A collaboration between Wendy Garnham, Heather Taylor and Foundation Year students studying the Foundations in Psychology: OSA module
The Feedback Project begins

- **Time – Point 1:** Formative Assessment: Research Question Analysis
- **Time – Point 2:** Formative Assessment: Annotated bibliography
- **Time – Point 3:** Summative Assessment: Research Report
Written feedback: Traditional written document

Audio feedback: Students see script and hear feedback in real time

Video feedback: Students see script and hear feedback in real time but also see small screen shot of the tutor speaking in the top right hand corner
Time-point 1

Average usefulness rating (1-10)

Video
Audio
Written

Little difference
How much did you like the mode of feedback?

Average liking

How personal was the feedback?

Rating of how personal the feedback was

Written liked the least and rated as least personal but differences small
Time-point 2

Ratings of usefulness

Video
Audio
Written

Ratings of usefulness

Little difference
How much did you like the mode of feedback?

Average rating of liking

How personal was the feedback?

Average rating of how personal the feedback was

Written liked the least and rated as least personal but differences small
Qualitative responses – the good bits!

- Good points:
  - It makes the students feel valued that you’ve taken the time to give a personal response than feels very similar to a 1:1
  - It is very personal and it does help in paying attention and actually forces you to think about the feedback given
  - I think if you are a slow reader like I am, it helps to listen to things
  - It shows specifically what I need to improve and where rather than having to find it from the written review
  - More engaging than written feedback
  - Forces you to actively listen to feedback given – you can’t just skim over it
Qualitative responses – the not so good bits!

• Not so good points:
  • Having to keep going back to listen to it again in order to check certain aspects of work and find the right place within the file
  • May make it feel more direct in a negative way as hearing someone tell you its wrong feels worse than when you see it written down
  • Difficult to hear / Poor quality
  • You can’t print it out and keep it with you

https://www.pinterest.com/nancydavey/funny-old-people-images/
Early conclusions…

• The qualitative data suggests students do engage with the feedback more when it is presented via video
• It also suggests it may improve accessibility of feedback so improves inclusivity
• It is seen as more personal but this also carries risks
• The biggest issue going forward? Technology!