# STUDENT FEEDBACK via SCREEN CAPTURE DIGITAL VIDEO

The feedback method uses inexpensive and widely available screen capture digital video technology; it gives the student an impression of being present during the marking process. In addition it enables the tutor to provide a richer range of feedback. For example the tutor can annotate and correct as with traditional methods; demonstrate step-by-step answer formulation; algorithms; show the solution, alternative answers, etc.

teacher.studentpages.org.uk
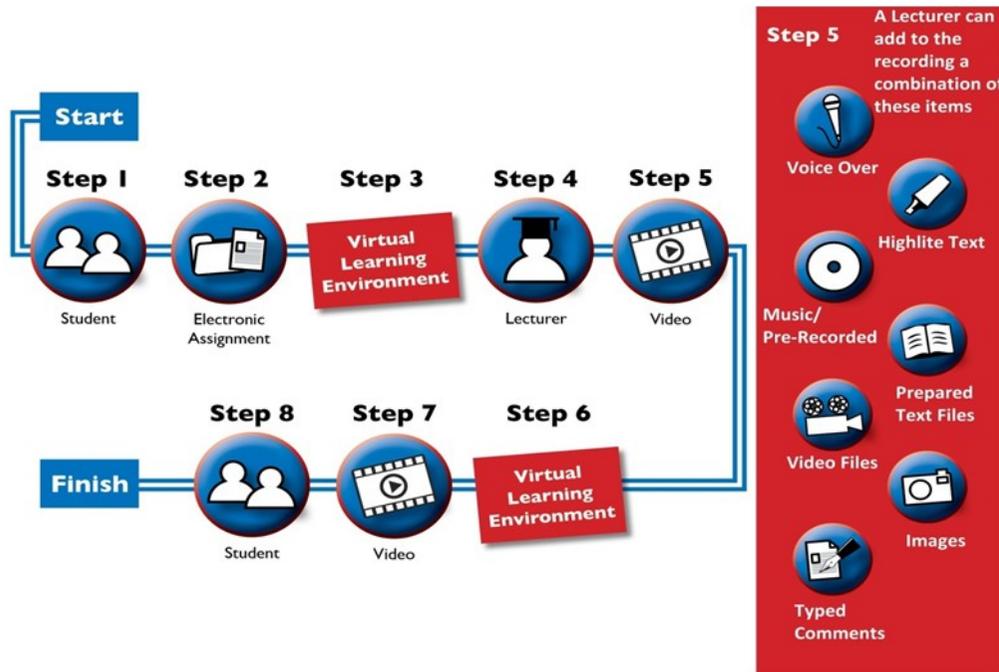
1. The student prepares the work using a word processor, or other computer program (paper-based submissions can be scanned to Adobe PDF or other electronic format).

2. The student submits his/her work into the assignment area of the Virtual Learning Environment (VLE).

3. The student receives an electronic submission confirmation.

4. The tutor logs on to the VLE, opens the student's work, initiates the screen capture software and starts marking. The marking session is automatically recorded by the screen capture software.

5. The tutor can add oral comments, demonstrate how the work should have appeared, highlight sections of text, add pictures, add handwritten comments (with a special computer pen), open and show other prepared files, notes, and so on.

6. When the marking session is complete, the tutor stops the screen capture recording. The session has been captured into a digital video file which is then uploaded to the VLE in the student's work folder.

7. The student logs on to the VLE and watches the marking session with the tutor talking to him/her about the work as if they were in the same room. The video can be viewed as many times as the student wishes.

Contact
Website : teacher.studentpages.org.uk

Nigel Jones : njones@uwic.ac.uk
Panicos Georghiades : pgeorghiades@uwic.ac.uk
John Gunson : jgunson@uwic.ac.uk

FEEDBACK STRUCTURE
Things to consider when providing Feedback

This page presents Feedback via screen capture as a tool in teaching and learning. It draws on our research and the case studies in HE. The use of screen capture feedback raises some initial questions, which this page aims to answer:

1. **Do I have to change the way I mark?**
2. **Is it time efficient?**
3. **How do students feel about?**

DO I HAVE TO CHANGE THE WAY I MARK?

Focus on the quality of the feedback as opposed to the quality of the recording. Use the mouse pointer to clearly pinpoint the issue you are discussing. You can also select or in some programs, like Word and Acrobat, use the highlighter tool.

Augmenting your feedback. You can add previously prepared video, audio, images or other document files that show solutions or direct the students to relevant sources of information in order to enhance your feedback.

Structure your feedback. Preview in advance the areas of the student work you will discuss. Unlike written feedback, it is not practical to "insert" into a digital video. Remember you can pause the recording, consider your answer and continue and If necessary record additional files or re-record your original.

Try to stay positive. Even when providing criticism it is important to end on a positive note.

Speak clearly, relatively slowly and at a consistent level at about 15 cm from the microphone.

Grade and Feed Forward. As well as indicating the level of performance you can also provide suggestions on how to improve and if possible show them on screen. The richer you make the recording the more you are feeding forward and reducing the need for students to see you.

IS IT TIME EFFICIENT?

The obvious difference in providing screen capture feedback is that most people can speak faster than they can write or type. Uploading the video file is an additional task, but so is uploading the student work. Additionally this can greatly reduce the number of student visits or emails querying your feedback.

Depending on the type of assessment material and skill of the assessor, recording times vary (for us it was 5 to 12 minutes), uploading times depend on internet/network connections, (for us it was about 2 minutes). Pre-reading of the assessment and preparing what to say adds to the time but minimizes re-recordings. It is optional and as skill levels develop and the assessment material becomes more familiar this can be reduce to zero.

Our research found that feedback is quicker compared to written feedback particularly in the following circumstances where:

1. The assessor is comfortable with the technology.
2. The assessor may be dyslexic (writes or types slowly and may have spelling anxiety).
3. A **substantial amount** of feedback is given.

HOW DO STUDENTS FEEL ABOUT IT?

Recurring themes mentioned throughout our research include:

- Communicating on a more personal level - hearing the tutors voice
- The ability to present feelings
- Motivating students
- Visually demonstrating and informing students how to improve
- Forcing students to listen to all of the feedback, not selecting only the sections they desire
- Providing a real alternative to ilegible handwriting
- Richer feedback with the additional comments you don't have time to write, but can verbalise quickly
- Directly highlighting which part of the submission the comment (often found written in the margins) is meant to address
- Opportunities to re-enforce learning, referring back to actual lecture notes/presentation files
- Students listen and watch the feedback videos again and again .