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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 …
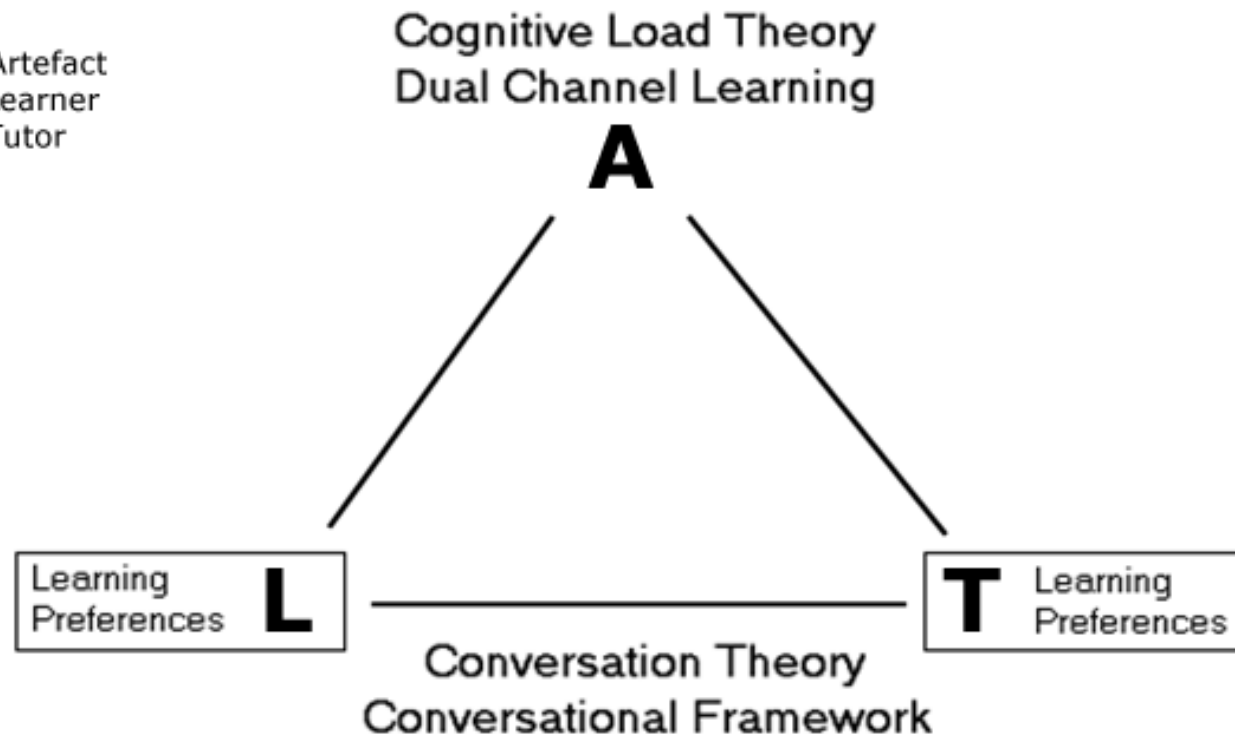
  • Deeper learning …

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

Theories Underpinning VELOCITy

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Key:
A – Artefact
L – Learner
T – Tutor

Cognitive Load Theory
Dual Channel Learning

A

Learning Preferences **L**

T Learning Preferences

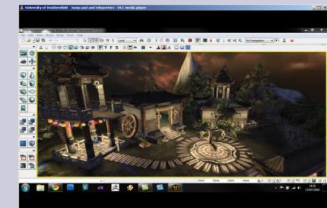Conversation Theory
Conversational Framework

VELOCITy's Three Strands

Project/Overview	
UoHTube Fostering the development of a learning community around a repository of instructional tutorial videos embedded in an e-portfolio system	
VERiFy Developing a video feedback loop system, using a dialogic approach to encourage learners to engage with and respond to feedback using video	
Vineyard Facilitating the development of learner generated video-vignettes to promote reflective self-assessment within an e-portfolio system	

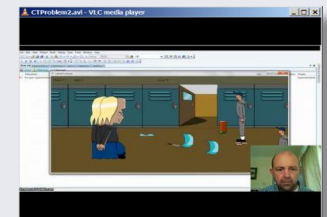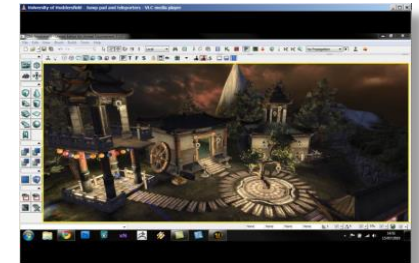# VELOCITy's Strands: UoHTube

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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 re watch 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 …
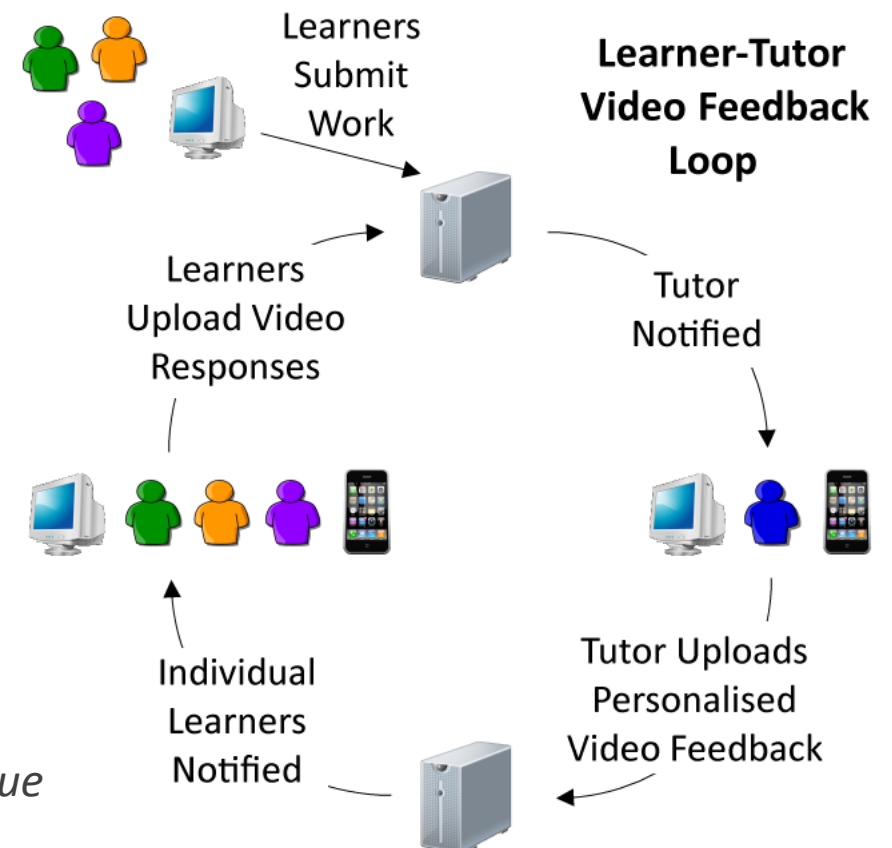
VELOCITy's Strands: The VERiFy Project

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

Learners Submit Work

Learner-Tutor Video Feedback Loop

Learners Upload Video Responses

Tutor Notified

Individual Learners Notified

Tutor Uploads Personalised Video Feedback

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VELOCITy's Strands: The VERiFy Project

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VERiFy

Development of a video feedback loop system, using a dialogic approach to encourage learners to engage with and respond to feedback using video
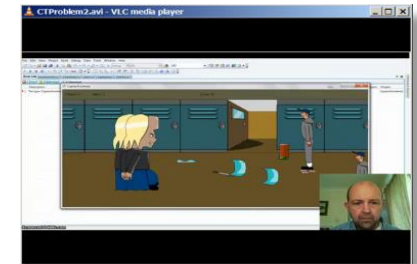
"...seeing my tutor as the 'talking head' in the video giving me that feedback on my XNA game was really great ..." (Participant 1AC)

.... 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)

"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)
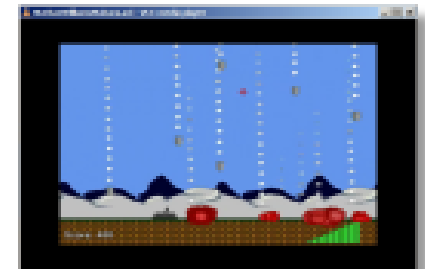
.... problem-solving...

.... feed-forward ...

VELOCITy's Strands: The Vineyard Project

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Vineyard

Facilitating the development of learner generated video-vignettes to promote reflective self-assessment within an e-portfolio system
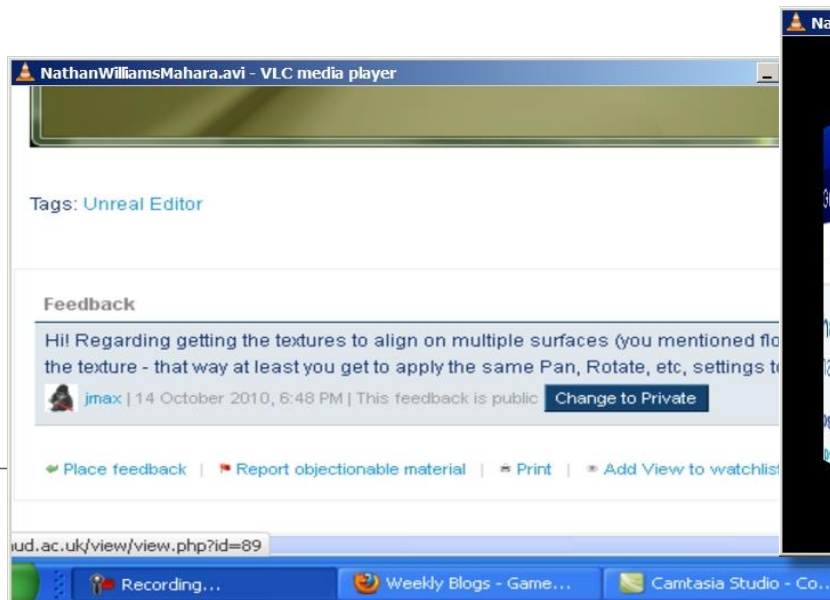
… consolidation of learning …   *… learner-generated content …*

… moderation made simpler …   *… Asperger's Syndrome …*   *… dyslexia …*

Assessment & Learning in Practice Settings

VELOCITy: The Benefits …

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 …

VELOCITy 2012: Evolution of the strategy

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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 …

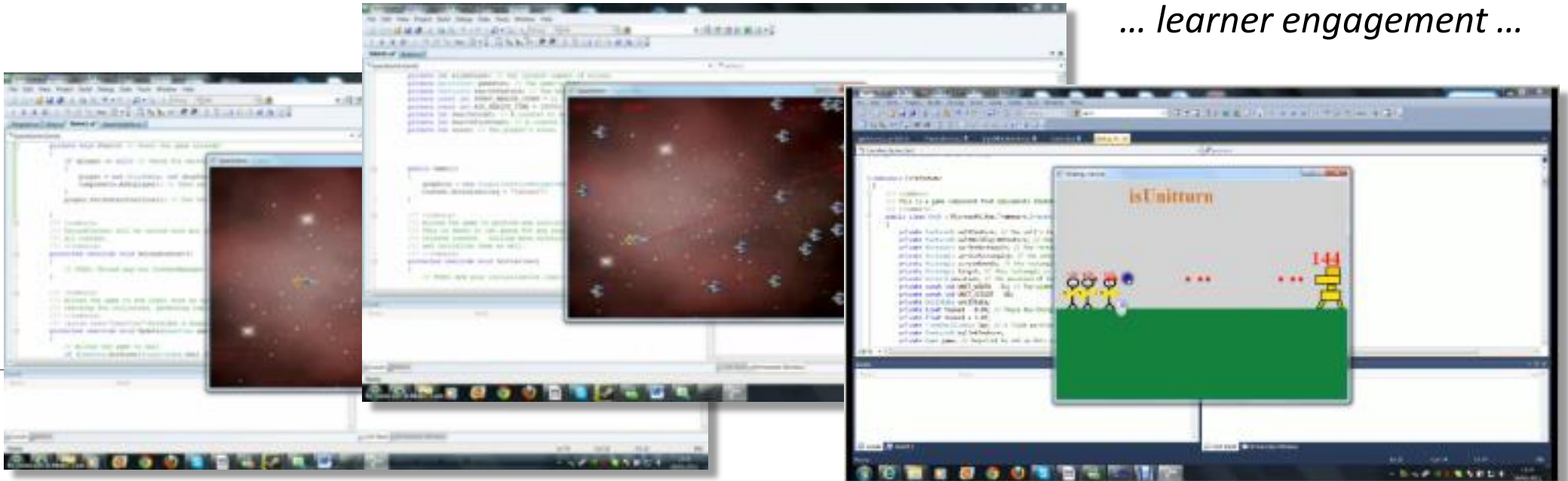*… embedded within the e-portfolio system …*   *… audit trails …*

… software version issues resolved …

… plagiarism non-existent …

… learner engagement …

Pedagogic Considerations

Institution	Learner
Learning design • Assessment model • Evidence of engagement	**Learner expectations** • Learning styles/preferences • Perceptions of pedagogy
Academic resistance • Cost • Time	**Accessibility of the media** • Diverse file formats • Working preferences
Privacy!! • Legislative requirements • QA issues	**Privacy!?** • Learner conceptions • Awareness

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Any Questions?

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