

Feedback as a Critical Component of Learning

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	2007 (out of 5)	2008 (out of 5)
The criteria used in marking have been made clear in advance	3.3	3.7 (3.6*)
Assessment arrangements and marking have been fair	3.5	3.7 (3.8*)
Feedback on my work has been prompt	3.4	3.4 (2.6*)
I have received detailed comments on my work	3.0	3.3 (2.7*)
Feedback on my work has helped me clarify things I did not understand	2.8	3.1 (2.7*)
Overall Average	3.2	3.4

* The figures for Computer Science benchmarks across the UK, 2008

Brainstorming

What type of feedback have you received?

Which has been most effective for you and why?

Have you ever received feedback on end of module/year examinations?



Results from Brainstorm & Discussion

Background: Postgraduate course

Educational Multimedia

Certificate: any two of the four taught modules

Diploma: all four taught modules

Masters: all four taught modules + dissertation

▶ Teaching

- ▶ Part-time: one night per week
 - ▶ For masters this can be completed over two or three years
- ▶ Full-time: two nights per week
 - ▶ For masters this can be completed over one year

Plagiarism

- ▶ Workshop delivered to students during first few weeks of course
- ▶ TURNITINUK
 - ▶ Students can submit a draft and receive a report on how much it appears to have been plagiarised
- ▶ **DISCUSSION:** do you consider the workshop to be feedback? What about the draft on TURNITINUK?



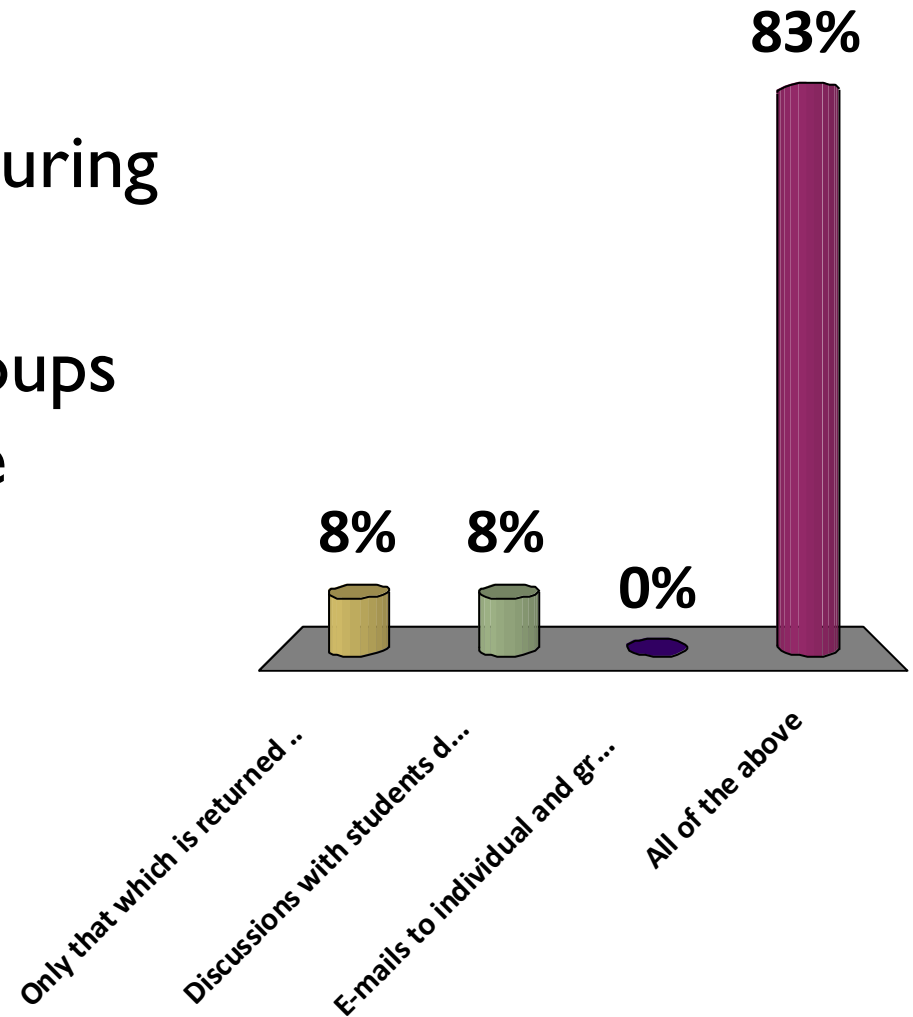
Personal Response System (PRS)

- ▶ **Turning Point Software**
 - ▶ Installed as part of PowerPoint
- ▶ **Enables questions to be added as part of the lecture**
 - ▶ You can change the focus of the lecture as you teach
- ▶ **DISCUSSION: do you consider this to be feedback?**



Feedback is ...

- ▶ Only that which is returned as part of assessment
- ▶ Discussions with students during the year
- ▶ E-mails to individual and groups of students clarifying course content
- ✓▶ All of the above





CBL7010

A module on the postgraduate educational multimedia course

CBL7010

- ▶ **Masters module**
 - ▶ Theory based
 - ▶ Education and computers
 - ▶ Assessment
 - ▶ 6 group weekly/fortnightly tasks (20%)
 - ▶ 1 individual main assignment (80%)

CBL7010 - Tasks



▶ Example of task

- ▶ As a group, discuss how you think students learn. Focus on each member of the group to identify a successful and unsuccessful learning experience. From this, identify a range of different learning scenarios then, try to elicit a list of key characteristics that contribute to successful learning. Present your group's view of student learning, in no more than 1200 words.

▶ Submission through [TURNITINUK](#)

- ▶ Checklist

▶ Feedback via [SharePoint](#)

- ▶ Created in [Word](#)



CBL7010 – Main Assignment

- ▶ A development team has approached you to evaluate the instructional design of a prototype they are developing. In particular, they require an evaluation of the appropriateness and quality of the interactive, motivational and collaborative strategies adopted.
- ▶ Submission through [TURNITINUK](#)
 - ▶ Checklist
- ▶ Feedback
 - ▶ Typed and posted to the students
 - ▶ [Example](#)



CBL7012

A module on the postgraduate educational multimedia course

CBL7012

▶ Masters module

▶ Developmental (Adobe Director)

- ▶ Creating educational games

▶ Assessment

- ▶ 5 individual weekly/fortnightly tasks (20%)
- ▶ 1 group assignment (10%)
- ▶ 1 individual main assignment (70%)

CBL7012 - Tasks

▶ Example of Task

- ▶ You are required to design and develop a program which will generate two random numbers, add them together and display the result on screen.

▶ Submission to the course server

▶ Feedback

- ▶ Individual feedback
 - ▶ Audio - emailed to the students as an [MP3 file](#)
 - Audacity software used to create audio files



CBL7012 – Tasks continued

- ▶ For those tasks with more advanced problems a video file is created in addition to the audio file
 - ▶ Initially CamStudio and VirtualDub
 - ▶ Now using Jing
 - ▶ Example of [video feedback](#)
- ▶ Class feedback for each task
 - ▶ A video of my solution to the task
 - ▶ Example of [sample solution](#)
 - ▶ The actual files of the sample solution ([Director](#) and [Word](#))



CBL7012 – main assignment

- ▶ For this assignment you are required to design and implement an educational game for inclusion in a educational multimedia package. The game you are to develop should be similar to the TV quiz “Who Wants to Be a Millionaire”.
- ▶ Submission on server and CD-ROM
- ▶ Feedback
 - ▶ Typed and posted to the students



Now it's your turn

Using Audacity and Jing

Results from the Masters

	MP (07/08)	MP & UWIT (08/09)
Feedback within the module was returned within a reasonable time	4.8	4.4
I found the audio feedback to be better than other formats of feedback (if applicable)	4.1	4.3
I found the video feedback to be better than other formats of feedback (if applicable)		4.0
I found the audio feedback to be useful in helping me understand where I had made mistakes in my tasks (if applicable)	4.4	4.4
I found the video feedback to be useful in helping me understand where I had made mistakes in my tasks (if applicable)		4.1
I found the audio feedback to be useful in helping me correct any mistakes in my tasks (if applicable)	4.3	4.1

Results continued

	MP (07/08)	MP & UWIT (08/09)
I found the video feedback to be useful in helping me correct any mistakes in my tasks (if applicable)		3.8
It doesn't matter how feedback is returned I am only interested in my grade/mark	2.1	1.5
The format of the feedback does not matter as long as the content is appropriate and useful	2.6	3.0
The quality of the content within the audio was good (if applicable)	4.6	4.4
The quality of the content within the video was good (if applicable)		4.1
I found the audio feedback to be supportive (if applicable)	4.5	4.6
I found the video feedback to be supportive (if applicable)		4.2

Does audio/video feedback suit any subject?

- ▶ Let us consider module CBL7012 and CBL7010 again
- ▶ **CBL7012**
 - ▶ The documentation submitted for tasks and main assignment
 - ▶ Submitted electronically
 - ▶ Checklist of requirements used in marking – [see checklist](#)
 - ▶ Here is a main assignment recorded as [video feedback](#)
- ▶ **CBL7010**
 - ▶ All assignments are submitted to “TURNITINUK”
 - ▶ Therefore we have an electronic copy
 - ▶ Here is a main assignment recorded as [video feedback](#)
- ▶ **DISCUSSION: Are there any benefits?**



Summary

Summary

- ▶ **Feedback is a critical component of learning**
 - ▶ But do students only see feedback on assessment as proper feedback
 - ▶ Are assessment tutorials necessary?
- ▶ **However it still needs to be**
 - ▶ Timely
 - ▶ In a format to encourage student reflection and encourage learning