Developing the feedback process: promoting teacher and student dialogue via the use of screen capture and audio

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Methods

• Six staff joined a pilot study and each prepared feedback video for a chosen assignment and specific student cohort;

• We subsequently invited these staff to submit feedback on their experiences as tutors and those of the target students as learners, via electronic questionnaires and selected semi-structured interviews.
Results

• Preliminary results indicate that tutors became more attuned to the needs of each learner and thus became more skilled at applying the concepts of equality and diversity (E&D).

• Students also indicated that they had benefitted from this individualised form of video feedback, and many concluded that it had contributed to a much better learning environment.
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80% of students polled, said that they had found the feedback more memorable

40% of staff found Camtasia easier after a little experimentation
20% found it easy to use
20% had initial difficulties with set up
20% found it too difficult

References