



Keele
University

PROJECT STAF: Technology supporting assessment and feedback

Evaluations of the technological innovations supported in the project can be found at <http://projectstafkeeleuniversity.jiscinvolve.org/wp>,

JISC

Contact: Matthew Street m.j.street@phil.keele.ac.uk, Keele University

Providing audio feedback

Audio feedback is using the spoken voice to provide feedback to students on formative or summative assessments. This could be general cohort level feedback or specific feedback to individuals.

Audio feedback was produced by staff using mp3 voice recorders to create sound files. These files were delivered to students through the VLE

Overall the staff who we supported in the use of audio feedback found the following

- Audio feedback was easy to produce
- It allowed staff to provide richer more detailed feedback
- When explaining complex concepts it is often easier and quicker to explain these verbally than to write them.
- It can take the same amount of time to produce more
- detailed feedback to students

One member of staff noted the following:-

- The use of digital audio for feedback on assessments is both technically and practically straightforward to implement and provides a low cost alternative to written feedback on both hard-copy and electronic assignments.
- Two colleagues have also trialled audio feedback after learning of my experiences.

Providing screen-cast feedback

Screen-casting is using software to record whatever you do on your computer screen, with your voice commentary, saved as a video file. You can use it to create feedback, talking to the student while showing on the screen their work in MSWord or in Turnitin's Grademark. You can talk to the student(s) while pointing to parts of their work. You then send them the video file. The student work could have your comments or corrections on it, and you could return that as well. A screen-cast could be used for general, cohort-level feedback or for individuals. Screen-casting is increasingly used for educational purposes like feedback, providing short introductions to lectures, or demonstrating how to solve arithmetic problems.

Overall the staff who we supported in the use of screen capture for feedback found the following

- It allows for richer, more detailed feedback. To be provided
- It is often easier and quicker to explain complex concepts verbally than in text.
- It can take no more time to produce more detailed feedback to students.
- Student will listen to it all, rather than skimming text.

Staff experience of using Grademark for feedback

Grademark is the in built marking tool which is part of the plagiarism detection software Turnitin. At Keele we have an integration between our learning environment (blackboard 9.1) and Turnitin which makes it simple for staff to set up an assignment submission area that includes marking features. Grademark offers staff a range of tools including, drag and drop marking, rubrics, general comments and the ability highlight and type directly on to the submitted assignment.

The main benefits to using Grademark are submission and feedback are through the same area providing a consistent experience for students, the marking tools used within Grademark are customisable to suit marking styles and sharable amongst other markers.

Staff who used Grademark commented

"... the new method of providing feedback was more efficient - it allowed me to respond to students more quickly and also improved the quality of my feedback to them"

"...the use of technology improved the quality of my feedback - I found I wrote more detailed feedback directly onto the screen than I otherwise would have on a blank piece of paper"