

Situating Audio-Video Feedback in a Model of Student Responses to Assessment

La mise en place de la rétroaction audio-visuelle dans un modèle des réactions générales par des étudiant(e)s à leur évaluation.

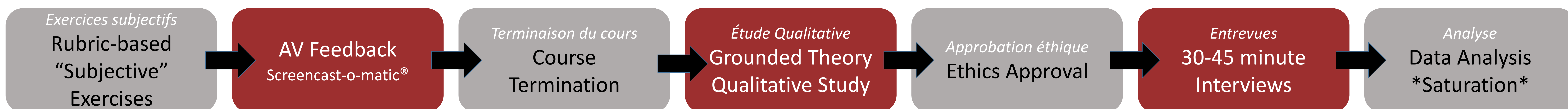
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Abstract / Résumé

In 2015, I began replacing handwritten and typed feedback for certain student-led exercises with digital audio-video recordings (AV feedback). Here I relate a grounded theory-based study (Creswell, 2013) in which I interviewed different cohorts of 3rd and 4th year undergraduate science students and all new to video feedback. In comparison to traditional assessment practices, the audio-video recordings provided greater quality (e.g. clarity in grading and linkage to assessment criteria) and quantity of information resulting in perceptible improvements in certain areas of performance with fewer visits to the office. All students interviewed had appreciated the content of the recordings with some highlighting the positive emotional cues. This report has ramifications for anyone seeking to improve the coherence and adoption of formative and summative feedback by their students.

En 2015, j'ai commencé à remplacer des commentaires manuscrits et dactylographiés avec des enregistrements audio-vidéo numériques (rétroaction AV ou «AV feedback»). Ici, je raconte une analyse qui se base sur la théorie à base empirique (Creswell, 2013) dans laquelle j'ai interrogé différent(e)s étudiant(e)s de 3ème et 4ème années en sciences de premier cycle et nouvelles à la rétroaction audio-vidéo. Par rapport aux pratiques d'évaluation traditionnelles, les enregistrements audio-visuels ont fourni une meilleure qualité (ex. la clarté dans le classement et le lien avec les critères d'évaluation) et la quantité d'informations entraînant des améliorations perceptibles dans certains domaines de performance avec moins de visites au bureau. Tous les étudiants interrogés ont apprécié le contenu des enregistrements, certains soulignant les indices émotionnels positifs. Ce rapport a des ramifications pour quiconque cherche à améliorer la cohérence et l'adoption de rétroaction formative et sommative par leurs étudiants.

Methodology / Méthodologie



Results / Résultats

Table 1. Characteristics of the participants - Caractéristiques des participants

Participant	Specialization ^a	Year ^b	Course ^c	ME novice? ^d	Mark-Oriented ^e	Assessment Types ^f	Sought clarification? ^g
Male Student 1	Biology (Soc.Sci)	4th	Lab	Yes	Yes	Tests (MC/SALA) Reports/Essays	Somewhat
Male Student 2	Biology (Soc. Sci)	4th	Lab	Yes	Yes	Tests (MC/SALA) Reports/Essays	Extensively
Male Student 3	Biology	4th	Sem	Yes	Yes	Tests (MC/SALA) Reports/Essays	Somewhat
Male Student 4	Biology	4th	Sem	Yes	Yes	Tests (MC/SALA) Reports/Essays	Somewhat
Male Student 5	Biology	4th	Sem	Yes	Yes	Tests (MC/SALA) Reports/Essays	Somewhat
Female Student 1	Biology (English)	4th	Lab	Yes	Yes	Tests (MC/SALA) Reports/Essays	Somewhat
Female Student 2	Biology (Molec/Soc. Sci.)	4th	Lab	Yes	Yes	Tests (MC/SALA) Reports/Essays	Extensively
Female Student 3	Biology	4th	Sem	Yes	Yes	Tests (MC/SALA) Reports/Essays	Somewhat
Female Student 4	Biology	4th	Sem	Yes	Yes	Tests (MC/SALA) Reports/Essays	Somewhat
Female Student 5	Biology	4th	Sem	Yes	Yes	Tests (MC/SALA) Reports/Essays	Somewhat

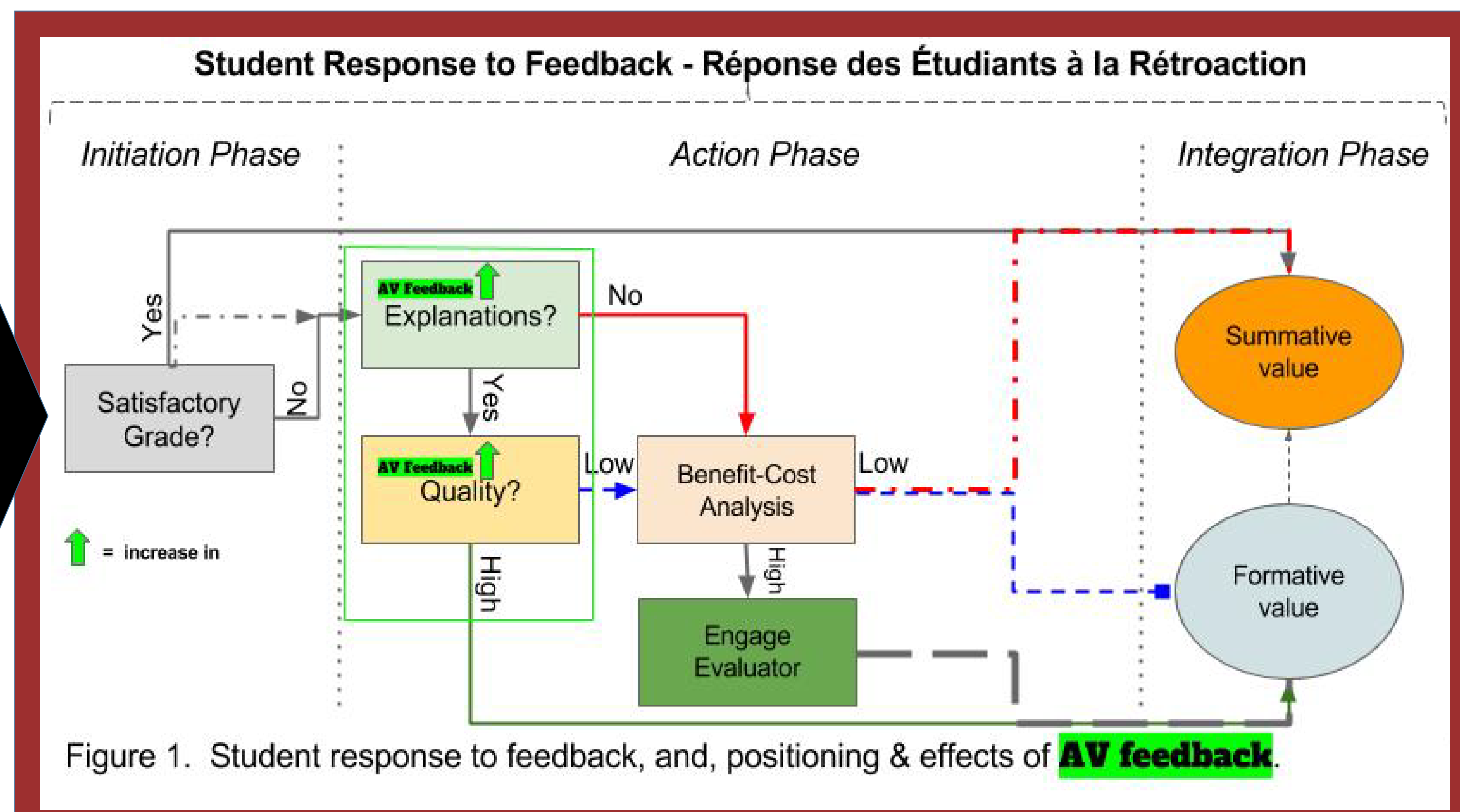
^aSpecialization: Main program (selective courses)
^bYear: Year of study at time in course
^cCourse: Type of course (Lab, Lecture, Seminar)
^dME novice: Yes = first time No = experienced before
^eMark-Oriented: Marks are primary motivation for additional (formative) learning
^fAssessment Types: Tests (MC=Multiple Choice; SA=Short Answer; LA=Long Answer); Written assignments: Reports, Essays
^gSought clarification: Frequency by which the person sought clarification on assessment practice

Student comments to feedback in general
 Réponses à la rétroaction en générale

It is the mark that will get me to go into the prof's office to talk.
 Female 1

Some situations it was clear but in most I had to go back (to the prof) to clarify.
 Male 1

(Positive comments) were just so important to me...
 Female 2



Limitations & Ramifications

- Population uniforme / Uniform Population
- Vérification des membres limitée / Limited Member Checking
- Biais de chercheur / Investigator in favour of AVF
- Éfficace et Affective / Effective & Affective
- Très populaire / Overwhelmingly Popular
- Familière & Pertinente / Familiar & Pertinent
- Sous-utilisée – Pourquoi? / Why Underutilized?

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