

SUNCETT MA Short Course: **Advancing Pedagogy in Post-Compulsory Education and Training**

**Assessment methods have moved on
but assessment feedback has not:
using digital technologies to provide
effective feedback**

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Abstract

The use of digital technologies in teaching and learning is ever advancing, yet the way in which assessment feedback is provided appears to lack the same level of development. With increased time constraints for delivery and assessment, coupled with often strict and varied guidelines for feedback, the potential benefits of digital feedback to both practitioners and students are appealing. The primary focus of this study is to assess student engagement and perceptions of digital feedback in contrast to written feedback on level 3 vocational study programmes.

Questionnaires containing both open and Likert scale questions were administered to 73 students about their experiences of feedback and following the use of Audio and visual feedback through Google for Education add-ons, Kaizena and Screencastify. Common themes identified by students relating to what they expect from feedback, intimate the desire for more personal, specific and helpful dialogue. In line with similar research, (Hope, 2011; Mayhew, 2017; Ryan, Henderson & Phillips, 2016), preliminary results show student expectations to be clearly met through the use of digital technology, demonstrating student perceptions of the detail and quality of feedback received to be greatly improved. Digital feedback was valued higher by the majority of students and in turn apprehension in using digital technology reduced. Surprisingly, despite feedback being viewed as more personal and helpful through the implementation of digital technologies, student engagement with feedback appears unchanged.

Results of this study have given rise to future research questions surrounding the use and implementation of digital technologies for feedback from both student and practitioners viewpoints. The effectiveness and efficiency of digital technologies for practitioners combined with whether it actually supports any expected improvement of work and student behaviour are aspects of the study worthy of further exploration in the future.

Keywords - Assessment Feedback, Digital Technology, Perceptions, Engagement

Introduction

Assessment is important to ascertain the level of knowledge, skill and understanding a learner has for a subject at any given point. Assessment can also be used to monitor progress and to trigger interventions for students who are struggling (Gravells, 2014). There are many different forms of assessment; Initial, formative, summative, as well as a range of assessment methods; written work, professional discussion, examinations.

The nature of assessment continues to evolve but still conforms to its fundamental purpose. Assessment is part of a continuous cycle (Figure 1) and should be followed systematically to ensure that it is conducted effectively. The assessment process not only allows for assessors to make judgments about learners' knowledge, skills and competence against set criteria, but is also an opportunity to provide supportive feedback. A positive experience of feedback can provide an opportunity for the assessor to encourage the development and improvement of said knowledge, skills and competence within the learner, without the fear of failure (Gravells, 2014).



Figure 1. Assessment Cycle

Feedback is an essential part of the assessment process, learners can only improve if they fully understand what they have done well and what they need to do to improve (Ollin, Tucker and Greer, 2016). Giving feedback is a skill and if used correctly can increase a learners levels of motivation to make further progress. Wiliam (2011, p. 119) states “...*providing effective feedback is very difficult. Get it wrong, and students*

give up, reject the feedback, or choose an easier goal". This is reinforced by Keeley-Browne, (2007, p151) who states that *"fear of a poor mark...can lead to poor behaviour and even withdrawal"*. It is therefore important that feedback is provided with the individual needs of a learner being considered.

The use of digital technologies in teaching and learning is ever advancing, yet the way in which assessment feedback is provided appears to lack the same level of development. Feedback, in general, has changed little beyond the formal written format, however, with advances in computer technology, there are now a greater array of tools available for assessors to utilise in both assessment and feedback.

With increased time constraints on delivery and assessment, coupled with often strict and varied guidelines for the feedback given by awarding organisations, the potential benefits of digital feedback, in terms of effectiveness and efficiency, to both practitioners and students are appealing. Chauhan (2017) found during a meta-analysis of the impact of technology on learning effectiveness that *"existing studies suggest that if technology is interwoven comprehensively into pedagogy, it can act as a powerful tool for effective learning"*. From the teaching of content, the completion of assessments, and the tracking of grades, technology now makes a huge contribution to teaching, learning and assessment.

Regardless of the method being used, it is important to consider the purpose of the feedback used and its impact on learners. Wiliam (2011, p. 132) suggests that *"If we are to harness the power of feedback to increase student learning, then we need to ensure that feedback causes a cognitive rather than an emotional reaction"*. This highlights the role of feedback and the importance it has on learner development, particularly at a cognitive level. A poor experience of feedback can have a catastrophic impact on its overall effectiveness. Wiliam (2012) goes on to identify 'Eight Ways Students May Respond to Feedback' (see Figure 2), which provides a firm foundation for determining the intended purpose of feedback and to support our evaluation of the benefits digital methods may have over, or in place of written feedback.

Recipients respond to feedback in four basic ways:	If feedback indicates that performance has <i>fallen short</i> of the goal, the recipient may	If feedback indicates that performance has <i>exceeded</i> the goal, the recipient may
By changing behavior	<i>Increase effort*</i>	Exert less effort
By modifying the goal	Reduce aspiration	<i>Increase aspiration*</i>
By abandoning the goal	Decide the goal is too hard	Decide the goal is too easy
By rejecting the feedback	Ignore the feedback	Ignore the feedback
* = Desirable outcome		

Figure 2. Eight Ways Students May Respond to Feedback (William, 2012)

It is the intention of this investigation to ascertain the impact of digital technologies in providing engaging and effective feedback. The outcome of this study will hopefully provide a foundation for future research and pose further research questions surrounding the use and implementation of digital technologies for feedback from both the student and practitioners viewpoint. It is possible that the findings of this investigation could have a direct impact on the implementation of digital strategies and policy for the use of digital technologies for teaching and learning but more importantly assessment. Considerations surrounding effectiveness and efficiency for practitioners and whether or not digital feedback actually aids student improvement and impacts student behaviour will no doubt arise in the course of this study and may give a context for future areas of research.

Literature Review

Over the last ten years, there has been an increase in the amount of research conducted surrounding the use of audio and visual feedback models in education and the use of digital technologies (King, McGugan and Bunyan, 2009; Lunt and Curran, 2008; Mayhew, 2017). The bulk of this research, however, is focused on Higher Education (HE) provision in universities, with limited application to vocational study programmes in the Further Education (FE) sector.

Written feedback has been a staple in education and remains the preferred method for many in FE. However common issues regarding written feedback range from a lack of engagement and interest in the comments received, a tendency to focus only on quantitative outcomes and difficulties in interpreting and applying written comments. Duncan (2007) suggests that the effectiveness of written feedback is limited, particularly in its ability to aid improvements and in turn compound an already low level of student engagement.

Due to the nature of vocational study and assessment, a key emphasis is placed on developing students' knowledge, academic ability and transferable skills through assessment and feedback. However, this can be compromised in the FE sector through the often stringent guidelines and requirements demanded by awarding organisations and the subsequent time restraints associated in meeting external verification and organisational expectations. This often adds little value to the quality of feedback given to students and takes away valuable and precious time from the practitioner. This notion is echoed in a paper by Nicol (2010), which discusses student dissatisfaction with written feedback in HE, as a consequence of impoverished dialogue due to increased class sizes and time constraints. Written feedback was identified as often being difficult to follow, clarity of comments ambiguous, general, vague or abstract, and members of staff feeling overburdened to produce written feedback in the knowledge that little learner improvement is gained.

These are common themes when looking at student perceptions (Jonsson, 2012, Nicol & Macfarlane-Dick 2006, Ryan, Henderson & Phillips, 2016) and engagement with written feedback. Weaver (2006) further agrees with this causality of poor

effectiveness and engagement with feedback and concluded that student response to feedback was impacted by a misinterpretation of comments; while the majority of students recognised the value of feedback it was perceived as unhelpful and not effective with little relation to the mark received or the assessment criteria.

A common retort from the student perspective was that teachers did not have the time to be more thorough with their comments and as such, they were left feeling dissatisfied and disengaged with the feedback given. As practitioners with many years providing vocational feedback in FE, this disengagement remains a pertinent issue and a driving force behind the adoption of digital technologies in our own practice. This research seeks to find out if digital feedback will increase engagement with feedback and by extension improve learning outcomes for students.

The recent adoption of Google's 'GSuite for Education' as a platform for running courses, communicating with students and the setting and submission of work in our establishment, has led to the use of Google add-on Screencastify, to provide feedback to learners. In line with our expectations that students will show a greater level of engagement and satisfaction with the newly introduced digital technologies, work by Hope (2011) promotes the many benefits of screencasting technologies amongst a range of science students at Keele University. A sample size of 85 students was used in response to feedback given through Jing and Camtasia Studio, although there was only a 35% response rate to the follow-up surveys. The findings indicated high numbers of satisfaction with the methods in terms of the feedback being of a higher quality and the students being more engaged. It was also noted that students were able to process verbal intonations in order to gain a deeper level of understanding, which although outside of the scope of this project, may provide a beneficial area of future research into the implementation of digital technologies.

In an attempt to combat students dissatisfaction with often less personal, meaningful and constructive written feedback, O'Malley (2011) used screencasting technologies to expand and enhance digitally written feedback and annotations on Chemistry work with students at the University of Manchester. Findings were positive in respect of students' perceptions of comments becoming more constructive, with less misinterpretation and associated negative connotations as a consequence. The ability

to convey emotions and clarify more detailed or intricate areas of feedback was seen as a considerable benefit over written feedback alone; enabling a more personal, constructive and meaningful dialogue for students and avoiding any ambiguity. Although the combination of digital technologies alongside traditional written feedback will not be implemented in this study, the ultimate benefits highlighted in using technology as a method to combat the reoccurring disconnect with feedback, appears to be a worthwhile intervention for addressing the many concerns students have previously voiced.

While the positives are well documented from a student perspective with regards to detail, usefulness and a personal approach, it has been discussed by Séror (2013) that feedback delivered through screencasting is not always beneficial to all learners, with the need of more visual cues to aid this for Low-proficiency listeners. Alongside this it was suggested that screencasting is not a one size fits all approach to feedback and fully replacing written comments must only be done with consideration for the individual student characteristics and nature and type of assessment being given. This statement combined with the benefits and pitfalls of digital technologies in feedback from the practioners perspective could prove useful in future research and although the benefits to students are clear, the topic in relation to those teaching appears to be a more complex and diverse topic of discussion.

The most common criticism from the students involved in this study concerned the length of each screencast and the time it took to listen to and process the feedback. These are factors which, when trying to provide an engaging and more useful dialogue to students, becomes an important consideration. Other implications raised by Thompson & Lee (2012), in the use of screencasting and audio feedback, were the technical difficulties experienced by both students and staff in accessing the digitally recorded files as a result of incompatibility issues between programmes. With the intention of digital technologies focused on enhancing engagement with feedback, this is an important factor in the student adoption of digital methods; if they do not fit relatively seamlessly into their current use of technology, then it becomes more of a conscious effort and in turn not as easy to engage with.

An alternative approach taken in delivering audio feedback through the adoption of GSuite for Education has been through the Google Docs add-on Kaizena. This programme allows for voice comments to be left alongside students work, in a similar way to traditional written feedback. It is not our aim to identify a superior method when looking at the two types of digital feedback but to instead gain an insight into the usefulness of digital feedback for vocational students, and their engagement with it.

The expected benefits of audio feedback are much the same to those of screencasting, which have been further clarified through the works of Merry and Orsmond (2008) and Ice, Curtis, Phillips and Wells (2019), with the latter identifying that students believe audio feedback demonstrated a higher level of care about them; a notion which when considering student engagement with feedback may prove an important and influencing factor. While the amount of detail able to be given in audio comments is clearly a beneficial factor, Mayhew (2017) and King, McGugan and Bunyan(2008), highlights a potential problem for students in making comments which are relevant to specific parts of their text. This is somewhat negated by the highlighting abilities of Kaizena, which allows for comments to be colour coded and linked to the audio file, but it is possible that this may still prove to provide insufficient feedback and become time-consuming for students to access.

In an attempt to overcome criticisms of written feedback identified in the NUS survey of 2008, Lunt and Curran (2010) reported a highly positive response to the use of audio feedback in line with other studies of this nature. 85% of respondents agreed or strongly agreed, that audio feedback helped them to identify what they had missed out from their coursework, 88% agreed or strongly agreed that the feedback would help them improve their coursework and 75% of students felt that audio feedback provided more detail than that of written feedback. While these findings are from a selection of university-level students it is likely that similar responses would prevail from students studying vocational programmes in FE, due to the high volume and frequency of coursework they complete and the associated need to want to seek improvements and clarification on work, to aid and develop future submissions.

In light of the research findings discussed, it appears that audio and visual methods of feedback may well hold the answer to the common problem of student disengagement

with feedback. Subsequently, these digital methods may also provide a more useful, personal and detailed approach to feedback, which is necessary to aid the academic and transferable skills that are essential on a vocational programme of study. Although seemingly positive in nature, the high level of satisfaction across the studies reviewed here could well be down to the novelty of using digital technologies as a feedback medium, combined with the possibly low levels of adequate or detailed feedback previously received by those surveyed (Lunt and Curran, 2010). This must be a consideration when viewing the responses of FE students, as the pressure to follow awarding bodies guidelines coupled with increased class sizes and administration duties in the profession may well have contributed to inconsistent and often minimalistic feedback with a low level of student satisfaction as a consequence.

You would expect a consequence of improved student engagement with feedback as a result of a more personal, constructive and detailed dialogue in digital feedback to be an improvement in student work and attainment. This sentiment, however, has not been the case for those that have studied it. Thompson & Lee (2012), Mayhew (2017) and Lee, Pradhan and Dalgarno (2008), all concluded that although student engagement with feedback and the detail and usefulness of it had increased, there was little to no impact on outcomes for learners. It has been suggested that it is difficult to fully test and isolate the impact of feedback on attainment due to a vast array of external influences that exist in education (Mayhew, 2017). Morris and Chikwa (2016) also established that the type of feedback received did not impact students' grades in the subsequent assignment. In addition, while students were broadly positive about audio feedback, they indicated a strong preference for written feedback in future assignments.

Further explanation of why attainment has seldom improved implies that although feedback is more easily understood by students, their ability to act independently to make improvements using audio and visual means, whilst adapting to the use of feedback outside of the normal written format, is insufficiently developed. Although attainment and improvement is not a variable directly being investigated, in light of the previous discussion it does beg the question "*is it worth it?*". If engagement and understanding of feedback improve but no positive effect on attainment is seen, then it appears to be a false economy for all involved, particularly when considering the

obstacles and time constraints both practitioner and students may face. With the questions posed from this review of current literature, this research will seek to determine whether audio and visual feedback begin to provide a potential solution to minimise some of the negative influences identified.

Research Methodology

Participants

The researchers and participants for this study have come from a large general FE college in the south of England, comprising of 3 campuses. The sample includes 73 vocational students studying across BTEC Level 3 programmes in Sports Coaching or Sport and Exercise Science (34) and Health and Social Care (39). Students comprise of a combination of first and second-year students aged 16 - 19 with a split of 28 males and 43 females.

Data

Data was collected systematically through the use of 5 surveys using Google forms at 3 separate time points (detailed below). Surveys contained a range of open-ended questions in combination with multiple choice and Likert scale questions allowing for both quantitative and qualitative data to be obtained. Questionnaire 1, titled 'Feedback and its importance to you', focuses on gaining an insight into students' perceptions of the feedback they have currently been receiving on their programme of study, and determining their level of engagement with it. Questionnaires 2 (written feedback), 3 (audio feedback) and 4 (audiovisual feedback), contain the same 5 Likert scale questions and singular open-ended questions in relation to the mode of feedback they have received and its ease of use.

Whilst the written feedback questionnaire asks for all written feedback to be taken into account from all staff, the questionnaires on audio and audiovisual feedback are only to be completed in relation to the tutor delivering the intervention as part of this study. Students were directed that any audio and audiovisual feedback they have received from other tutors should not be taken into consideration when completing the Likert scale questions. The open-ended questions allow for comments to be made in relation to the student experience and to gain an insight into the positive or negative aspects to digital technologies as a feedback mode. Questionnaire 5 is a final comparison of the students experience of audio, audiovisual and written feedback to ascertain which mode(s) of feedback are most or least preferred and the reasons behind this.

Intervention

The use of digital technologies as a method for providing summative feedback was implemented on 2 graded assignments for each student in this study. Feedback was delivered through the Google add-ons, Screencastify and Kaizena, prior to students receiving an associated survey. All assessment feedback, using the 3 variable methods, was provided by the authors of this report, using practitioner-based enquiry.

Screencastify is a Google add-on which gives tutors the opportunity to provide audiovisual feedback on students work, utilising drawing and highlighting tools in the delivery of feedback, as shown in figure 3.

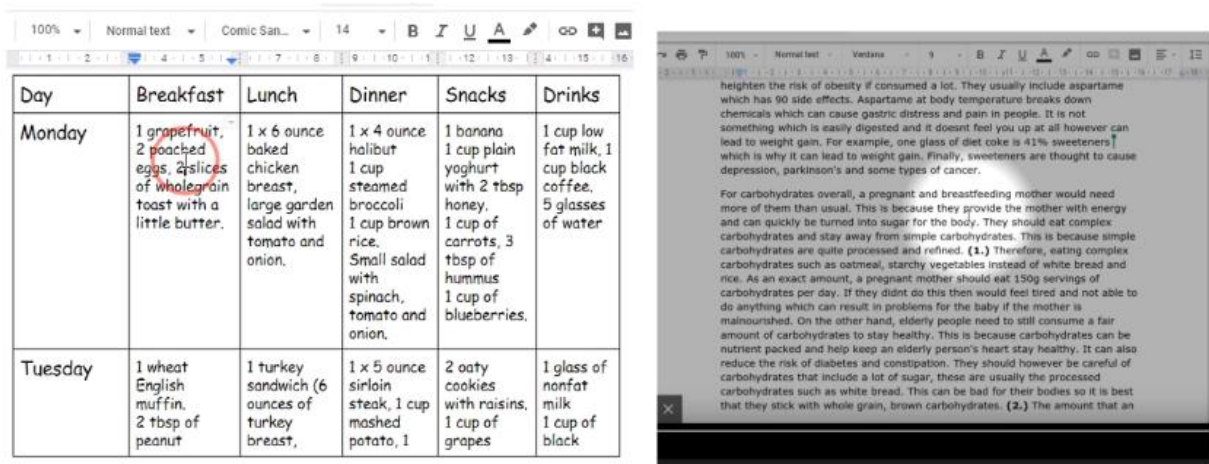



Figure 3: Highlighting tools available to be used with screencastify feedback

This programme records all actions on the computer screen and can be paused while work is read and subsequently resumed when the next section of feedback is ready for delivery. Although not used in this study, the option for students to see lecturer's faces in the bottom corner of the screen, whilst they give feedback, is also an option. Once complete a shareable link is generated automatically which is then attached to the students' feedback sheet, before being returned electronically through Google Classroom. This method replaces all written feedback on the assignment, other than identifying which criteria has been met, as seen in Figure 4.

ASSESSMENT RECORD SHEET			
Programme	BTEC Level 3 Extended Diploma Health and Social Care		Learner name
Assignment title	2: Eating to Stay Healthy		Assessor name Simon Bond
Unit no. & title	Unit 21: Nutrition for Health & Social Care	Targeted assessment criteria	P2, M1
First Submission			
Deadline	30.10.18	Date submitted	
Targeted criteria	Criteria achieved? (Yes / No)	Assessment comments	
P2	Yes	You have successfully described the characteristics of nutrients and their benefits to the body	
M1	Yes	You have successfully discussed the similarities and differences in nutritional and energy requirements of two groups of individuals	
General comments			
Assessor declaration I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.			
Assessor signature		Date	7.11.18


 Simon Bond
 11:26 12 Nov Resolve
<https://drive.google.com/file/d/1FNSUUNoEqVdf3SbMaw1QirEKkie3EII7/view>

Figure 4: Student feedback sheet with a link to screencast feedback

Kaizena offers an audio feedback solution without the visual elements of a screencast. Work submitted through Google Classroom is marked using the Kaizena add-on to generate 30-second voice comments, which can be attached to the highlighted titles, words, sentences or paragraphs in which you wish to apply feedback (see figure 5).

This method replaced all summative comments and annotations becoming audio files. Audio comments can be colour coded by the tutor, however, the use of this option by each tutor was not prescribed and used on an individual basis in the delivery of feedback. Whilst not used in this study, the option to save links to videos and media, text comments and voice clips to a library in the add-on for future use, is also available. For students to access the voice recorded feedback they were given a brief tutorial on how to download the Kaizena add-on onto their desktop computers. Once completed the process does not need to be repeated again for future access.

Case study 1

In case study 1 we can see that the elderly man lives on his own in the countryside. This shows that he has no one else there to help look after him, meaning there is no monitor on what foods he eats and when. He may also lack motivation to cook just for himself, or he may overeat due to boredom. He is also elderly, this means that he may have different taste buds since he was younger, he may struggle to taste foods unless they are salty. This will have a negative effect on his diet as it will be high in salt intake.

As he is old, he may have false teeth, this may restrict him from eating chewy or crunchy foods such as fruit and veg.

He lives in the countryside, this will restrict the things he can buy as there may not be any shops around. However, the things that are sold at the shops may be fresher food that has been grown nearby, these are healthier choices that he can benefit from.

The man also suffers from Diabetes, this means that he needs to be careful with how much sugar is in his diet. He also needs to reduce how much carbs he consumes. He is therefore limited to what foods he can eat, and because his income is the pension he may not be able to afford the healthy alternatives needs.

He also has Alzheimer's, this may affect his diet as he may forget he has eaten and eat again, or he may forget to eat and for example skip breakfast.

If the man has too much salt in his diet then his kidneys will have trouble keeping up with the excess salt in his blood. Too much salt means that the body holds onto water to dilute it, this increases the blood volume. This affects the blood vessels and stiffens them, and therefore increases blood pressure and makes the heart work harder. Overtime this will lead to heart attack, stroke and heart failure. Skipping breakfast can lead to risk of hypoglycemia or low blood sugar. This can cause headaches, dizziness, and weakness. Fruit and vegetables carry lots of vitamins, therefore not eating enough can lead to vitamin deficiency. Vitamins and minerals help to keep bones strong, help to form red blood cells and maintain the nervous system. They are also sources of antioxidants. Without vitamins and minerals the body can develop serious conditions such as scurvy and rickets, and be at greater risk of conditions like heart disease.

Recommendations for minimising the negative influences

Meals on wheels

Meals on wheels is a scheme that delivers healthy and nutritious meals everyday to people that are unable to go out and get food, or people that are unable to cook for themselves. They provide a range of main meals and desserts for people for example, they have meals like cottage pie, roast beef and chicken curry. They also supply a teatime pack that includes a sandwich, pastry, fruit or

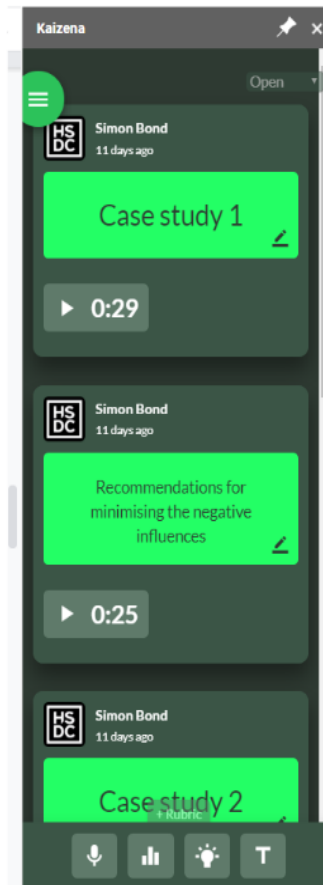


Figure 5: Kaizena voice comments as they appear in students work

Timeline

Survey point 1: Questionnaire 1 (Feedback and its importance to you) and 2 (Written feedback), shared with students in lessons to ascertain their current experience and engagement with feedback, including perceptions of the written feedback they receive.

Survey point 2: Questionnaire 3 (Audio feedback review) given to students in the lesson following the return of marked work using Kaizena.

Survey point 3: Questionnaires 4 (Audiovisual feedback review) and 5 (Final feedback review) given to students in the lesson following the return of marked work using Screencastify.

Ethical Considerations

Adhering to the BERA guidelines (BERA 2018) helps to safeguard participants, practitioners and organisations. Informed consent was sought prior to the investigation taking place. The purpose of the study and use of data collected was shared through a written statement and agreed through electronic submission. All participants have the right to withdraw and likewise any personal data collected from the study at any time. No incentives are offered, and all duty of care taken to avoid any harm arising from participation in research. Data was collected anonymously and kept in cloud storage in line with GDPR (2018) regulations. The use of student and staff names in surveys and data collection is not permitted and any responses containing this information will be omitted from the study.

Further consideration must be made with regards to sponsors, clients and stakeholders through upholding high levels of professionalism and integrity which also applies to the responsibility all practitioners have towards the wider community of educational researchers.

Publication of research findings and practical implications will be conducted with the permission and acknowledgement of all researchers and collaborators and will be considerate of the target audience, confidentiality and any potential impact on participants. Safety of participants and practitioners is of paramount concern and all parties will be made fully aware of their legal and ethical responsibilities.

Discussion of Results

Results obtained from the 73 vocational students initially surveyed, elicited an 86% response rate by the time survey point 3 was reached post-intervention. This relatively high response rate can be attributed to the feedback being reviewed in lesson time following the return of student work, and subsequent surveys being carried out shortly after. It is possible that student absence, late submission of work or issues with survey submission, are potential causes of the small drop off in responses.

When seeking to gain an insight into the student perception of digital technologies and their usefulness, it would appear that both audio (Kaizena) and audiovisual (Screencastify) methods alike, contribute towards providing students with a more detailed and user-friendly dialogue in comparison to written feedback alone. Both digital technologies used in the intervention, as expected, provided feedback which was deemed to be constructive and coherent, whilst clearly identifying areas of strength and weakness in student work. These methods also provided a more detailed and personal dialogue for students.

The majority of learners used in this research (86.3%), experienced written feedback as the norm in their current studies and 38.4% had previously received audio or audiovisual feedback (see Appendix A). This is an important consideration, as the student experience of digital feedback methods prior to this study may have given them mixed pre-conceptions, if the methods were not utilised or delivered in the most effective way. It was, therefore, requested that only the feedback delivered to them in this study were considered in their responses, in order to gauge the full potential of each method.

When interpreting the qualitative comments regarding written feedback (see Appendix B), 3 common themes were apparent in some of the negative responses given by students; 1 - Lack of detail, 2 - lack of specificity and 3 - Lack of clarification. With both digital methods providing an opportunity for an increase in the amount of detail provided within a similar time frame (from our own experiences of using them), they clearly serve as an improved method of providing feedback, addressing the recurring theme of insufficient detail previously experienced. Research from Weaver (2006),

concur with this notion and provides some reasoning for students' dissatisfaction with written feedback. Through content analysis and coding of student comments, they have similarly concluded the following 4 themes in relation to how written feedback is unhelpful; 1 - too general or vague, 2 - lack of guidance, 3 - focus on the negative and 4 - unrelated to the assessment criteria. This is further supported by Jonsson (2012) who identified 5 common challenges surrounding students' use of feedback in HE. These were; Challenge 1: feedback needs to be useful, challenge 2: students prefer specific, detailed, and individualized feedback, challenge 3: authoritative feedback is not productive and challenge 4: students may lack an understanding of academic terminology or jargon.

The final challenge identified by Jonsson (2012) but not addressed in the scope of this study was the students' inability to productively use strategies to interpret feedback, a consideration which may be an important factor regarding the unexpected little to no change observed (0.2%), in student engagement with the newly introduced digital feedback methods. In line with the findings of Thompson & Lee (2012), Mayhew (2017) and Lee et al. (2008), this poses further questions surrounding students' behaviours and habits when taking feedback on board, particularly if an improvement in engagement is to be seen.

The work of Wiliam (2012) discussed earlier indicates that behaviour change is a key way in which students may respond to feedback, in particular impacting on the effort exerted as a result. In his earlier work, Wiliam (2011) suggests that students must be cognitively aware for feedback to be effective, which is certainly something that may have impacted the students in this study, particularly understanding the purpose of feedback. Coffield, Moseley, Hall, and Ecclestone (2004), state that "*Students will become more motivated to learn by knowing more about their own strengths and weaknesses...In turn, if teachers can respond to individuals' strengths and weaknesses, then retention and achievement rates in formal programmes are likely to rise*". Ultimately it is the skill of the assessor which can determine the effectiveness of feedback, be this through written or digital methods. If they are able to provide feedback which is specific to each learner then there is a better chance that it will be interpreted positively. As previously identified, one considerable advantage of audio and video recordings is the ability to determine the tone and intonation of verbalised

feedback (Hope, 2011), something which is not easily achieved in a written format. Digital methods of feedback may be more helpful in making students self-aware of their strengths and weaknesses and in turn increase motivation and engagement. However this was not something which was clearly apparent in our findings and contrary to Hope (2011), engagement with digital feedback showed no significant improvement.

Our initial research problem, in line with the works of Duncan (2007), stemmed from the current heavy focus within FE, on the quantitative outcome of students and the significant amount of time lecturers are spending, delivering written feedback. With the majority of students in this study deeming written feedback to be lacking in detail and clarity, it was therefore heavily anticipated that engagement with written feedback would be relatively low and significant improvement would be seen with the introduction of digital methods of feedback. A possible cause for a lack of improvement in engagement post-intervention (see Appendix C) and the unexpectedly high levels of perceived engagement by students in the initial survey (see Appendix A) could be down to response bias from learners. With students not wanting to 'rock the apple cart' or potentially upset staff members, questions relating to engagement may have been answered with a bias to avoid looking like they are not complying with our expectations. As a result, engagement with feedback appears a difficult one to ascertain, particularly as it contrasts previously discussed literature.

The above challenges identified in relation to written feedback are evidently of great importance to the feedback process for vocational learners in FE and are further supported by the majority of qualitative comments (see Appendix B). The most important factor to the student appeared to be that feedback clearly identified "how" improvements could be made. This is unsurprising but is also something, from a practitioners point of view, which results from the somewhat constrained guidelines given by various awarding organisations. Even when able to freely provide detailed feedback on how to improve, it can be relatively time consuming and tedious when provided in a written format, especially when providing the level of detail needed for it to be determined as meaningful. The digital technologies used in this intervention appear to help meet this key student expectation, with a 20% increase in the level of importance placed upon feedback (see Appendix C). This suggests that the content

they are receiving via these methods is potentially giving them more of the “*how*” they are seeking, in order to make future improvements and in relation to the detail and usefulness of digital feedback in supporting future improvements, is in line with previous research (Lunt & Curran, 2010).

It is evident through our own findings that students are clear in what they want to receive in relation to feedback (See Appendix A), and that written feedback often does not meet those expectations. With the majority of student comments following a common theme, as demonstrated below, it is apparent that the findings of Nicol (2010), suggesting written feedback is uneasy to follow, with comments being too ambiguous, general, vague or abstract, are still an ever-present problem in the delivery of feedback.

Student 1: “Strong and helpful feedback for me would involve both areas that I have done well and areas that need improvement and how that improvement can be made.”

Student 2: “Strong and helpful feedback is feedback that is clear, detailed and with positives and negatives of my work.”

Student 3: “Giving Positives and Negatives on the work I have produced and fully explain the things I need to improve on and how to do it.”

Student 4: “Teachers need to be more clear about what I have done wrong and write in more detail”

Student 5: “I do not read it and feel it is not very personal to me and my development”

It would appear from our results (see Appendix C), with digital methods of feedback being highly valued by the majority of students (65% perceiving them to be most useful in comparison to written feedback alone), that digital technology may provide a possible solution to the aforementioned negative student perceptions of feedback and its subsequent usefulness. This falls in line with our own expectations pre-intervention

that as a consequence of using digital methods, a greater level of detail and quality of feedback is likely to be given, enhancing a students' perception of that feedback. This is a common retort in the literature surrounding digital technologies for feedback (Thompson & Lee, 2012, Mayhew, 2017 and Lee et al. 2008), with multiple studies suggesting that the use of digital technologies gives much more detailed, personal and user-friendly dialogue, which the majority of students deem to be useful.

Our findings are, however, in contrast to a similar study of this nature looking at the impact of audio versus written feedback on attainment (Morris and Chikwa, 2016), which concluded that although audio methods of feedback were deemed as positive, there was still a strong preference for written feedback in future assignments. With over 50% of those surveyed in our own study stating that written feedback is the least useful and preferred method going forward, there is a clear difference between our studies. The nature of university assessment versus that of a vocational study programme, where work is often able to be resubmitted, may possibly provide some reasoning for this difference, but it is certainly not conclusive and in comparison with the other literature discussed, does not appear to be a common actuality.

Despite predominantly positive responses to the digital interventions used, particularly in relation to the potential they possess in addressing student dissatisfaction with previous feedback and its usefulness, it is evident that the use of digital technologies in providing feedback can not be viewed as a one size fits all approach. Careful consideration of their use and implementation from practitioners is needed in order to get the most out of them. To quote Liogier (2019), in a recent FE news article “ *New technologies are not a silver bullet to improve outcomes.*”

While the purpose of this study was not to identify and discuss which digital technology may prove more beneficial, it is important to note that while both digital methods bring about benefits compared to written feedback, student perception was highest for the audiovisual method used in the intervention (44.4% of responses indicating a preference). In comparing audiovisual feedback (Screencastify) to audio feedback (Kaizena) and the more common written feedback, it was perhaps surprising that 33.9% viewed audio feedback as the least useful (see Appendix C). This was an unexpected outcome, during the initial adoption of Kaizena from the practitioners'

viewpoint, it appeared to offer many potential solutions to the issues faced in delivering effective, personalised and detailed feedback. However, to the student, it had its challenges and on review, there were a few drawbacks for us as practitioners as well. Kaizena was clearly not the silver bullet we had expected it to be!

“It is awkward to get to and sometimes can be hard to understand” is one particular comment which helps to put into context the concerns many students had with the audio method of feedback. With the adoption of Google Classroom as our virtual learning environment, the ability for students to read, check feedback and make amendments to assignments on their phones whilst sat at the bus stop or in a cafe has proven popular. Despite our initial personal preference towards the audio method of feedback the compatibility and functionality of Kaizena did not fit seamlessly into students day to day use of technology. The task of retrieving feedback this way appeared to become an added effort and time constraint, with students having to log on to college computers, download the appropriate software and often experiencing difficulties in accessing or listening to the feedback. Upon reviewing the use of this method as a practitioner, it became more obvious that problems had also arisen for ourselves in much the same way to the technical difficulties and subsequent considerations experienced by Thompson & Lee (2012), with both students and staff having issues in using and accessing the digitally recorded feedback and associated incompatibility issues.

As a result of issues with the accessibility of technology and college policies making the potentially helpful audio feedback more difficult than it should be, we were faced with the age-old question from students we were hoping to avoid, *“so what do I need to do to improve?”*. This brought about further frustration to us as lecturers, in that without accessing the work ourselves and listening to the comments given, it was not always clear what needed to be addressed, without written comments or feedback in the text to prompt a response. An approach similar to that of O’Malley (2011), in which digital technologies were used to enhance digitally typed feedback and annotations, may have helped alleviate some of the issues experienced by students and practitioners. This is why careful consideration of its use and implementation is needed in the future if this method of feedback is to be as effective as we believe it could be.

The use of digital technology in providing feedback, as mentioned earlier, is not a one size fits all approach or the easy fix people may want it to be. However, it does offer many potential benefits to common educational issues surrounding feedback, which if applied carefully have the ability to improve its effectiveness. Feedback being *“hard to understand”* along with other student concerns such as, *“I think the feedback should be more in-depth picking out specific parts rather than speaking about the whole assignment generally”* and *“Making sure that feedback is easy to understand and that all teachers are able to communicate well”* only serve to emphasise the importance of a careful and considered approach to its use.

Whilst the level of detail within the feedback given appears not to be in question, the common concerns raised above are similar to potential problems previously discussed (Mayhew, 2017 & King et al. 2008), in that despite the positives of extra detail, it is integral that comments are clearly linked to specific areas of work, in order for them to be impactful. If this link is not present then it could be argued that the extra detail being delivered becomes irrelevant, as it is less likely to be deemed of benefit to the learner. The number of audio and audiovisual clips used in feedback should, therefore, be identified as a key area for consideration when using digital methods, to ensure that all comments are meaningful to each student.

Through employing digital methods of feedback at varying points of the year, and in different topics and types of assessment, it has been clear to see the benefits in some areas over others. For example, screencasting a 20-page scientific essay on nutritional requirements, during different life stages and pregnancy can become very time consuming for all involved. This form of feedback for an essay can also be harder to follow and monotonous for the student. However, when used to mark an academic poster or slide presentation, screencasting has proven to be more beneficial in terms of time for the assessor and usefulness to the student. Conversely, the use of Kaizena voice comments is limited to assessments submitted through Google Docs and therefore lacks the flexibility of screencasting and written methods.

Whilst evidence on the positive benefits of digital feedback from a student perspective is plentiful, more up to date work regarding the implications to assessors seems to be less prevalent. Our own experience in dealing with digital methods are similar to the

concerns raised by Séror (2013), who advised against fully replacing written feedback and highlighted the importance of group characteristics and assessment type in deciding upon the most appropriate method.

An area we had not really considered prior to intervention, which proved an interesting finding, were the apprehensions students may face in using digital technologies as a feedback tool. 28.8% of students pre-intervention identified themselves as being apprehensive towards the use of digital technology for feedback purposes (see Appendix A). However, post-intervention there was a dramatic reduction in this number with only 4.8% of students still feeling some level of apprehension (see Appendix C). Student responses identified that feelings of apprehension were generally attributed to the accessibility of digital feedback and the reliability of college IT systems and the devices they use to interact with it. With a portion of learners (38.4%) having already received some form of digital feedback prior to this study, these apprehensions may have been a result of negative past experiences (See Appendix A).

As a consequence of the problems encountered during this study by both student and practitioner, in the use and delivery of feedback through digital technology, we are seeking to include tutorials and activities during college inductions to ensure their successful implementation. With such a large reduction in students apprehension following our relatively controlled use of these technologies, it could be concluded that these alternative methods of feedback appear to have scope, particularly in regards to student acceptance of the use of digital technology in place of the more common written feedback. To conclude, although concerns have been raised with some aspects of digital feedback, the delivery of more detailed, personal and useful dialogue through audio and audiovisual methods, has resulted in students placing a much greater value upon the feedback received in comparison to the more traditional written feedback style.

Key findings

The key findings of this investigation indicate that there are some clear benefits to the use of digital methods of feedback. Overall 65% of students perceived the digital methods of feedback to be most useful, which we believe indicates a higher value to learners than written feedback. This seems to have been further supported by students' perceptions of the importance of feedback which was deemed to be greater post-intervention, again indicating an increase in its value.

One of the most important findings indicated that post-intervention only 4.8% of students maintained apprehensions towards the use of digital feedback (a reduction of 24%). This helps to alleviate one of our major concerns which was whether or not learners would feel comfortable engaging with digital technology on offer. The reality seems to be that these methods imitate interactions students have in everyday life, in which they are regularly accessing a variety of information through mobile technology and social media, resulting in a method of feedback they feel comfortable engaging with.

Perhaps the most surprising finding was that post-intervention 90.5% of students claimed to have actively engaged with feedback which indicates very little change from 90.3% in the initial survey. This may be explained in two ways. Firstly, regardless of the way feedback is provided, there will always be a number of learners who are not interested enough to access or engage with it. Secondly that there may be an issue with response bias, particularly in the initial pre-intervention survey with students answering how they thought they should, rather than being open and honest. An attempt was made to avoid this by ensuring all responses were anonymous but nonetheless this must be a consideration.

Results of this study have given rise to future research questions surrounding the use and implementation of digital technologies for feedback from both students and practitioners viewpoints. The effectiveness and efficiency of digital technologies for practitioners combined with whether it actually supports any expected improvement of work and student behaviour, are aspects of the study worthy of further exploration in the future.

Recommendations

Careful consideration of the use and implementation of digital technologies by practitioners in delivering feedback is needed to unlock the many potential benefits they pose to both student and practitioner. Overall it would appear that Digital feedback is seen, by the majority of learners in this study, as more detailed and personal, with a higher value placed on it. However, it should not necessarily be considered as a one size fits all approach to delivering feedback.

It is therefore important when disseminating these findings to consider the words of Coffield and Edwards (2009) in their research into the concept of best practice. *“Best practice implies that there is only one approach which, if used, will solve any difficulties. The notion of a single, optimum solution to a wide range of complex problems has also been seen by some commentators as the beginning of the slide into authoritarianism”*. As a result of this study we do not intend to promote ‘Best Practice’ in providing feedback, but instead would highlight the positive experiences had by learners and practitioners and the potential benefits of varied styles of feedback. It is our recommendation that a combination of all 3 methods of feedback may be the most effective approach, with assessors selecting the most appropriate method of feedback depending on the mode of assessment.

Further recommendations focus upon the practical delivery of feedback, in particular ensuring that the methods of marking and expectations are standardised across teaching teams. This was a clear issue for learners in the questionnaire and something that certainly needs to be addressed if the use of digital methods of feedback are going to be well received.

To ensure that standardisation occurs it is vitally important that the appropriate guidance on the use of digital methods of feedback is provided with assessor training needs met prior to adoption. It would also be recommended that all learners be given short tutorials as part of their course induction to ensure clarity and provide the opportunity for any issues to be addressed beforehand. Coffield et al. (2004) suggest that *“If students become more independent in their learning...then negative effects from lower levels of contact between lecturers and students will be counterbalanced if*

students develop more effective learning strategies which they can use outside formal contact time". We do not necessarily believe that digital feedback reduces contact between lecturers and students but we agree with the statement that students need to 'learn to learn' before they are able to effectively engage with feedback.

One of the issues faced during this study focused on the accessibility of IT software and reliability of infrastructure and this is something that must be addressed if the digital methods are going to be effective and accessible. It is important to ensure that IT Service teams are fully supportive of teaching and learning and are proactive rather than reactive to potential issues.

It is our final recommendation that further research should focus on whether or not the use of digital technology in providing feedback is solving a problem or creating new ones, particularly with regards to; time efficiency for students and practitioners, IT proficiency and training needs, accessibility and reliability of IT services and finally the cost of additional equipment. There may also be further scope to investigate the benefits, if any, of digital feedback on student outcomes and a change in behaviour, factors which have not been directly analysed in this study.

Word Count: 7664

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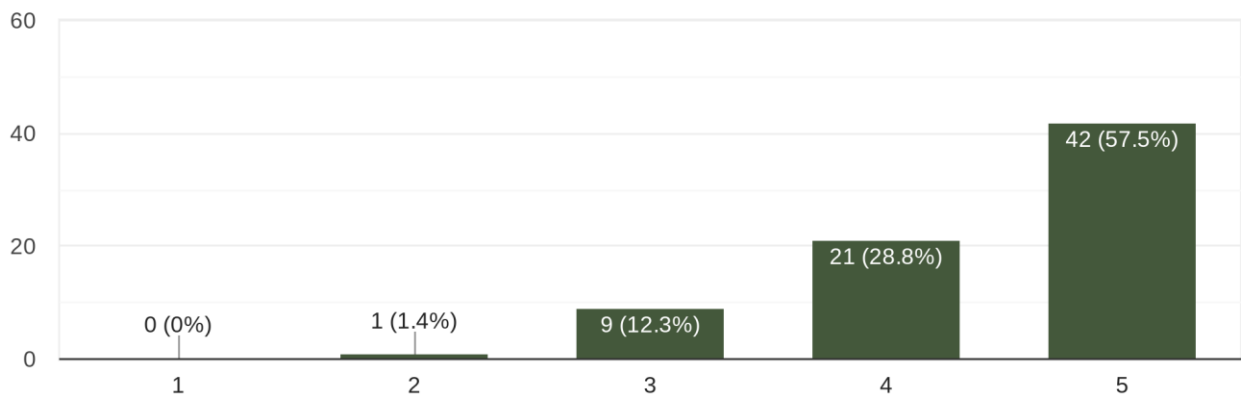
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Appendix A

[Questionnaire 1](#) – Feedback and its importance to you

On a scale of 1 to 5 how important is feedback on your assessed work to you

73 responses



In your own words explain the characteristics of what you would consider to be strong and helpful feedback in response to a piece of assessed work. 71 responses

short and concise feedback with clear instructions on what needs to be improved
well detailed opinion of where could be improved
short and concise so that I can quickly and clearly make improvements to my work In order for it to be better
I like knowing my areas of improvement so I am aware of what I need to look more into and pay more attention to when doing other assignments.
I feel that having detailed feedback on my work so that I know where I need to improve on in the future assignments.
I would prefer my feedback to be detailed so that I can see exactly what I did correctly. I think that knowing what to improve on is more important, especially if it is for a resub, as then you know exactly how to make your work better. I don't currently mind how this feedback is presented to me.
Being told what I have done wrong and what I can improve on

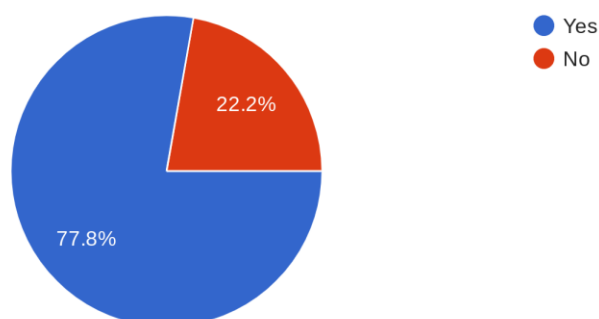
telling you clearly what to need to improve on and how to reach the criteria you have missed perhaps using bullet points.
Things that I have done well Things I need to improve on What I could do better in the future
it would have to be in some detail and it has to tell me clearly what to do and how to improve on my work
a short bullet pointed piece of text which states on the assignment brief what needs to be improved and how I can achieve it.
A response that allows you to understand what areas you need to work on , also being able to understand what you have already done and what is done correctly.
I would prefer to have detailed feedback whilst directly stating my areas of improvements and how I can work to improve my assignment within the future, rather than saying 'some areas are a little too brief.'
Being told what you are missing and being more specific
Detailed and easy to understand and clear highlights of where things need to be changed.
Very detailed and clear and relevant to the highlighted areas.
Easy to understand Clearly set out Useful
I consider good feedback to be when the work handed back is clearly highlighted as to what is wrong with the work and why it is wrong. I also think that good feedback should also challenge me and encourage me to do well on the resubmission.
When things are clearly explained, the good and bad things pointed out, making sure to highlight things.
A decent length, precise comment giving me positive and negative points equally.
For it to explain to me in clear way what it is I need to do to improve or to achieve the best possible.
It shows and tells me on how I can improve to reach the higher grades I am aiming for and I know what is expected of me for my next assignments.
What I need to do to improve on my work.
I like feedback to be detailed and clear as to where I went wrong o it is easy for me to correct it
Clear & detailed as to where I have gone wrong and where I need to improve on my work
A long precise piece of writing which has lots of positive and negatives about the work and ways on how to improve. It should clear cut and to the point and again very informative.
I prefer feedback which is short and concise, telling me clearly what I have to improve on and what I did well. I prefer the thing that I need to improve on to be highlighted, so I know exactly what point it is within the work.
Something that is short as I do not like reading long paragraphs but something that has good details so I know how to improve.
Mention what I've written very well and what can improved and why it should be improved.
Comments indicating what areas need improving and how it can be improved.
what things i need to do to make the work better.
What i can do to do better.
fully detailed
Strong and helpful feedback for me would involve both areas that i have done well and areas that need

improvement then how that improvement can be made.
showing the weaknesses and strengths of the work, what to improve and what's done well.
When the feedback is clear and good prompts on how to improve my work if a re-submission is needed.
The best characteristic for giving strong feedback that can be useful and helpful is making it clear the areas that need to be changed/developed in order to improve
Strong feedback is any feedback that is clear and concise giving me areas to focus on to improve if needed.
Strong and helpful feedback is feedback that is clear, detailed and with positives and negatives of my work.
Ways to improve your work and examples on how to improve it.
Clearly shown which areas of my work has met criteria but also where I have not met it, with questions to help guide me to meet the required criteria.
Allowing the student to know where exactly they went wrong and allowing them to know how they will be able to change what is needed
It helps you know what you have missed out to get the full marks.
Telling me how to get the grade I am trying to achieve. Aiding me in making my work better.
Precise, specific.
Giving advice on how to improve, strong points and make it helpful so I can improve
its always appreciated that I get constructive feedback to help myself get the highest criteria as possible. The strengths of this could involve the feedback being verbal or visual.
Written on what is and needs to be done.
Positive feedback and detailed structure. Telling the individual how to improve and what to do in order to reach the highest marks.
Telling me what I need to improve.
My preferred feedback would be precise and bullet pointed. Something I could improve on but also things that I have achieved.
Strong helpful feedback would include what we need to add/could improve on
verbal and written feedback
Bullet point points on what was good, bad and what could of been improved on.
I believe good feedback is having the positives and negatives of your work and telling you what needs to be added or if it good.
Includes positives and negatives. It need to be conscious and preciously tell me how to improve.
Written feedback is better if you have a resubmission as it tells you what you need to do better and can look back to it. But the audio feedback and screen recording of work is better to see which bits of your work is better than others.
I find written feedback which includes the positives and negatives of my work useful.
I like feedback that is clear, detailed and also simple to understand and to act upon.
Strong and helpful feedback would be what you done well on and what you need to improve on. Along with how you can do this and possibly links to websites that will help you with this.
In my opinion, written or face to face feedback is the most helpful and strongest feedback for me as I can see where I have done well and the teacher could give me advice on what would make the next one even better.

Giving Positives and Negatives on the work I have produced and fully explain the things I need to improve on and how to do it.
Constructive feedback is the best as it allows for improvements and also I believe visual and audio feedback is very useful.
To highlight the particular response
mixture of positive and negative
short and concise
give clear and detailed information. negative and positive.
I think feedback should come back in a positive way, so I can achieve the criteria that I did not achieve. I think it should be long and in detail so it can help me.
I think good feedback is short and precise because it gets the point across quickly
Specific areas of where I need to build on or what I must do in order to fully achieve the grades I want.
Explaining the positives and negatives from sections of the assignment. The negatives should include what needs to be done in order to improve and meet the criteria.

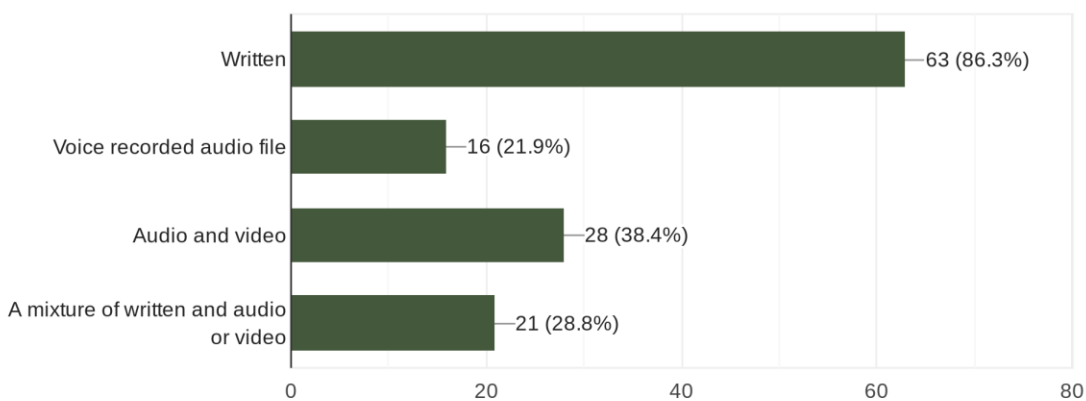
Do you feel you receive strong and helpful feedback in your assessed work on your current course of study

72 responses



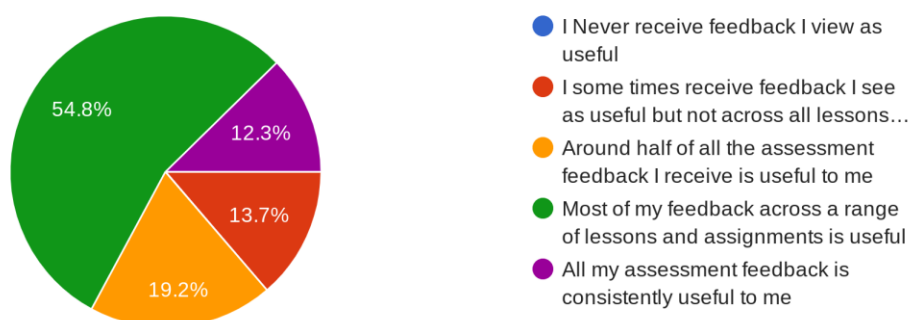
Which methods of feedback below have you experienced in your time at college in relation to your assessed work (tick all that apply)

73 responses



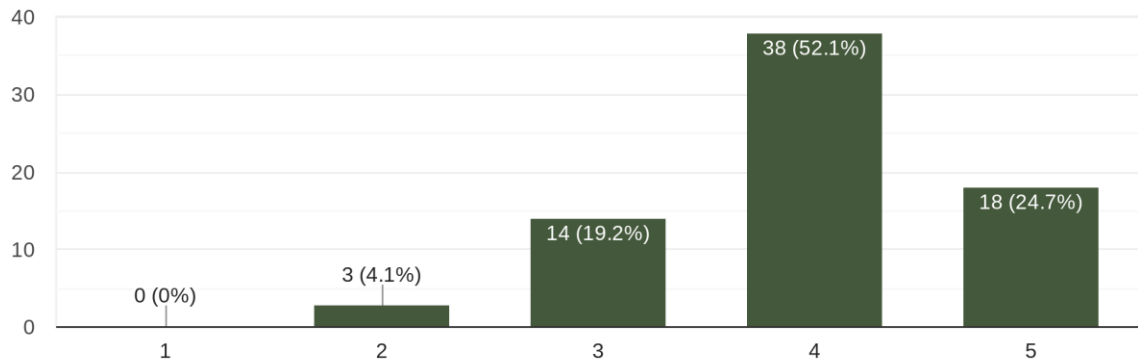
Select the statement which best describes the frequency of strong and useful feedback of your assessed work.

73 responses



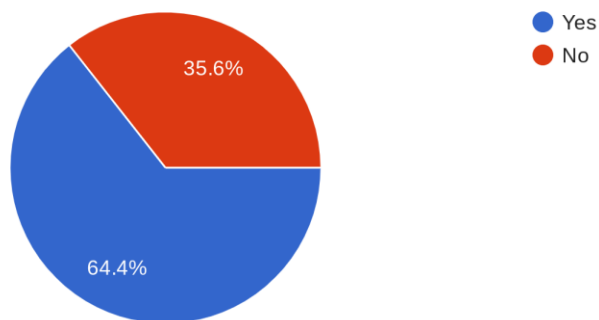
On a scale of 1 to 5 how helpful do you perceive feedback in a written form

73 responses



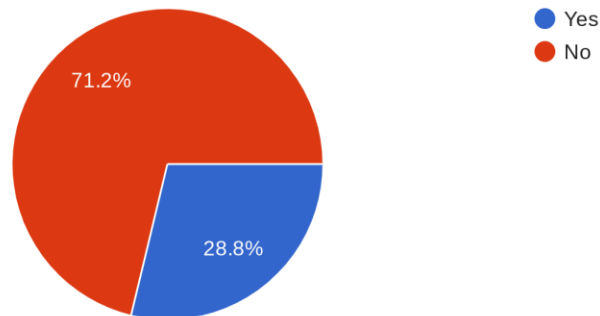
Do you perceive audio and visual methods of feedback as being a strong and helpful method of feedback compared to written feedback

73 responses



Do you have any concerns or apprehension about receiving feedback in a digital format such as audio or video files

73 responses



If yes please detail your reasons below 22 responses

only because it is sometimes hard understand and we can not physically see the feedback which we are given and this makes it harder to follow.

Because I prefer when you are able to revisit notes that are areas of improvement and you are able reread and take notes from to put into your work

I feel that it is less convenient to use as you cannot easily refer back to the feedback compared to written feedback

I may forget what is said and have to listen to the audio several times which may waste time.

I will either forget what is said or not understand it.

I will forget what he person has said before meaning I will have to listen to it again.

would like notes on side for me to read whilst I am correcting my work as I will have to keep listening to ensure I have done everything that has been said

would like notes on side to help me

as i am quite a visual learning i believe the visual side would be very useful as feedback. however, with added spoken feedback it would find it hard to comprehend what my marker is saying as i cannot examine the works and make my own sense of them and if it was for a re submission , sometimes i use my written feedback as a checklist.

If it is too long I will not be able to focus for that amount of time. And I forget what is said so I will have to keep rewatching it.

May not want others to listen to my feedback if I don't have earphones. Will have to watch the whole thing to find feedback on a specific part.

Written feedback is simple to follow whereas audio or video feedback is sometimes difficult to see depending on what device you are trying to view it on, for example in college it is difficult to listen to audio feedback without disrupting a class because you can't use headphones

its harder to understand which place you have messed up on.

I find it harder to understand.

IT problems create a barrier

If it goes on for ages.

Does take up more time however would be more useful.

I would rather have a conversation with my teacher in person rather than watching a video of them talking to me.

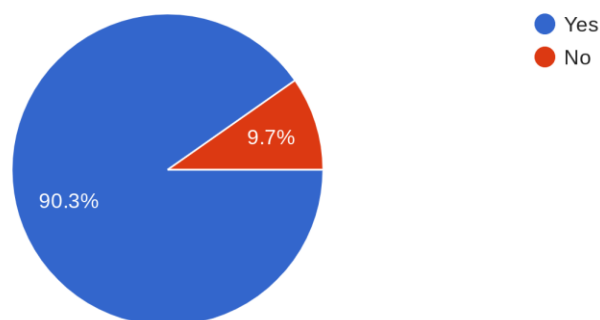
I sometimes find that audio and videos can go fast and I can get lost as to where the teacher is making the comment upon my piece of work. This is why I prefer to use written forms of feedback.

Difficult to hear some of the feedback audio and does not help me

Being able to actually get my feedback successfully without any hassle is hard

Do you always read, watch or listen fully to the assessment feedback given to you in relation to assessments

72 responses

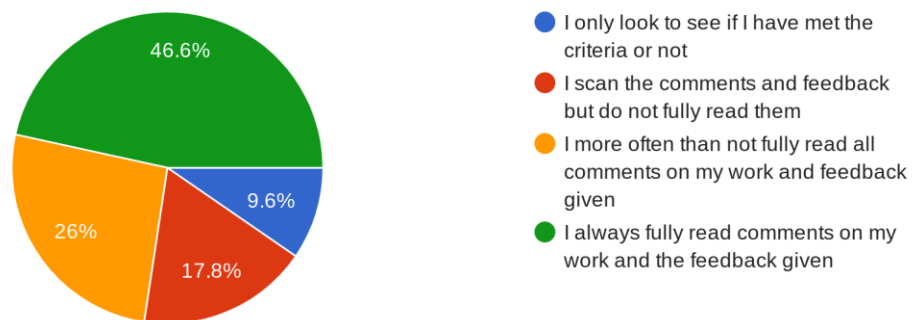


If no please detail your reasons below 7 responses

find it boring so only listen to a little bit
If its a really long written piece with words I don't understand.
If I have passed, I do not see the point in looking at the feedback. However, if I get a re submission, I do look.
If I have passed all the criteria on an assignment I don't bother to look at the feedback. I only look at the feedback to see what I need to do if I have a resubmission.
I don't have the effort to read it all and will only read it briefly if I have a resubmission.
Written feedback is uninteresting, and I tend to dismiss it; or just forget that I have written feedback available there.

Please select the statement which best describes your views on engagement with written feedback methods

73 responses



What suggestions would you make to improve the assessment feedback you are currently receiving on your course

50 responses

To fully explain what I did good and where I need to improve
it be more full and detailed than "M2" for example as this doesn't give me areas to improve or tell me what I have done well.
I haven't come across any problems with the feedback so far into the course.
For the audio feedback, I would rather teachers tell me what I need to improve for my assignment rather reading my work back to me reminding me what I've written.
I would like there to be more detail about what I can improve on.
just explaining clearly what I need to improve on and how to specifically meet the criteria I have missed.

To not make every comment negative
being more specific in the responses that are given on how i should improve
That i prefer written feedback however it is easier if it is in bullet points on what we need to achieve rather than it being long winded.
Shorter sentences that are either in note or bullet point form
More detail but shorter to prevent confusion
Making sure that the feedback is easy to understand and that all teachers are able to communicate well with their student to make it clear how to improve their assignments so that we can actually improve them
some advice I would give is that our teachers (only some) need to re read assignment briefs before leaving comments that contradict the original brief
Be more specific and clear on when saying something needs to be improved.
Be more specific and give positive comments as well as negative.
Having verbal talks about it if not understood instead of being messaged on google classroom.
Feedback which is explained fully and not in text speak.
teachers need to be more clear about what i have done wrong and write in more detail as it will save me time from being confused
teachers need to be more clear where an individual has gone wrong, for an example if one paragraph is incorrect tell the student not just highlight the part of criteria that is wrong
i think the feedback should be more in depth picking out specific parts rather than speaking about the whole assignment generally. I understand it time consuming but it would be really beneficial.
Feedback which is grammatically correct and not abbreviated.
Keep it shorter rather than long paragraphs
Be more in depth.
highlighted
Stick to written feedback as it is simple and effective.
have all of the feedback written and not changing it on each assignment as it gets confusing
To make sure that all lecturers are giving clear feedback on how to improve a piece of work and so you know how to improve the work to achieve the grade that is wanted.
none
None
N/A
Be more constructive and to the point.
Show me how to improve my work instead of just saying.
More detail on how to improve in some lessons
if instead of just getting comments on your work have a little 1-1 during the lesson do discuss the mistakes or missing criteria to make sure you're 100% sure of what is need to meet the criteria.
For the video to be used, and in the video the comments could be created so I can look back after video. So the notes are made in the video and spoken about.

For written it could be bullet pointed so that it is easier for us to understand what we need to do.

More concise.

To make sure the positive and negative told to us.

More 1 to 1. Once an assignment has been done, it would be nice for the teacher to actually come up to us and then give some feedback.

When you have a resubmission, it would be more helpful if teachers said what needs to be done instead of just saying to re try it.

Some teachers provide stronger feedback than others and so I feel that it needs to be more consistent. Also, I find it helpful to have audio feedback since it is more detailed than written feedback.

For someone assignments where I may have resubmissions I have experienced very little help and find that this makes it much harder to complete.

I would just say that written and audio feedback is not helpful at all, written is a little bit because it is there and says in little notes what you have done and what you need to improve on however verbal feedback is much better as you are able to sit down and actually discuss your assessment and the teacher can see that you are understanding what they are saying whereas they don't know if you have on written.

The comments along the side of my work could be in more detail as I could start doing the resubmissions when I receive them instead of waiting for my teacher to explain what I need to improve or add to my assignment.

Make sure all feedback is written because I find it a lot easier

none

More engaging, more helpful wording wise as it is rather vague with what the feedback asks for sometimes.

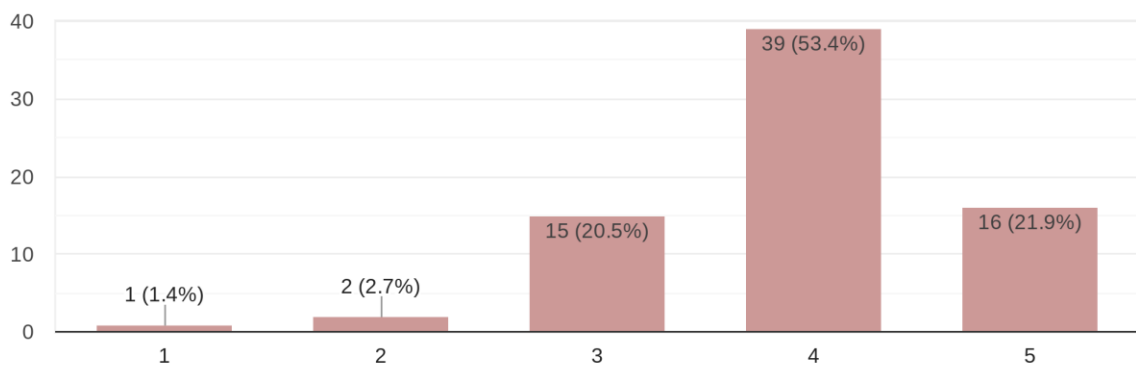
They should always be detailed whether it's a bad or good comment. Good comments allow us to see what we have done well and should continue to write in that way for our other assignments and it allows us to see our skills in meeting the command verb in terms of the assignment criteria. Comments that explain why we have not met a certain criteria, we are able to see what we have missed and what exactly we need to do.

Appendix B

[Questionnaire 2](#) - Written feedback review

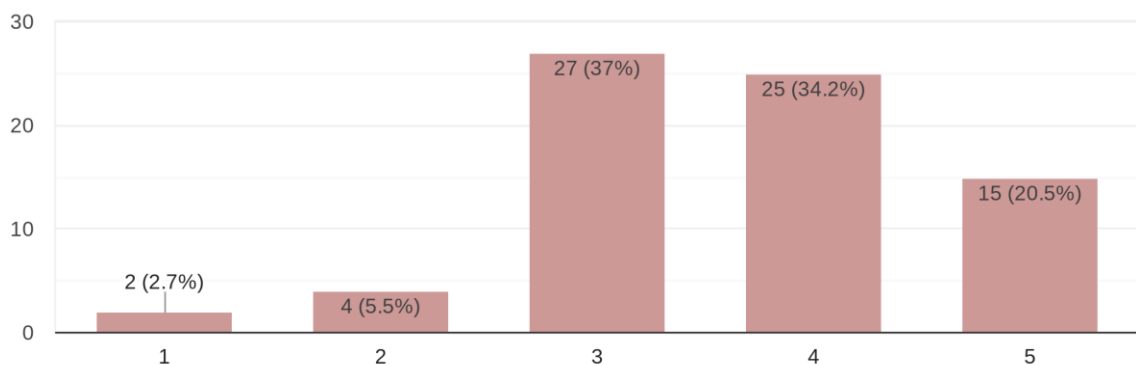
On a scale of 1 to 5 how easy to follow and understand has your written feedback to date been

73 responses



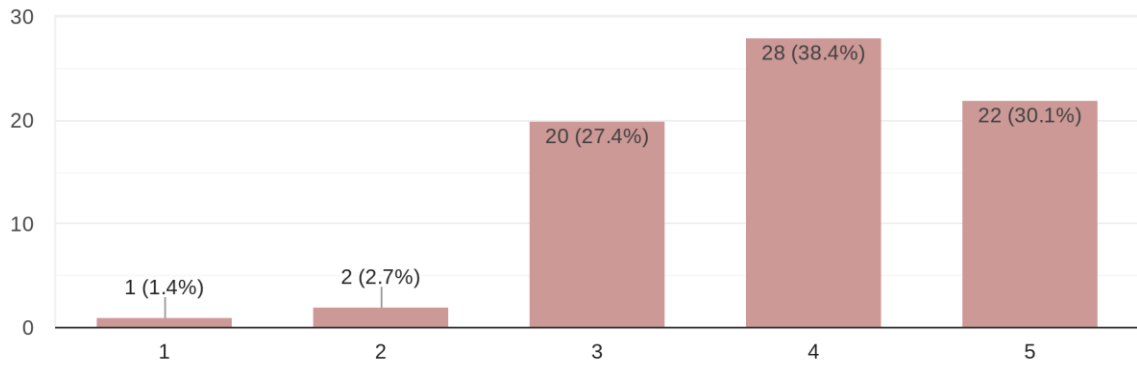
On a scale of 1 to 5 how helpful has your written feedback to date been in aiding improvements on assessed work

73 responses



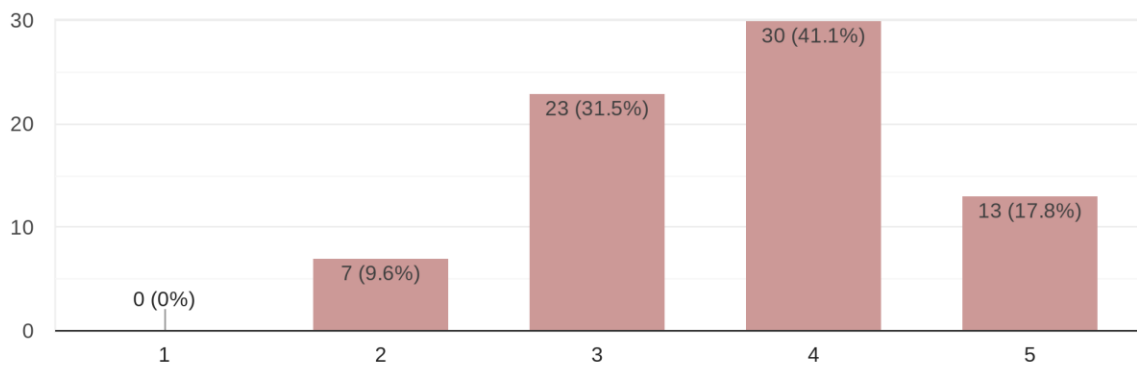
On a scale of 1 to 5 how valuable do you feel written feedback is in helping you develop and progress

73 responses



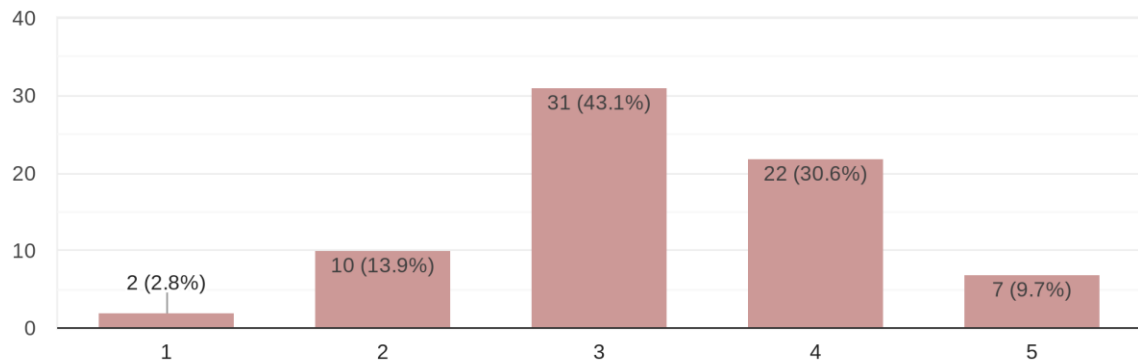
On a scale of 1 to 5 how helpful has your written feedback to date been in highlighting areas of strength and are... future development and consideration

73 responses



On a scale of 1 to 5 how detailed has your written feedback to date been

72 responses



Any other comments, or positive and negative feedback relating to your current experience of written feedback

Some of my lectures, just highlight a piece of my work and write the target met where it doesn't give me anything which I could have improved on in that particular piece of work.

It is sometimes not very detailed or fleshed out and so I struggle to improve it or understand exactly what it is that I have done well. This isn't for all teachers as 2/3 give perfect feedback just sometimes the minority fail to help me at all.

More detail would be useful so i can see exactly how I am doing and what needs improving. Written comments tend to be short and therefore not very detailed. When saying what I need to improve on, there could be more detail.

most written feedback is helpful and easily understood if I have met criteria, just need to be more specific on area of improvement.

I find written feedback very useful although i sometimes only tend to read my personal comment on my work if i haven't hit part of the criteria.

Some have been very helpful and helped me to improve whereas some have just confused me more and not helped.

They don't always make clear what to improve on as they speak using really posh and intelligent language

It is written in simple terms, would rather it be in more depth.

I find written feedback the easiest to process and understand

I like receiving written feedback as I find it easy to follow and understand

I feel that written feedback is the most effective personally because it is simple and easy to follow whereas the video or audio can be difficult to follow or load up because most college computers don't allow you to use the sound or ones that do may disrupt other students.

Not as clear for where you need to improve or where you have met criteria.

The lecturers give good feedback on 75% of the work but sometimes don't give enough detail on how to

improve.

I'm just happy with the fact I'm getting written comments back from my lecturers saying what I need to do to meet the criteria which has got me the grades needed

Written feedback is only really useful if you have a resubmission on an assignment.

I feel that written feedback is particularly useful because you can always easily look back on how you need to improve.

I like the written feedback because I believe it tells me what I need to improve to meet the grades. I something don't understand if I have been told to try again so I will ask the teacher then I am next in lesson with them. This then allows me to get the correct grade.

I think that the teachers should use two different colours to highlight the work so I can clearly see what areas have met the criteria and what areas need improvement.

The written feedback is helpful when it's been in a lot of detail and is well explained when telling me how to improve. But some occasions it's been quite vague when telling me how to improve

Written feedback is the best form of feedback

I prefer written feedback to speech feedback as I find it easier to follow as the teacher has more time to think about what they say

Written feedback is very vague and I never get given a clear target to work towards instead just work aimlessly before getting it handed back to me.

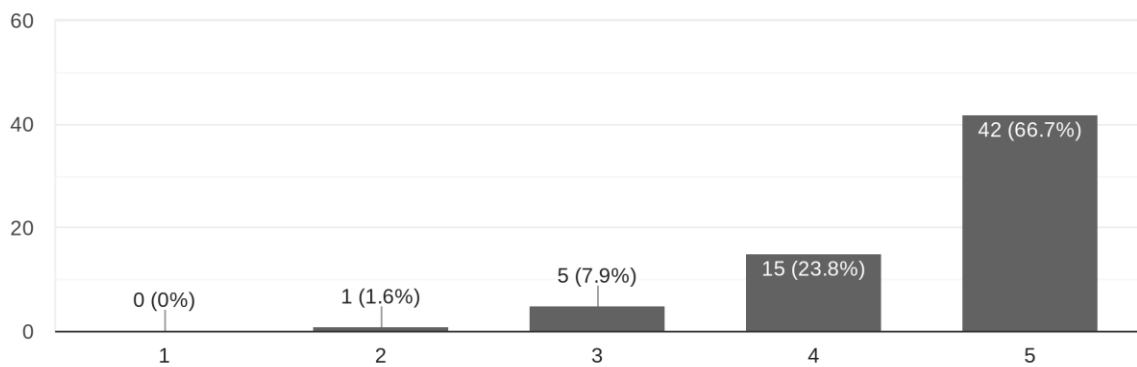
I feel that sometimes the written feedback is not as detailed. So, if there is a need of improvement, sometimes we are not able to understand what we actually need to do in order to make our work better to meet the criteria. Some teachers sometimes make comments about a really small thing that I personally think is not an issue such as a sentence/paragraph structure, a spelling mistake etc.

Appendix C

[Questionnaire 5](#) - Comparative review

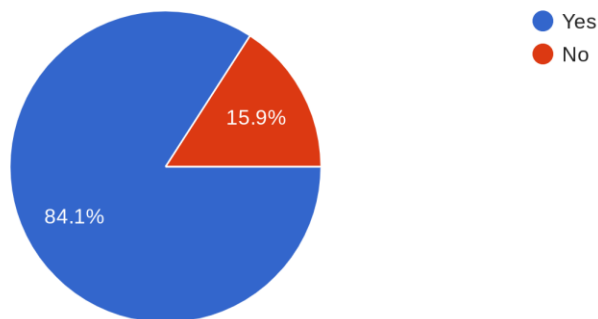
On a scale of 1 to 5 how important is feedback on your assessed work to you

63 responses



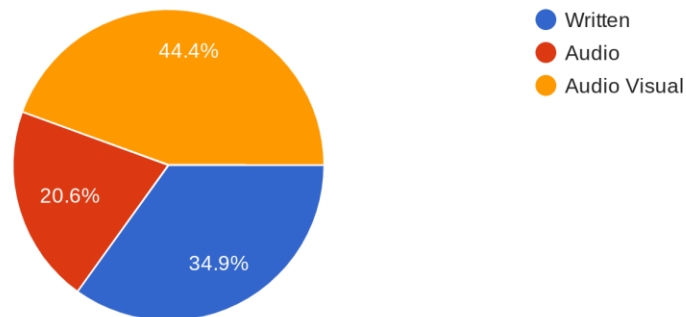
Would you consider audio and visual methods of feedback as being a strong and helpful method of feedback

63 responses



Which of the three methods of feedback do you consider to be the most useful to you as a student in helping ...develop your work and academic ability

63 responses



Please detail the reasons for your choice

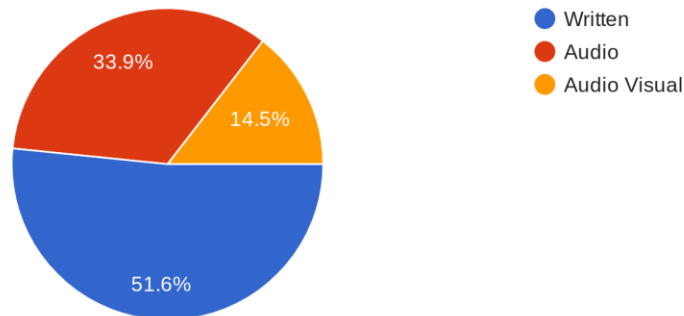
because it highlights where you were good and where improvement is needed in a specific colour.
As it shows me how and what area I need to improve on
I find it more effective and useful hearing my lecturer talk me through my work as it is easier to understand.
I feel that reviewing written feedback is easier to access and that i can refer to on specific areas of my assignment. Depending on the lecturers, some audio feedback can be quite brief and not provide me with enough feedback.
I feel that this is the most valuable because you are able to be given a more detailed response of your work and areas that you need to improve.
the audio was effective as it was quick yet gave us a clear evaluation on what was good and needed to be done.
Hearing and seeing where and what you need to improve on is very helpful. I like the audio side as you can get a real idea on how well you have done and it offers more thorough feedback compared to written.
You get a lot of detail through the audio and I like being able to see exactly what part of my assignment you are referring to. It is good when you highlight the text and show me exactly where I need to improve or where I have done things well.
It's more detailed and I know specifically where I need to improve and develop my work.
As then we can see what we have done wrong visually.

I prefer this method because he can show exactly the areas and explain more in depth.
Sometimes I think some things are best explained verbally as you can use different phrases and expressions more so than when you are writing
This is because you see the exact piece of work that they are talking about, as well as hearing the tone of the their voice to know if they are happy with your work.
They are easy to understand and go into more detail than written notes.
As I can see where I need improvement as well as hearing the feedback at the same time. I am more of a visual learner however I benefit from the audio feedback better than written, therefore both together are easily and better for me when receiving feedback.
It is easy to follow and see where you need to make improvements. However the college computers don't always allow you to access the audio feedback.
I chose audio visual because it was helpful when you highlighted the section that you were talking about which prevented me from having to look for what you were talking about. It allowed to me to understand what you were talking about, I prefer this method overall because it highlights my achievements more hearing it from you than by just reading it.
I'm a visual learner so I like to be able to see where I have gone wrong so that I am easily able to correct any mistakes and through the audio visual it was easy to do this.
Easy to understand and make improvements.
Normal and easier to understand.
Because it makes it easy to follow on the specific area's needed for improvement.
Easier to understand and to know how to improve
Easier to understand.
It's most effective.
You can see as well as hear what you need to do therefore it is more clear.
more easily explainable
Easiest to understand on what I need to improve on
Can refer back to it easily and cant miss interpret what someone is saying as it is all written down.
easier to follow
Audio is a clear way of understanding the feedback
Easier to know what I need to do to improve
Its easy to access
I don't have a preference.
you don't have to download apps just to look at feedback.
It provides more of an understanding to exactly what I need to do.
I prefer to actually see the feedback and have it in front of me, so audio visual is the best for me personally.

I think it is easier to see what particular parts of work are good and what parts need improvement easier when the work is highlighted as the feedback is being spoken.
It allows me to physically see the feedback and take it all on board. I do not read written feedback and only look to see if I have passed.
I find that written feedback is easy to go over many times, however audio takes a lot more time to work.
Easy to see what's wrong
I think there is more detail in there and I know where I need to improve
I find written more useful because I can see the comments clearly.
Because it doesn't require me having earphones etc.
You are able to see exactly what they are talking about and which part of the assignment needs improving if it does. Therefore this is more useful than the written because you can't also understand what part of the assignment the lecturer wants you to improve.
Because it was much more detailed and I could see exactly where I needed to improve my work and which parts that I had done well.
This is because I can visually see where my strengths and weakness are in my assignments. In addition, it is quicker for me to look back upon my feedback to help improve later assignments.
so i can be shown how to correct or make my work better
simple
Its easier to understand
because you can see and hear on how to improve
i prefer it
I am better at reading and understanding the being given verbal feedback
Its easier to understand I know what to do
It is easier to understand.
it easier to understand when someone is telling you rather then reading it
just easier to read and reread if you want to instead of having the hassle of finding and loading up the spoken feedback .
its not complicated to follow
Because it is easy to understand and highlights all areas very well

Which of the three methods of feedback do you consider to be the least useful to you as a student in helping ...develop your work and academic ability

62 responses



Please detail the reasons for your choice 58 responses

doesn't go into much detail as audio and visual does but also doesn't really give you an idea of what is needed to improve or where we was strong.

it does not really pin point which area I need to work on.

Easier to forget what has already been said and takes up a lot more time as you have to keep going back to different sections.

I find it useful, however I would opt for written feedback as I prefer to read my feedback rather than listen to it.

Because it does not always com across in terms that I understand as well as it not being very personal to the individual's work.

I feel as if it doesn't give you the information that is required to proceed.

I think written feedback is still good and I haven't had any major difficulties with it however sometimes it's harder to understand and know where you need to improve and always have to ask the teacher in person to compare hens the feedback.

You don't get as much detail with written feedback.

Sometimes there can be some misunderstanding and I feel that it is not as detailed as what audio/audio visual feedback can give.

As I cant see what he is talking about.

I feel as if written feedback is less personal and harder to understand and too time consuming.

highlighting the work is not beneficial as explaining which parts are positive/ negative are just as good.

This is because it can sometimes be written briefly making it difficult to understand what the feed back is suggesting. You also cannot gage if they are proud of the work.

It is not as detailed and does not always go into positive notes.

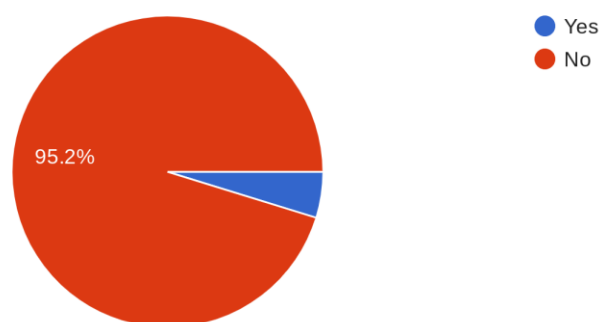
Written feedback is sometimes over complicated and harder to understand.

It isn't always in enough detail.
Having written feedback isn't the best because it isn't as much detail as the audio and audio visual. Although it mentions that I have achieved something, you do not go into much detail about how well I've done - I feel more proud of myself when I hear the feedback than when it is written down as it sounds more personal and meaningful.
Not as detail as the other forms of feedback and not as easy to understand what point of feedback links to what part of the assignment.
Difficult to follow and make improvements.
it doesn't really give any particular help with making progress on the assignments.
It is most difficult to know how to improve
This is not as easy to understand as audio feedback.
It can be hard to relate to and the feedback is hard to understand.
Others more clear.
Too vague
The feedback isn't as detailed
without visual aid I would struggle to see what piece of my work needs improving.
no need for the visual
I don't see the reasoning for visual feedback
Hard to know how to improve
No improvement, no added bonus'
I do not have a preference.
it is hard to get the feedback and you wont know what it is talking about
I feel it is the least detailed.
I find it hard to understand when it is written because it is not clear.
Audio on its own, it easier to have written on its own as it easier to quickly look back on and read rather than get headphones and listen to it all.
I do not read it and feel it is no very personal to me and my development.
I feel like I don't need that much detail in my feedback.
Don't know
Because it didn't load first time
It can be difficult to access. Also, when you look back on your feedback it takes longer to find.
Hard to access
I take more notice of it
Again because I feel I can improve my work easier than the lecturer writing the feedback to me.
Because the clips were only 30 seconds meaning that they weren't as detailed.
This is because I can not see where in the assignment the feedback is for. Also, I it would take longer for me to look back upon the comments made to help improve future assignments.
they may not go into enough detail
it all depends they can all be good and all be bad.

Its harder to understand
because you might not know what they mean
harder to access
I don't think the audio and visual feedback doesn't all work
resubs aren't clear enough when its written
I like to hear and see what I need to do.
Find it hard to understand
is awkward to get to and sometimes can be hard to understand.
not my choice of feedback
Difficult to login and did not help

Having received 2 different versions of digital feedback as part of this study, have any concerns or apprehensi...eceiving feedback in a digital format

63 responses

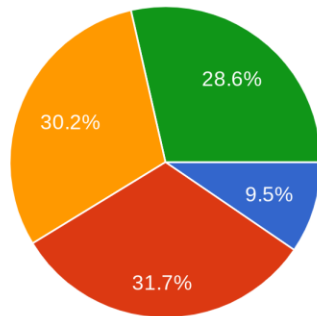


If yes please detail the concerns or apprehensions below 5 responses

Sometimes doesn't work on the computers which is bad because we will then not know where to improve our work. The audio isn't always clear and can be quiet which isn't good.
My only issue is it can sometimes go wrong and is slightly more time consuming.
Not being able to access it.
it doesn't work at the best of times.
It is very difficult to access and did not help me in any manor

Please select the statement which best describes your views on your engagement with digital feedback methods

63 responses



- I lose interest in what is being said and presented
- I watch and listen to the feedback but am only really concerned with if I have met the criteria or not
- The audio and visual feedback is helpful and beneficial and I am often motivated to listen and watch it to h...
- I fully engage with digital forms of feedback and will always listen an...