

USING SCREEN CAPTURE SOFTWARE TO PROVIDE FORMATIVE FEEDBACK

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KEYWORDS

Video feedback; screen capture software; networked classes; assessment; feedback

SUMMARY

Screen capture software is being used to provide learners with detailed, personal feedback on their written work.

This method of providing feedback helps to increase learners' engagement with their assessment feedback. It also helps to improve communication between tutors and learners within a networked class, and helps to break down the sense of distance between the tutor and learners.

WHY?

Providing formative feedback in written form can create barriers for some learners, especially when it is the learners' reading skills which require development. In order to process written feedback, learners require good reading and interpretation skills; those learners whose skills require most development are the ones who benefit least from the written feedback.

CONTEXT

At Argyll College UHI, 'Communication (NC) and Literature 1' is a fully networked course, to which learners dial in from up to ten local learning centres.

25% of the course assessment tests learners' reading abilities. These skills are usually assessed through the learners' written responses to questions which are submitted electronically, generally as Microsoft Word documents. Feedback – both formative and summative – is generally provided as written comments on the learners' Word documents.

WHAT, WHERE?

In an attempt to make formative feedback more accessible to learners, and to reduce the perception of distance between the tutor and the learners, video feedback was produced for formative assessment opportunities. Using the screen capture software *CamStudio*, a video was created which showed a learner's written response on the screen, with the tutor's verbal feedback audible at the same time. Highlighting tools and the computer cursor were used to direct the viewer's attention to the area about which the tutor wished to speak. Each video lasted between five and ten minutes, and provided the learner with detailed, personalised feedback about their work.

The video was then uploaded to the UHI Media Library. Learners were emailed a link to the Media Library, which led them directly to their video feedback.



Secondly, the formative feedback had previously been provided through an entirely electronic process. This typed and seemingly de-personalised feedback can serve to emphasise the distance between the tutor and the learner in a networked class, which can result in learners becoming disengaged with the feedback and the course in general. Research suggests that video feedback has many advantages of a live meeting, in that it gives the learner an impression of being present during the marking process – serving to engage learners and, for some, providing greater clarity (Jones *et al.* 2012).

DID IT WORK?

Learners were enthusiastic about the feedback provided in this way. Some learners reported finding it easier to relate feedback to specific parts of their writing; others described how it seemed easier to understand the points when they were explained verbally. Learners also described their increased engagement with the feedback, in that they noted down points from the verbal commentary to refer back to at a later date.

WAS IT WORTH IT?

Producing video feedback required some investment of time in terms of downloading the screen capture software, and getting used to the specific tools within it. (Marion MacDonald was a particular help to me in terms of choosing and using the software). However, in terms of marking the learners' work, I would suggest that the amount of time spent producing the video feedback was no different to the time required to produce traditional written feedback. The finished videos generated some real engagement with the assessment and feedback process for my learners; I will definitely be using this as another method to provide learners with formative feedback.

REFERENCES

Jones, N., Georghiades, P., & Gunson, J. (2012) 'Student feedback via screen capture digital video: Stimulating student's modified action'. *Higher Education*, 64(5), 593-607. Available at <http://www.jstor.org/stable/23275715>

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

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