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Analysing feedback on written assignments to produce reusable audiovisual feedback

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The Business School



*Analysing feedback on written assignments to
produce reusable audiovisual feedback*

EATAW, Budapest, June 2013

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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

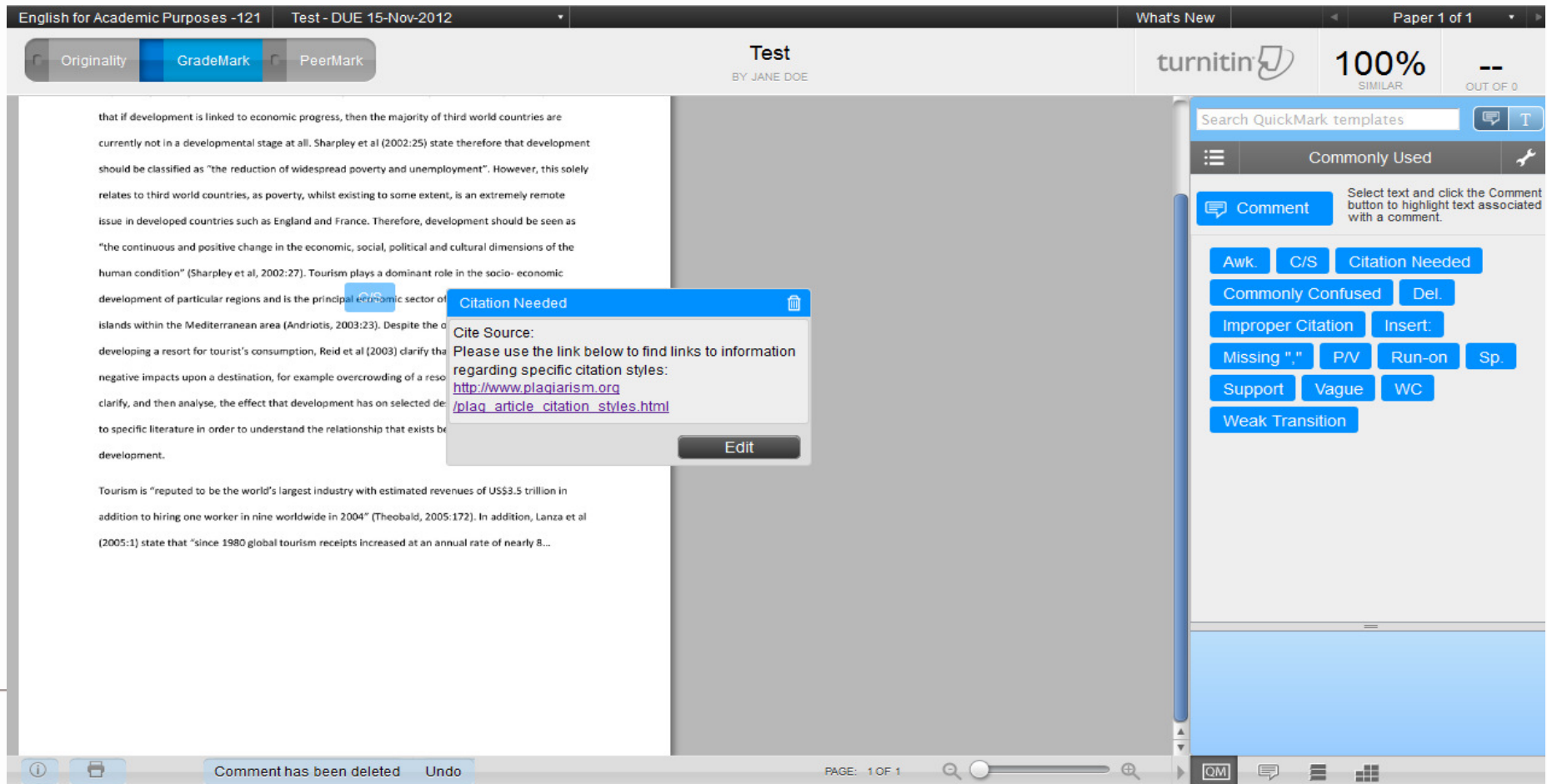
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Identifying a problem

- 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



The screenshot displays the Turnitin interface for a document titled "English for Academic Purposes -121 Test - DUE 15-Nov-2012". The document is marked as "Test" by "JANE DOE" and shows a 100% similarity score. The interface includes tabs for "Originality", "GradeMark", and "PeerMark". A text passage is visible, discussing economic development and tourism. A "Citation Needed" QuickMark is applied to a specific sentence. A pop-up window provides a "Cite Source" link: http://www.plagiarism.org/plag_article_citation_styles.html. A right-hand sidebar contains a "Search QuickMark templates" field and a "Commonly Used" list of QuickMark options: Awk., C/S, Citation Needed, Commonly Confused, Del., Improper Citation, Insert., Missing ", P/V, Run-on, Sp., Support, Vague, WC, and Weak Transition. A notification at the bottom states "Comment has been deleted Undo".

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

What's New Paper 1 of 1

Originality GradeMark PeerMark

turnitin 100% SIMILAR OUT OF 0

Test BY JANE DOE

Search QuickMark templates

Commonly Used

Comment Select text and click the Comment button to highlight text associated with a comment.

Awk. C/S Citation Needed

Commonly Confused Del.

Improper Citation Insert.

Missing ", P/V Run-on Sp.

Support Vague WC

Weak Transition

Citation Needed

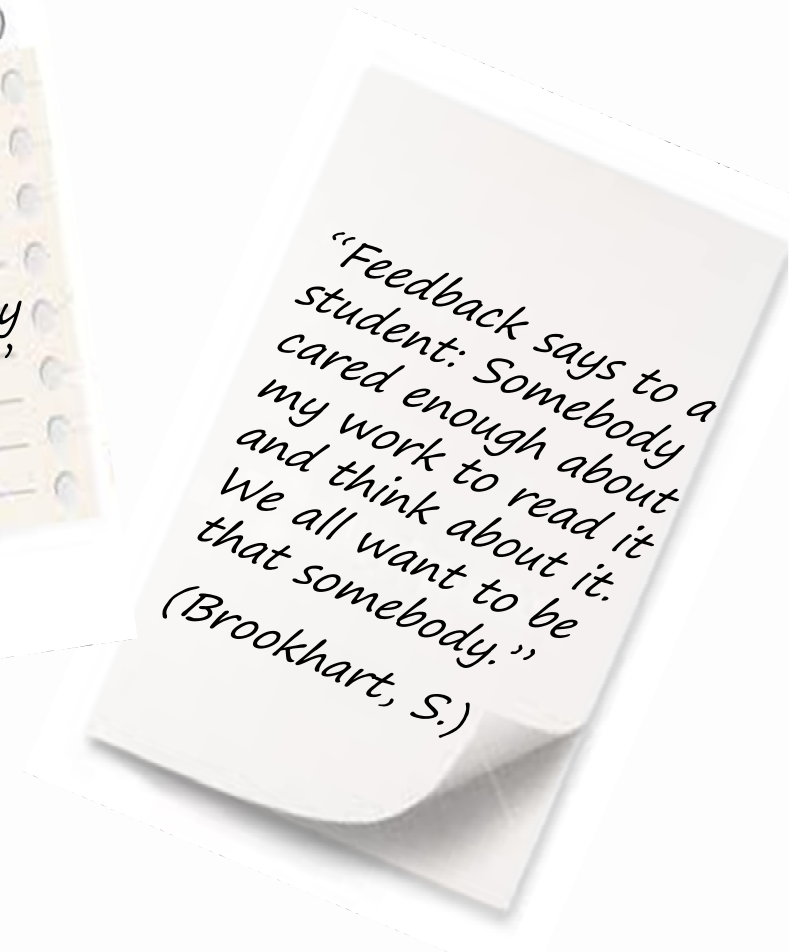
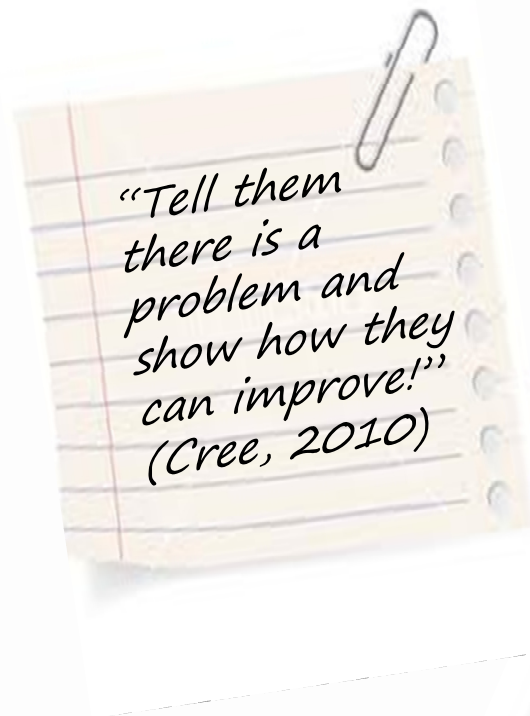
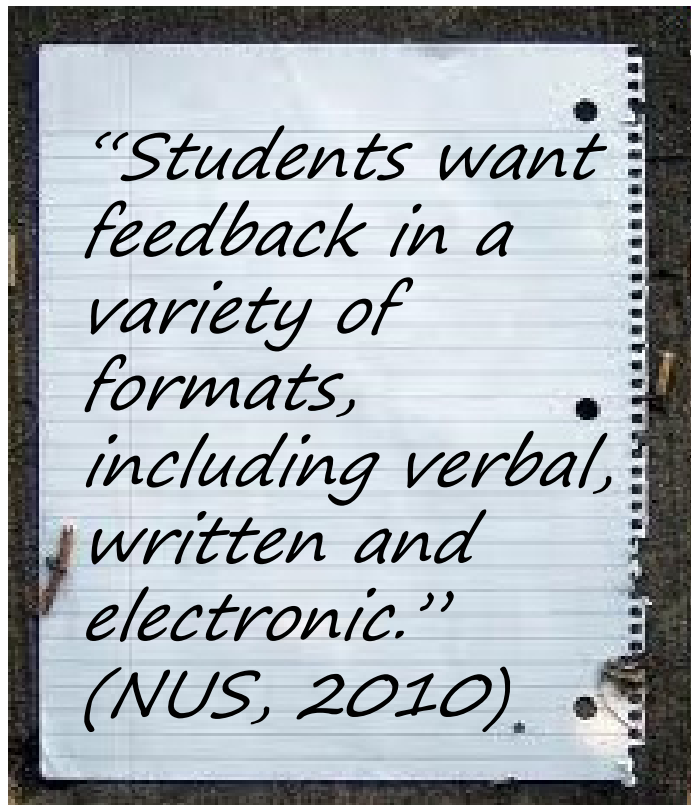
Cite Source:
Please use the link below to find links to information regarding specific citation styles:
http://www.plagiarism.org/plag_article_citation_styles.html

Edit

Comment has been deleted Undo

PAGE: 1 OF 1

Our Response: AudioVisual Feedback



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

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Initial Data collection

QuickMarks in GradeMark

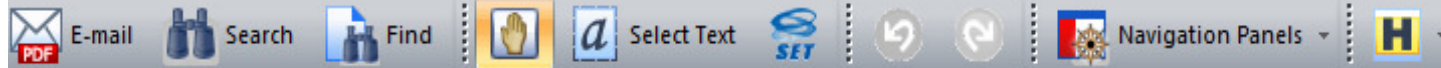


The QuickMarks from the Commonly Used list - most frequent student errors

Improper Citation	698
Awk.	417
Spelling error	336
Del.	153
Citation needed	138
Word choice	104
Missing “,”	51
Commonly confused	35
Vague	27
Insert	19
Support	2

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Turnitin research project data

Top 10 QuickMarks

	QuickMark	Category	No. of Marks	% of Total Marks
1.	Missing Comma	Punctuation	1,589,623	13.6%
2.	Awkward	Composition	1,434,839	12.3%
3.	Spelling error	Format	1,021,368	8.8%
4.	Delete	Format	876,950	7.5%
5.	Cite Source	Format	741,546	6.4%
6.	Word choice error	Usage	689,758	5.9%
7.	Improper citation	Format	514,048	4.4%
8.	Run-on sentence	Usage	459,970	3.9%
9.	Comma splice	Punctuation	349,513	3.0%
10.	Unclear	Composition	281,637	2.4%

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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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

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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

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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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