

ASSET

Enhancing student and staff
engagement with feedback

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The team

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Feedback Challenges

- **Timeliness**
 - period between submission & feedback
- **Quality & Quantity**
 - links with learning outcomes & assessment criteria;
 - class sizes
- **Balance**
 - formative/summative
- **Engagement**
 - getting students to make good use of feedback

The Importance of Feedback

Feedback is an essential part of the learning process

- Motivation
- Inform performance
- **Feed-forward** - ways to improve future work

Enhancing Feedback Provision at Reading: The ASSET Project

18 month JISC funded project (ends March 2010)
which aims to:

- Enhance the feedback experience for staff and students through the development of Web 2.0 resource, 'ASSET'
- Explore the use of video and audio for 'feed forward' and feedback provision

ASSET:

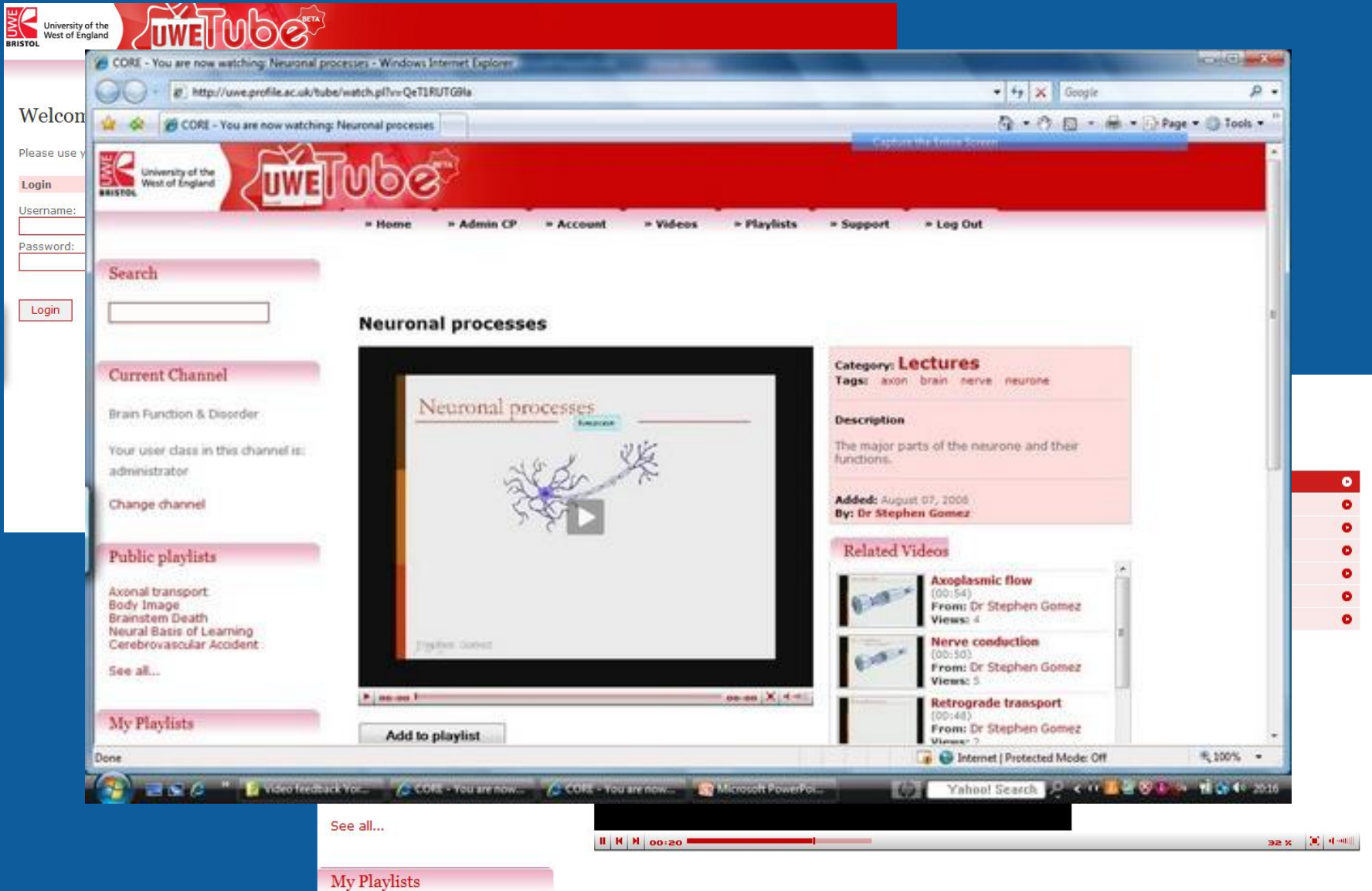
Using Audio & Video For Feedback

- Voice/image adds an ‘additional layer’ to feed-forward/feedback:
 - Tone
 - Expression
- Most effective feedback in audio/video form (Hattie & Timperley, 2007)
- Accommodate different learning styles
- To complement existing feedback mechanisms to promote enhanced engagement with feedback

Why use Web 2.0 to develop ASSET?

Mixing of social networking with academic study is already taking place (JISC; Ipsos MORI, 2008)

- 73% of students use these sites to discuss coursework with others
- 27% do so on a weekly basis
- Only 25% feel encouraged to use Web 2.0 by lecturers



The screenshot displays the UWE Tube website interface within a Windows Internet Explorer browser window. The browser's address bar shows the URL <http://uwe.profile.ac.uk/tube/watch.pl?v=QeT1RU7G9ls>. The website header features the UWE Bristol logo and the text "UWE Tube BETA". Navigation links include Home, Admin CP, Account, Videos, Playlists, Support, and Log Out. A search bar is located on the left side of the page.

The main content area is titled "Neuronal processes" and features a video player. The video player shows a diagram of a neuron with the text "Neuronal processes" and "Axon" overlaid. Below the video player is an "Add to playlist" button.

On the right side of the page, there is a "Category: Lectures" section with tags: axon, brain, nerve, neurone. Below this is a "Description" section: "The major parts of the neurone and their functions." It also lists "Added: August 07, 2008" and "By: Dr Stephen Gomez".

Below the description is a "Related Videos" section with three video thumbnails:

- Axoplasmic flow** (00:54) From: Dr Stephen Gomez Views: 4
- Nerve conduction** (00:50) From: Dr Stephen Gomez Views: 5
- Retrograde transport** (00:48) From: Dr Stephen Gomez Views: 7

On the left side of the page, there are sections for "Current Channel" (Brain Function & Disorder), "Public playlists" (Axonal transport, Body Image, Brainstem Death, Neural Basis of Learning, Cerebrovascular Accident), and "My Playlists".

At the bottom of the browser window, the taskbar shows several open applications: "video feedback Yo...", "CORE - You are now...", "CORE - You are now...", and "Microsoft PowerPo...". The system tray includes "Yahoo! Search" and the date "2010".

<https://asset-live.reading.ac.uk/>



Moving forward
through feedback

Welcome

Please use your network login.

Login

Username:

Password:



Moving forward
through feedback

» Home » Admin CP » Account » Upload » My Playlists » Support » Log Out

Search

Current Channel

Main

Your user class in this channel is:
lecturer

Change channel

University playlists

FAQ
Project Team
Introduction to ASSET for Staff
What is ASSET?
Presentation

See all...

Module playlists

CALS

Centre for Applied Language Studies



Narrative tenses

Reported speech

PRE-SESSIONAL COURSE, BLOCK 1 2009

Feedback on your blogs

- Remember that to say what has happened in the past, you have several tense choices to make.
- You always have to remember which event happened first in the past, and which one happened second.

1. When (past simple, past simple) and then (past simple, past simple)

Example

I ate my lunch (1), and then my friend visited me (2)

Now you try. Put the following phrases into a sentence.

Phone friends (1) / get on the train (2)





Moving forward
through feedback

[» Home](#) [» Admin CP](#) [» Account](#) [» Upload](#) [» My Playlists](#) [» Support](#) [» Log Out](#)

Search

Current Channel

Main

Your user class in this channel is:
administrator

[Change channel](#)

University playlists

[Playlist](#)

[See all...](#)

Module playlists

[Test](#)

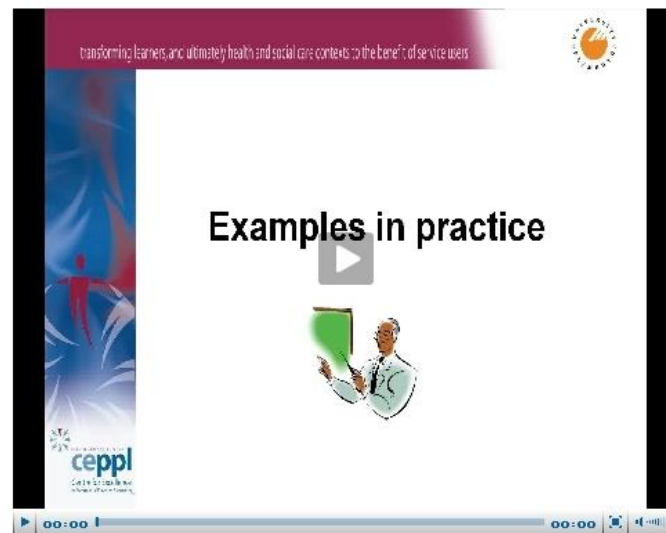
[See all...](#)

My Playlists

[Playlist \(Edit\)](#)

[See all...](#)

Test



Category: [Category](#)

Tags: [test](#)

Description

A test video

Added: May 22, 2009

By: [Holger](#)

[Add to playlist](#) [Subscribe](#)

Quality 

3 ratings

Views: 3

Usefulness 

3 ratings

Comments (0)

Search

Current Channel

Main

Your user class in this channel is:
lecturer

Change channel

University playlists

FAQ
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See all...

Making the most of your feedback - Michelle Reid



Making the most of your feedback - Part 1

Making the most of your feedback - Part 2

Making the most of your feedback - Part 3



Anticipated Project Outcomes

Additional mechanism for feedback provision

- Opportunity to provide 'feed forward' in a timely manner
- Feedback can be used to complement individual feedback received in other media
- Opportunity for students to discuss assessment-related feedback online and to share comments with staff

ASSET Pilot Study

Participants

- Five 'Schools'
- Over 30 staff and 600 students involved
- Piloted during autumn term 2009/2010

Data collection

- Pre-use survey of students and staff
- Post-use survey of students and staff
- Post-use focus groups of students and staff

ASSET Pilot Study

Pre-use survey of students (Baseline data)

- On-line questionnaire
- Views and experience of feedback

Preliminary results from one School

- Good response rate (n = 79)
- 68% of students use social networking sites or websites such as 'YouTube' regularly (more than twice a week)
- 81% are confident at using computer technology

Preliminary Results

Students' views and experience of feedback









- Experience at school/university
- Mark viewed as more important than feedback
- What makes 'good' feedback

Types of feedback most preferred

- Written comments returned with assignment (61%)
- One-to-one discussion with tutor (49%)
- Comments made to class & marks given for work (40.5%)

Preliminary results

19. Think about the most useful piece of feedback you received this term or last term In what form did you receive this feedback?

In a one-to-one discussion with the person who marked your work:		17.7%	14
Written comments on an assignment:		50.6%	40
Orally from a staff member in a seminar, tutorial or lecture:		3.8%	3
Via Blackboard:		1.3%	1
Email:		8.9%	7
Video or audio:		6.3%	5
Discussions with fellow students:		6.3%	5
Other (please specify):			

Feedback type	Count	Percentage
Written comments on an assignment	40	50.6%
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Orally from a staff member in a seminar, tutorial or lecture	3	3.8%
Via Blackboard	1	1.3%
Email	7	8.9%
Video or audio	5	6.3%
Discussions with fellow students	5	6.3%
Other	0	0%

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Preliminary Results

What, to you [students], is 'good' feedback?

- a breakdown evaluation that tackle every single aspect
- shows me my weakness and what I am good at.
- instructions how I can improve my work
- corrects my mistakes
- how to improve
- correct spelling mistakes
- how to improve my language
- how to organise material

www.reading.ac.uk/asset

