<tr>
<td>• Assessment model</td>
<td>• Learning styles/preferences</td>
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<tr>
<td>• Evidence of engagement</td>
<td>• Perceptions of pedagogy</td>
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<td></td>
<td><img src="image2.png" alt="Icon" /></td>
</tr>
<tr>
<td>Academic resistance</td>
<td>Accessibility of the media</td>
</tr>
<tr>
<td>• Cost</td>
<td>• Diverse file formats</td>
</tr>
<tr>
<td>• Time</td>
<td>• Working preferences</td>
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<td></td>
<td><img src="image3.png" alt="Icon" /></td>
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<tr>
<td>Privacy!!</td>
<td>Privacy!?</td>
</tr>
<tr>
<td>• Legislative requirements</td>
<td>• Learner conceptions</td>
</tr>
<tr>
<td>• QA issues</td>
<td>• Awareness</td>
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Any Questions?

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