

# The Benefit of Screen Recorded Summaries in Feedback on Work Submitted Electronically

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# Background

# Description of Marking Tool

## Can make more expansive comments

Genetic mutations are the most important reasons for diversity. They can occur naturally by failure or error in meiosis or, more importantly, DNA replication (Bertram J (2000) "The molecular biology of cancer" *Mol. Aspects Med.* 21). Also, mutations can come from exposure to radiation or mutagenic agents such as hazardous chemicals. The result of changing the DNA sequencing has a certain effect on the allele of the gene, whether it changes the product of a gene or inhibits it from functioning altogether (Burrus V, Waldor M (2004). "Shaping bacterial genomes with integrative and conjugative elements" *Res. Microbiol.* 155 (5): 376–86). When a mutation occurs in an organism, it genetically changes said organism, resulting in a changed characteristic. If this change is favourable though, the organism will likely pass this mutation to its offspring through natural selection. Mutations are not always advantageous to the organism; rather it is highly unlikely that a mutation will benefit the organism. Cancer is one form of mutation in *Homo sapiens* which will kill the affected individual. Organisms are not continuously mutating as the result would most likely be negative, but certain mutations can prove useful functions such as immunity to disease.

**Comment [A3]:** Don't insert the title of the paper in the text citation, only the authors' surnames, initials and the year of publication e.g. (Bertram, J., 2000)

**Comment [A4]:** Not if it is a silent mutation.

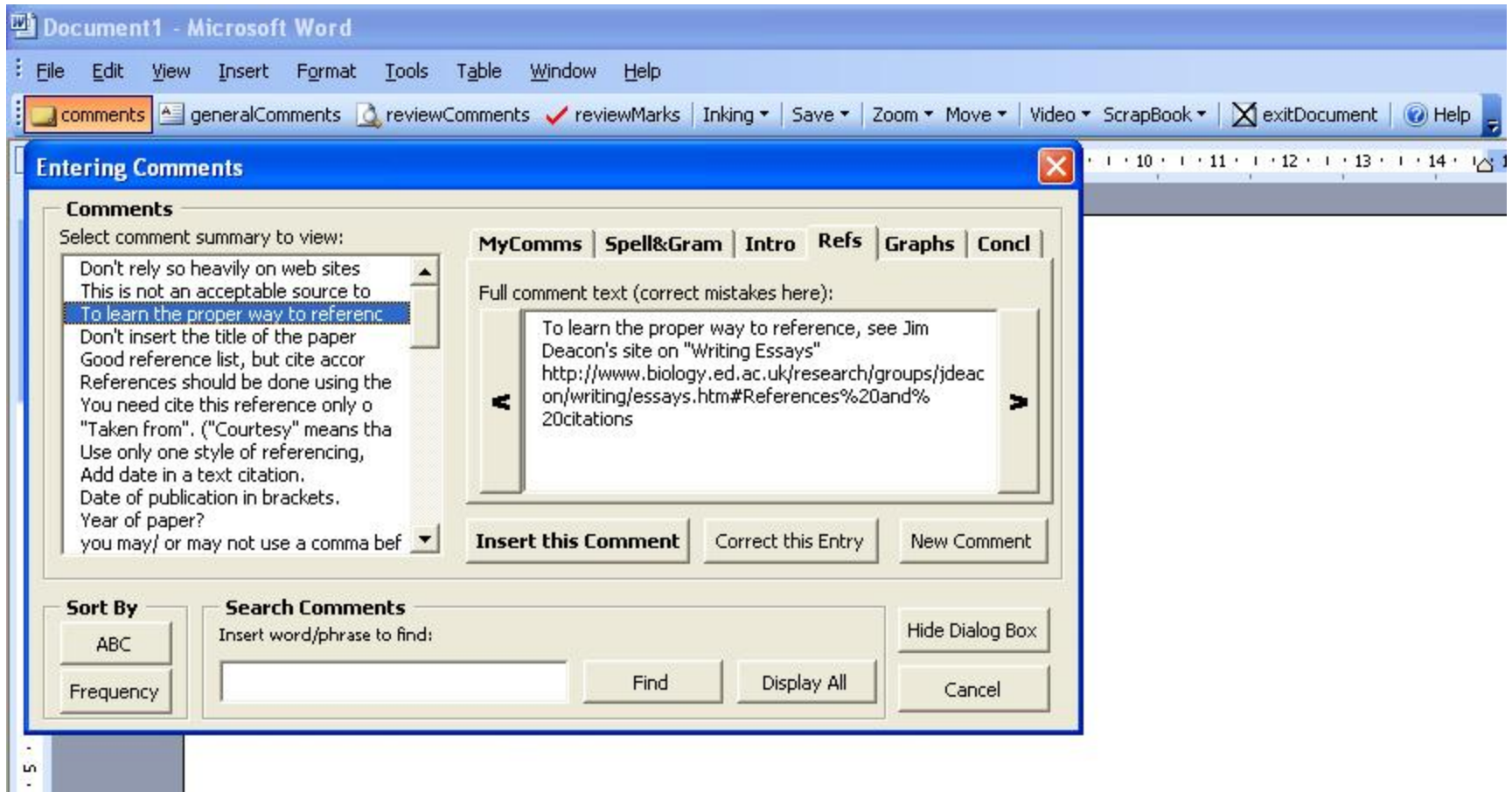
**Comment [A5]:** Expand this theme. What sorts of mutations do you get?

**Comment [A6]:** Be careful not to make generalised comments in a scientific essay. Cancer can arise from many forms of mutation, and may kill the affected individual.



# Description of Marking Tool


## Controlled from a toolbar in Word



# Description of Marking Tool

## New comments captured as they are made

In order to answer the question of why living organisms are so diverse, it is essential to first define the term diversity. The United Nations Convention on Biological Diversity defines it as “the variability among living organisms from all sources... and the ecological complexes of which they are part. It is also important to recognize that there is much variation both between species and within them. Diversity between species is vast; however there is evidence to suggest that some different species have evolved from a common ancestor (such as the pentadactyl limb). Biological diversity can be put down to many factors, most of which have



The 'Insert New Comment' dialog box is shown over the text. It contains a text area with the instruction 'Please use British spelling.' and buttons for 'Insert', 'Hide', and 'Cancel'. A red dashed line connects the dialog box to a comment box on the right.

Diverse?

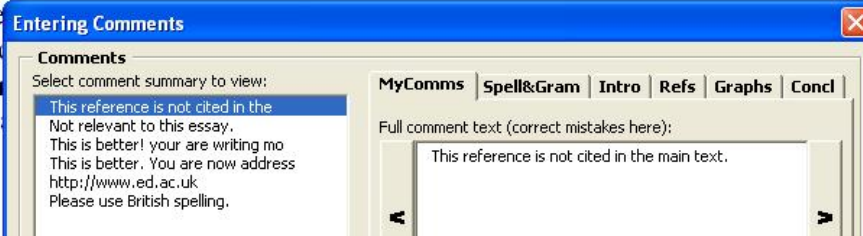
**Comment [A1]:** You have not referenced this source in your reference list.

In order to answer the question of why living organisms are so diverse, it is essential to first define the term diversity. The United Nations Convention on Biological Diversity defines it as “the variability among living organisms from all sources... and the ecological complexes of which they are part. It is also important to recognize that there is much variation both between species and within them. Diversity between species is vast; however there is evidence to suggest that some different species have evolved from a common ancestor (such as the pentadactyl limb). Biological diversity can be put down to many factors, most of which have

**Comment [A1]:** You have not referenced this source in your reference list.

**Comment [A2]:** Please use British spelling.

Mutations:



The 'Entering Comments' dialog box is shown over the text. It has a 'Comments' section with a list of comment summaries, one of which is selected. It also has a 'Full comment text (correct mistakes here):' section with a text area containing the selected comment's text. Navigation buttons for 'MyComms', 'Spell&Gram', 'Intro', 'Refs', 'Graphs', and 'Concl' are visible.

**Entering Comments**

**Comments**

Select comment summary to view:

- This reference is not cited in the
- Not relevant to this essay.
- This is better! your are writing mo
- This is better. You are now address
- http://www.ed.ac.uk
- Please use British spelling.

**MyComms** | **Spell&Gram** | **Intro** | **Refs** | **Graphs** | **Concl**

Full comment text (correct mistakes here):

This reference is not cited in the main text.

# Description of Marking Tool

## Existing comments can be amended



MyComms | Spell&Gram | Intro | Refs | Graphs | Concl

Full comment text (correct mistakes here):

Don't rely so heavily on web sites for information.

Insert this Comment | Correct this Entry | New Comment

This screenshot shows the 'Original comment' interface. At the top, there are navigation tabs: 'MyComms', 'Spell&Gram', 'Intro', 'Refs', 'Graphs', and 'Concl'. Below the tabs is a text area labeled 'Full comment text (correct mistakes here):' containing the text 'Don't rely so heavily on web sites for information.'. At the bottom, there are three buttons: 'Insert this Comment', 'Correct this Entry', and 'New Comment'.

Original comment



MyComms | Spell&Gram | Intro | Refs | Graphs | Concl

Full comment text (correct mistakes here):

Don't rely so heavily on web sites for information.  
The majority are not peer reviewed.

Insert this Comment | Correct this Entry | New Comment

This screenshot shows the 'Amended comment' interface. It has the same navigation tabs and text area label as the original. The text area now contains two lines of text: 'Don't rely so heavily on web sites for information.' followed by 'The majority are not peer reviewed.' on the next line. The buttons at the bottom remain the same: 'Insert this Comment', 'Correct this Entry', and 'New Comment'.

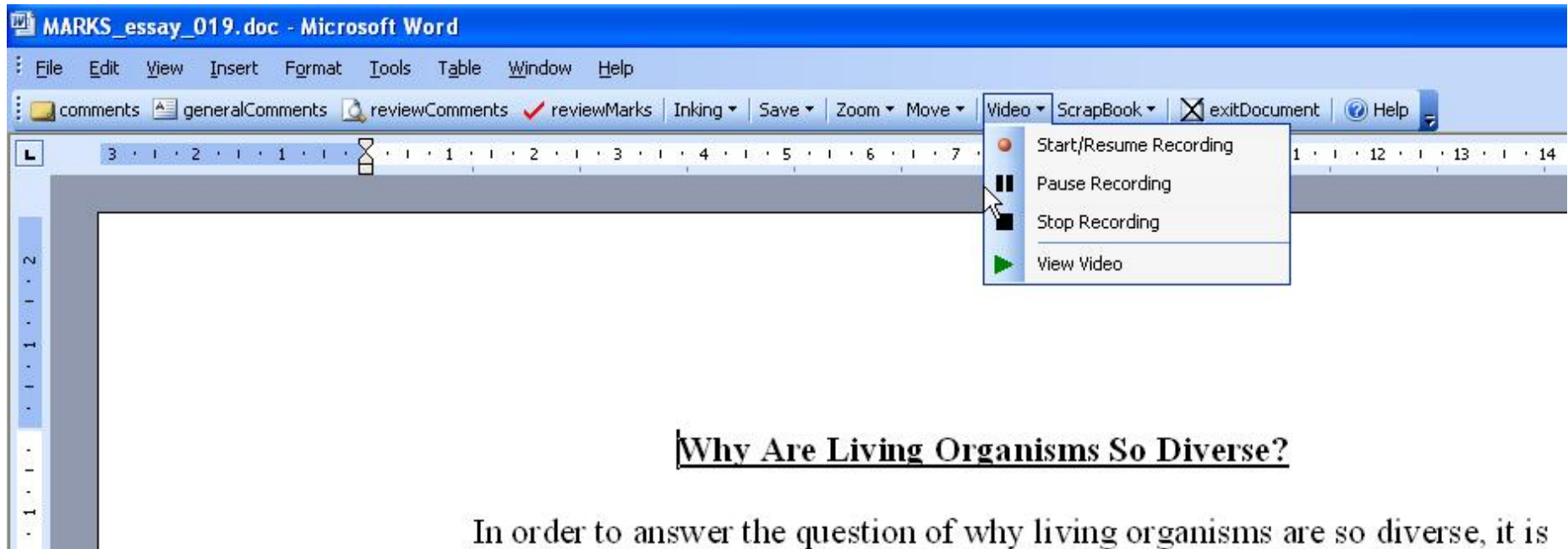
Amended comment

# What?

- Mostly very positive reactions – but a few puzzling comments
  - The marker was unfair
- Are comments misconstrued, as e-mails commonly are?
- Can we introduce a tone of voice, extra cues?
- A screen recorded summary

# Audio-Visual Comments

## Screen capture software (Camtasia)



Audio-visual [example](#)

# What Happened?

- “A brilliant way of giving feedback - written feedback can sometimes be ambiguous.”
- “This is the first essay where I have actually agreed with every criticism as it was explained to me properly in the video.”
- “Just awesome!”
- “It was very good. I felt the individual approach to me.”

# What Happened?

- “The best piece of feedback I have received in University. I think it should become the norm across biology and hope it happens in Biochemistry next year.”
- “Very helpful -- explained a lot more about techniques etc that would have been difficult to write out in words because of the length.”

- “Brilliant, I was really impressed that the course places such value on the fact that participants come away a 'better' all round student and not just let people simply learn to do well, all facets of the course wanted students to develop their own ideas and really query ideas, the video feedback was just a small part of this overall attitude, which I think is brilliant - will definitely recommend this course to friends in the year below”

# Compared to written...

- “... I properly listened to what my marker was saying, whereas I only skim-read the hand-written comments.”
- “... I think the points and overall mistakes of the essay were better conveyed in the video feedback in comparison with the written feedback.”
- “It allowed the marker to say more about how my essay could be improved and made it easier for me to understand the marker’s suggestions.”

- Interviewer: “Did you go back to your **video** feedback?”( for the next essay)
- Student: “I definitely went back. Already when I got the feedback, I **took notes** from the video feedback so that I have notes for my future essays.”

# Marker's views

- “I found this a more natural way to give feedback on the general structure of the essay. A bit like one to one feedback.”
- “It was relatively easy to do if I spent a few minutes first just rehearsing the points I wanted to make, ...”
- “... the ability to leave spoken comments has, for the first time, made this an improvement over paper and pen, rather than just an attempt to imitate it.”

# Perspectives

- Time – less quantity, more quality
- Students develop as “connoisseurs” of feedback