University of the Highlands and Islands
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USING SCREEN CAPTURE SOFTWARE TO PROVIDE FORMATIVE FEEDBACK

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KEYWORDS

Video feedback; screen capture software, assessment, feedback

SUMMARY

Screen capture software is being used as a resource to provide feedback to students. Susannah Wilson explores her success with using this method of feedback and the ways in which is was beneficial to both staff and students.

CONTEXT

Susannah Wilson is the Curriculum Lead for English at Argyll College UHI and is presenting her findings at the Learning and Teaching Academy Assessment & Feedback Symposium in 2020. She uses this lightning talk to share how she uses screen capture software to provide formative feedback in her lecturing role.

WHAT, WHERE?

At Argyll College UHI in 2018, staff took part in a project in order to discover how screen capture software could be used to enhance the assessment and feedback experience for both students and staff. 5 tutors including myself were involved, and we trialled the use of screen capture feedback and gathered evidence on how students responded to this type of feedback. We wanted to investigate what students' thoughts were on receiving feedback in this format, but also what teaching staff felt about how easy/worthwhile it was to give feedback this way.

Screen capture software captures and records exactly what is on your screen, with the ability to record audio alongside. Within our experiment of using screen capture software, students would submit a completed piece of work to the tutor electronically, and the tutor would provide written feedback on that document. Next, the tutor would display the marked document on their screen and would then begin recording their screen, running through the document and vocally describing and expanding on the feedback/grading they have left on the document. The students can also see the tutor's face on the recording too. Once the recording has been completed, the tutor is emailed a link to the video they have created and can just pass on this link to the student, which they can quickly click on and access.

This software was provided to us by UHI and is called MEDIALecture. You can find a how-to guide for using this platform on Mahara.

Our research questions were:

- "What are the reported assessment experiences of learners who receive individual, formative video feedback using screen-capture software at Argyll college UHI?"
- "What are the reported experience of tutors who give individual, formative video feedback using screen-capture software at Argyll College UHI?"

DID IT WORK?

From the feedback received from students, I believe this did enhance the student feedback experience in a positive way. Students repeatedly stated that they appreciated receiving feedback in video format, and the fact that this gave them the option to re-watch and re-wind the feedback as many times as they liked until they fully understood the information. They found this form of feedback to be very accessible and intuitive. Students also mentioned that often with written feedback it can easily be misconstrued and can be interpreted in different ways, however they felt that with the video feedback the information was much clearer and was easier to understand when they could hear our tone of voice. Our students also noted that 'good feedback' to them is 1 to 1 feedback from their tutor, and felt that the video feedback almost felt like a real conversation with their lecturer, allowing them to receive a better understanding of their areas of success and for improvement. This type of feedback also helped to provide an emotional connection between the student and lecturer, because the feedback was perceived to be much more friendly and personal.

However, around half of students did highlight that they considered the feedback to be more time consuming for them to review than other forms of feedback which they perceived as a negative part of the process. Lecturers noted that this could also be a time consuming task for them too - each student's video was approximately 6 minutes long, so for those teaching large classes this may take a significant amount of time.

WAS IT WORTH IT?

A large majority of students who study with Argyll College study their course remotely and it is unlikely they will be in the same learning environment as the tutor. A barrier for the college is that it is often perceived to be much harder to learn and study a course from a distance through use of VC software. One of the main values of the college is to be able to provide education for all and reduce inequality arising from where the student is studying from, and I feel that this project helped massively in a step to overcome this barrier. The video feedback project received recognition from the EAUC (The Alliance for Sustainability Leadership in Education) who stated that the feedback did enhance learning and achieved sustainable development goals by reducing inequalities and providing quality education.

I believe one of the main reasons this project was worthwhile was because this started dialogue within our institution about assessment, feedback, and good practice. This enabled the institution to start the conversation within Argyll College UHI around what feedback is, why we do it, how we do it and how our students perceive it. We will be continuing this research further.

If you wish to submit your own case study, or have any questions about this resource please contact:

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