Look, Listen, Learn
Do students learn by looking at and listening to feedback?

An analysis of student accesses to online text, audio and video feedback

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We all want to give good feedback

• To help students learn
• To give lecturers job satisfaction
• To improve NSS scores
• To improve Key Performance Indicators
  – Retention
  – Achievement
  – Employment
Traditional feedback methods

• Handwritten or typed
• Summary at the front or handwritten annotation to the student work
• But
  – Do students read it?
  – Do students understand it?
  – Do students see more than just the grade?
Advantages of online feedback

• Alternative types of feedback are available
  – Summary feedback
  – Annotated upload or Marks sheet
  – Audio
  – Video

• Archive for reference by student and staff

• Grade can be separate to other feedback

• Can monitor accesses to the feedback
Video and audio feedback

• Advantages
  – Students like it
  – Seems more personal to the student
  – Ideal for certain courses

• Disadvantages
  – Can be time consuming to do well
  – Difficult to scan or review it

• How to do it
  – Jing, maximum 5 minutes, typically 15-20M files
  – Need fast broadband and a quiet room
Storage of online feedback

• Must meet Data Protection Regulations
  – It is personal data!
    • Appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.
    • Personal data shall not be transferred to a country or territory outside the European Economic Area unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.
Cloud-based storage

• JING, DropBox, Google Docs, Vimeo, etc.
• There are Data Protection issues
  – Where is it located?
  – Who has access to it?
  – How secure is it?
  – How long is it stored?
• Is long-term access guaranteed?
In-house storage

• Not expensive
• All in one place
• Easy to manage
• Gives an integrated profile of each student
• CMS system to be demonstrated
<table>
<thead>
<tr>
<th>Please see upload by Mary Kieman</th>
<th>View</th>
<th>Edit</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RR811.PDF</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uploaded by Mary Kieman on 09/05/2012 21:39:36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UPLOAD REPLACEMENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback accessed by student 18 times</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# CMS Student Intranet example

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Date Submitted</th>
<th>Date Last Edited</th>
<th>File</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP1321</td>
<td>Joomla! implementation</td>
<td>03/05/2012</td>
<td>03/05/2012 18:06:59</td>
<td>Joomla.pdf</td>
<td>64%</td>
</tr>
</tbody>
</table>

Provisional Mark for the above coursework (subject to external examiner approval, extenuating circumstances approval, etc.)

View feedback

Feedback by Matthew Prichard on the above coursework

see video feedback

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**Introduction**

In this report, I will evaluate the difference between varieties of systems. I will start the report by discussing open-source and proprietary systems. This will demonstrate an understanding of the concepts. I will also cover the difference between "off the shelf" and bespoke systems. I will evaluate all these different systems to provide a better understanding of open-source systems. It provides the information needed to be able to determine which is more superior.
Data for file-based feedback 2011/12

- 3554 feedback files
- 37 staff
- 5 file types
Questions about student feedback

• Do students access it more than once?
• How quickly do students access it after it is released?
• How many students never access it?
• Are some file types accessed more than others?
• Are those who access it more likely to be high achievers?
Answers to these questions, and conclusions

• Answers based on the analysis of the data will be available at the Conference
• Conclusions will be drawn
• Audience contributions will be encouraged