An investigation into traditional forms of assessment feedback vs Multimedia feedback case studying Cardiff Metropolitan University students

A dissertation submitted in partial fulfilment of the requirements for the degree of Bachelor of Science (Honours) in Business Information Systems

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**Declaration**

I hereby declare that this dissertation entitled “An investigation into traditional forms of assessment feedback vs Multimedia feedback case studying Cardiff Metropolitan University students” is entirely my own work, and it has never been submitted nor is it currently being submitted for any other degree.

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Abstract

Assessment feedback is a crucial part of students' learning, however with the increase of student numbers in Higher Education resulting in teachers’ workload increasing, assessment feedback dissatisfaction levels are still at a high. Traditional forms of feedback such as written are suffering in quality due to time constraints with teachers, this is also affecting the ability for teachers to provide individual face to face feedback with students. The aim of this paper is to assess and compare traditional forms and multimedia forms of assessment feedback to identify their advantages and disadvantages for teachers and students, and to identify if multimedia forms of feedback would could help improve student satisfaction with assessment feedback. This paper reports on 9 Cardiff Metropolitan University students who received video feedback which was provided by their teacher, and data from 50 students was collected using an online questionnaire. The findings confirm that multimedia forms of feedback are capable of being produced and distributed to students in a timely manner like that of traditional written feedback, and provides the in-depth and detailed feedback that students want. Though several weaknesses and concerns are presented for the multimedia forms of feedback in the literature review. This paper concludes with suggestions for future research.
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Chapter 1 - Introduction

1.0 Introduction

Within the forthcoming chapters, an extensive review of previous research will be presented in relation to assessment feedback, it looks at books, websites, journals and reports. As the focus is on assessment feedback in higher education, the research will involve university students and will look at the following areas:

- The benefits of feedback in higher education
- Current state of assessment feedback in higher education
- Student’s dissatisfaction with assessment feedback
- Technologies available to teachers in the provision of feedback
- Written, verbal, video and audio feedback

A research methodology is also presented with reasoning of the chosen techniques, along with the presentation, analysis of quantitative primary data collected through an online questionnaire and analysis of qualitative primary data collected through semi-structured interviews.

Lastly a conclusion is provided, taking into account all primary research, with recommendation of future research to be undertaken.

1.1 Background

Higher Education Institutions are continually investing in learning technologies such as Virtual Learning Environments today (Cann, 2014) and these learning technologies have become increasingly popular in the use of submitting and providing both assessment and assessment feedback between teachers and students. There is an increasing number of studies that support the idea that technology has the potential to improve on the weaknesses of traditional methods of feedback such as written feedback (Hepplestone et al., 2011). With the
increase in student numbers, teacher workload, teacher time restrictions and continuous evidence of student dissatisfaction with assessment feedback in Higher Education Institutions, it could be asked if technology is an answer to these problems.

The aspiration to carry out this study came about through personal experiences with common complaints of assessment feedback, along with observation of peers also experiencing and discussing similar issues with assessment feedback in Higher Education. The research undertaken gives information about student’s perceptions, involving the current methods used and methods that can potentially be used, their level of satisfaction and/or dissatisfaction with assessment feedback.

1.2 Aims and Objectives

This research investigates the traditional forms of assessment feedback used in comparison to multimedia forms of assessment feedback. Specifically, this study researches the use of written, audio and video feedback and aims to establish the advantages and disadvantages of each, and through quantitative and qualitative primary research aims to determine which forms are more beneficial to students in providing more insight into their academic performance.

Aims

- To assess and compare traditional forms and multimedia forms of assessment feedback to identify their advantages and disadvantages
- To identify if multimedia forms of feedback could improve student satisfaction.

Objectives

- Critically review literature related to the topic, including statistics on student dissatisfaction with feedback, the movement towards mass higher education and identify the sources of student dissatisfaction with feedback.
• To collect primary research through an online questionnaire.
• To conduct semi-structured interviews with selected students.
• To analyse the results from the primary research methods
• To discuss and conclude the results
2.0 Literature Review

2.1 Assessment Feedback

Feedback - defined as information communicated to the learner that is intended to modify the learner’s thinking or behaviour for the purpose of improving (Shute, 2008), is widely recognised as a crucial component of student learning and development and is seen as one of the most powerful influences on learning and achievement (Hattie & Timperley, 2007). Feedback is an essential feature of the scaffolding provided by teachers to build learner confidence (Hyland and Hyland, 2006). Providing high quality and timely feedback to students in both summative and formative form is essential to enhance and positively influence student performance (Gibbs, 2010; Kahu, 2008; Irons, 2007) and students are fully aware of the value of feedback in improving their learning (Weaver, 2006). Kahu (2008) states that “feedback should be a two-way dialogue and not a one-way transmission” which suggests that more focus needs to be aimed at the learner’s role in the feedback process. Race (2007) also introduces the concept of ‘feed-forward’, while a lot of feedback focuses on current performance, feed-forward focuses on students using the feedback to improve their work in the future.

(Gibbs, 2010) outlines six factors that influence learning:

1) Providing sufficient feedback both often enough and in enough detail
2) Focus the feedback on students’ performance, on their learning and on actions under the students’ control rather than on the students themselves and their characteristics
3) Feedback should be timely, received while it still matters and at a time where students can pay attention to and use the feedback to further their learning
4) Feedback should be appropriate in relation to students’ understanding of what they are supposed to be doing
5) Feedback needs to be received and attended to
6) Feedback should be provided in such a way that students act on it and change their future studying

(Mack, 2009) outlines five conditions to give effective teacher feedback:

- Feedback must be formative
- Feedback must be timely
- Feedback must draw attention to the error
- Feedback must avoid appropriation
- Feedback must have a criterion

Similar models or principles have been presented through various studies (Carless et al., 2011; Kahu, 2008). (Henderson and Phillips, 2015) state that while such principles provide useful guidance to the development and provision of feedback, attempting to apply them all through written feedback will be time consuming and complicated, particularly in larger classes.

Orsmond and Merry (2013) suggest that these models or principles may be problematic as teachers may interpret them to be sufficient enough in themselves for students to effectively use the feedback, they are teacher-centred by nature which may further distance students from the assessment and feedback processes and they are dependent on learning environments where students are already ‘engaged in a number of processes as a means of understanding their own learning involving dialogue and self-assessment’.

2.2 Dissatisfaction with feedback in Higher Education

Student surveys in higher education institutes across the world have highlighted that students are not satisfied with the feedback they receive (Nicol 2010), for example the UK national student survey results (HEFCE 2017). The survey is completed by final year students who are asked to rate various statements based on features of their course(s) which includes three statements based on feedback: (1) Feedback on my work has been prompt, (2) I have received
detailed comments on my work and (3) Feedback on my work has helped me to clarify things I did not understand. Since the first survey in 2005, the results show that the feedback related statements have consistently been the lowest compared to all others in terms of positive agreement for students; for example, in 2013 34.7% of students did not agree that feedback on their work had been prompt, 32.2% did not agree that they had received detailed comments on their work and 36% did not agree that the feedback did not help clarify aspects of the work they did not understand. The source of this dissatisfaction may come from the fact that higher education fees have increased and students are paying a substantial fee today therefore students expect a high standard in return (Dowden et al. 2013), ‘students are increasingly perceiving themselves to be customers, with certain service expectations’ (Weaver 2006 p.10). Dissatisfaction with statements such as “I have received detailed comments on my work” can be found in studies such as Price et al. (2010) where students often felt comments were too vague and ambiguous. Similarly, students expressed concern with the timing, frequency and inconsistency of feedback they had received (Hounsell and Entwistle 2005). Whilst it is noted that feedback should be provided in a timely manner, students have commented that their assignments were often grouped together which resulted in them not being able to fully use the feedback due to time constraints, even if the feedback was detailed (Holmes and Papageorgiou, 2009).

Notably, dissatisfaction with feedback is not only a concern for students but has also become a frequently expressed concern of teaching staff, teaching staff spend ample time constructing feedback on student’s assignments but students often do not collect this feedback and when they do, students seem to take little interest in the comments and often do not act on or benefit from the feedback provided (Nicol 2010; Sadler 2010). This results in tutors becoming used to repeating the same comments on some students work with no evidence that the student has read, understood or learned from them (Duncan, 2007). Weaver (2006) states that students “are more interested in their grade or mark and play little attention to feedback” (p. 1).
2.3 Mass Higher Education

(Irons 2007) highlights that there is a dilemma in higher education where tutors would love to provide students with personalised feedback, be sensitive to individual students needs and expectations, take greater care over the words they use in formative feedback in order to encourage and motivate students but due to the movement towards mass higher education in the UK, tutors are dealing with larger classes where tutor student ratios can reach up to 27:1, 35:1 or even 45:1, resulting in reduced contact hours and more reliance on electronic forms of providing feedback to students. Student population in higher education in the UK has been increasing since 2000/01, apart from figures in 2011/12 which showed a slight decrease (HESA). Statistics show that there has been a 17% rise of students in higher education since 2000/01 (HESA). Jones, Georghiades and Gunson (2012) state that due to this increase tutor feedback today can be seen as production-line like as the time, and thus the cost involved in tutors arranging meetings for individual feedback or spending more time providing more detailed or personalised feedback is economically impractical. Students have expressed that they want the opportunity to ask further questions about their work and received feedback (Holmes and Papageorgiou, 2009), “Sometimes the teachers write comments you don’t understand and you’re not really sure what he’s talking about … you need to have a conversation and ask what is going wrong” (p. 93).

With the increase in student numbers teachers can find themselves spending a great deal of their time marking students work, this has resulted in teachers struggling to provide comprehensive and useful feedback to their students due to immense time pressures (Gibbs, 2010) and has often left students feeling that their teachers do not care enough to spend time on their feedback (Price et al., 2010). Writing feedback on students’ work is a time-consuming task and remains a major element of teachers’ workload in higher education (Grimes and Warschauer, 2010; Gibbs, 2010). One of the biggest challenges for teachers in high education today is achieving balance in the quality and timeliness of feedback to enable students to benefit in their learning from that feedback (Irons, 2008)
2.4 Technology Enhanced Feedback / Multimedia Enhanced Feedback

The following statement was made in the National Student Forum Annual Report (2009):

“We would like to see all universities and colleges: implement a systematic policy to enhance traditional teaching methods with new technologies; leverage technology to provide innovative methods of assessment and feedback”

Traditionally written comments and/or face to face are the two most common forms of providing feedback to students in higher education (Bailey and Garner, 2010; Chalmers et al., 2014; Hyland and Hyland, 2006). Jones, Georgiades and Gunson (2012) state that “it may be justifiably maintained that the best kind of feedback results from student-tutor meetings at which a student’s work is discussed and feedback given privately and in person”. Technology has been increasingly used in higher education over the last decade for assessment and feedback, such as teachers moving away from hand-written feedback to using electronic statement banks to generate feedback which is often used to speed up the generation of feedback (Hepplestone et al., 2011). Due to the issues discussed previously, there has been increased research into alternative technology enabled methods of providing feedback such as video and audio (McCarthy, 2015). Institutions across the UK are looking to improve the efficiency and effectiveness of their assessment and feedback practise through the use of technology (Smith and Gray, 2016).

Henderson and Phillips (2015) suggest that although there is a growing interest in the use of technology in the provision of feedback, there is a need for guidance about how to design and implement such feedback.
2.4.1 Example of technology used to provide feedback in Higher Education

2.4.1.1 Turnitin

Turnitin (Turnitin-a, 2017) was founded in 1998 by four university students as a peer review application and is used by over 26 million students and instructors globally today (Turnitin-b, 2017). Turnitin is a web-based service where teachers can set up a class and an assignment, students are then able to submit work to Turnitin via file upload where the text in the students’ work is compared to a ‘database of 12+ billion pages of digital content’ (Turnitin-c, 2017).

Turnitin features an originality report as seen in Figure 2.1, Turnitin generates an originality report every time a piece of work is submitted to the system. The originality report displays where matches have been found between the submitted piece of work and other existing sources in the Turnitin database which includes online journals, books, internet webpages and previously submitted student work (wlv.ac.uk, 2017).

Figure 2.1 (wlv.ac.uk, 2017)
Student introductions to technology such as Turnitin have been positive and the students who accessed their originality reports to view the feedback believed that it helped them improve their work (Rolfe, 2011).

2.5 Written Feedback

Feedback and guidance to students in higher education has long been acknowledged as a fundamental part of the learning experience (Hounsell et al. 2006) and providing written comments on students’ assignments is seen as a pivotal feature of feedback processes for summative assessment in higher education (Nicol 2010). Nicol (2010) states that before the movement of mass higher education when class numbers were smaller, written feedback was a part of a larger coordinated system of teacher-student communication that involved the drafting and re-drafting of students work as well as verbal communication and that the written comments “would have been provided with the context of earlier assignments that would have been the subject of earlier discussions and feedback” (p. 501). Whilst this system may still be in place at universities such as Oxford and Cambridge, with the increase of student numbers written comments have disconnected from this supportive context and thus has resulted in increased dissatisfaction of students (Nicol, 2010).

2.5.1 Benefits of written feedback

2.5.1.1 Students and Teachers Perceptions of Written Feedback

Merry and Orsmond (2008) found that identifying errors was a lot more evident in written feedback, Kettle (2012) suggests that it may be easier to mark mistakes on paper/text based than it is to speak them into a microphone. Students felt that written feedback was easier to refer to before beginning a new assignment in comparison to multimedia forms such as audio; “I liked the audio feedback but it is useful to have written [feedback] as it is easier to access when needing to know how to improve in the next assignment” (p. 131) (Morris and Chikwa,
Crook et al. (2012) found that students would often go see members of staff to discuss the written feedback they received to better understand what was written by them. In Crook et al. (2012), teachers stated that they mainly used written feedback as this was 'what was expected’ from them and/or it was the easiest and most direct method.

2.5.2 Weaknesses and concerns of written feedback

In a study by (Weaver, 2006) students were asked to explain their perceptions of helpful versus unhelpful written comments they had received and found that students considered unhelpful comments to fall into four themes; (1) comments being too general or vague, (2) comments lacked guidance, (3) comments had too much focus on the negative and (4) comments that were unrelated to the assessment criteria. As previously mentioned in the literature review (section 2.2), students have expressed uncertainty in written feedback due to the comments being vague and ambiguous, one student commented “It just says presentation. You don’t know if it is our presentation, the way we were dressed, or something, it could have been anything” (p. 281) (Price et al., 2010). Students have also expressed difficulty in reading feedback in institutions that still provide this form of feedback, (Merry and Orsmond, 2008). It is also noted that written feedback may not be sufficient enough to promote future learning or feed-forward (Brown et al., 2004). Carless (2007) states that much-written feedback occurs at the end of a task, he suggests that this renders the feedback relatively ineffective as it does not provide much motivation or opportunity for the students to effectively use the feedback. Weaver (2006) also suggests that teachers should be careful in writing feedback as it is commonly accepted that students may take poorly written feedback personally, which may result in loss in confidence and motivation.

2.5.2.2 In comparison to audio and video

Lunt and Curran (2010) notes in his study that written or typed feedback is slower to produce in comparison to audio, in the study an experiment on the efficiency of audio feedback was conducted through a time comparison of a teacher writing, typing and audio recording a sample of feedback; it was noted on average it took three minutes to type, four minutes to
write and 40 seconds to record it. Similarly, Henderson & Phillips (2015) found that creating the video-based feedback was “indeed much faster; on average, taking about half the amount of time” (p. 63), although this seems to depend on the method of the creation of the videos as Panicos, Jones and Gunson (2012) state that the video feedback took around the same amount of time to produce as written feedback.

2.6 Verbal Feedback

2.6.1 Benefits of verbal feedback

Verbal feedback can carry with it a very high learning payoff for students, it can be memorable and can help students to change attitudes and approaches” (Race, 2005). Race (2005) lists a set of advantages and disadvantages of verbal feedback. Advantages include; (1) verbal feedback is likely to be found to be more personal, (2) you can address each individual student’s needs, strengths and weaknesses and (3) it is often much quicker to speak rather than to write or type. Disadvantages include; (1) verbal feedback can be considered threatening when critical, (2) verbal feedback can cause students to feel embarrassed when receiving positive feedback and this can cause them to not fully benefit from praise, (3) it takes a lot of organisation and time to meet individuals one to one, (4) students can often struggle to remember certain parts of verbal feedback and (5) it becomes impossible to remember exactly what a teacher said to whom, especially in larger classes.

2.6.1.1 Students and teachers perceptions of verbal feedback

Race (2005) states that students may become defensive when receiving critical feedback, which in turn may cause the teacher to feel tempted to ‘go in harder to justify the feedback’. In a study by Budge (2011) it was found that students prefer to receive private face-to-face feedback, students commented that ‘face-to-face is better as you have the work there in front of you’ (p. 346). An overwhelming theme was found through the study that students value the personal experience and connection of face-to-face feedback.
2.6.2 Weaknesses and concerns with verbal feedback

D. Rowe and N. Wood (2009) suggest that students want more face-to-face individual contact with teachers, but are aware that this can be unreasonable due to teacher’s time constraints.

2.7 Audio Feedback

2.7.1 Benefits of audio feedback

2.7.1.1 Student perceptions of audio feedback

Literature shows that students are positive about audio feedback on assessment (Lunt and Curran, 2010; Merry and Orsmond, 2008; Gould and Day, 2013; Chalmers et al., 2014; Gleaves and Walker, 2013) and felt the feedback was more meaningful, had more depth and was more personal than written feedback (Merry and Orsmond, 2008). One student commented: “This was so much more explanatory [than written feedback], it helped me understand it a lot more than just having a short sentence about it” (p. 21) (Voelkel and Mello, 2014). Audio feedback also produces a more personalised experience for distance learning and creates a more face-to-face like environment, a distance learner commented that “hearing the audio, you're like sitting in class and you're listening, you're more attentive as to what they're trying to ask you to do” (Cavanaugh and Song, 2014). Students often commented on how the tone of the teacher’s voice affected them positively (Merry and Orsmond, 2008; Jones, Georghiades and Gunson, 2012; Cavanaugh and Song, 2014). Students have expressed that after experiencing audio feedback that they would like to continue receiving feedback in this form (Lunt and Curran, 2010) and prefer to receive audio feedback in comparison to written comments (Lunt and Curran, 2010; Chalmers et al., 2014), although there is a conflict here as survey results in the study of Morris and Chikwa (2016) have shown that students who had received audio feedback chose that they would prefer to receive written feedback in future. It is shown that students have little to no issues in following audio feedback, for example in a study by Chalmers et al., (2014) 60 students were
given a piece of coursework, once complete the students were split into two groups of 30, one group was to receive audio feedback whilst the other received written feedback. After receiving the feedback students responded to a survey, the results showed that 81% of students who received audio feedback agreed that the feedback was ‘clear and easy to follow’ in comparison to 47% of the students who received written feedback. It is suggested that audio feedback can overcome the problems associated with written feedback, such as students not collecting their written feedback (Sadler 2010) as the audio feedback can be sent to the student via email (Voelkel and Mello, 2014). Lunt and Curran (2010) findings also support this as they state “Our experience is that the collection response by students from tutors’ offices is less than 5% while downloading of audio files was never less than 50%”.

2.7.1.2 Teacher perceptions of audio feedback

Teachers are indicating mixed views in the use of audio for the provision of feedback (Chalmers et al., 2014). Some teachers felt that audio feedback was only suitable for certain types of work, and that the benefit of written feedback over audio was the ability to give examples for certain work i.e. showing a student how to correctly illustrate a graph (Chalmers et al., 2014). This is similar to findings by Chiang (2009) who states that ‘optimal type of audio feedback varies by assessment’. Chalmers et al. (2014) noted that one teacher commented on the issue of the time taken to give audio feedback, this was mainly due to the teacher having to produce some written feedback before recording the audio feedback which was ‘doubling the time’. Whilst Lunt and Curran (2010) noted that teachers found providing audio feedback to be significantly faster than providing written comments for 2000 word essays. Cavanaugh and Song (2014) suggests that the audio feedback influenced better feedback from teachers, he states that where in written feedback teacher’s comments were focused more on micro-level issues such as grammar, spelling etc. in comparison to the audio feedback where comments focused more on different aspects such as the structure of the work, topic of the paper etc.
2.7.2 Potential weaknesses of and concerns with audio feedback

Although students were positive towards audio feedback, studies have found that audio feedback was no more effective than written feedback (Gleaves and Walker, 2013) and there was no measurable difference in students results after receiving audio feedback in place of written feedback (Chalmers et al., 2014; Voelkel and Mello, 2014; Morris and Chikwa, 2016). Although a large majority of students in Chalmers et al. (2014) agreed that audio feedback was ‘clear and easy to follow’, this is still shown to be a concern for some teachers who feel that students would struggle to refer to specific comments or sections in audio feedback (Cavanaugh and Song, 2014). In terms of teacher’s workload, Voelkel and Mello (2014) found that on average it would take the teacher 5 minutes longer to prepare the audio feedback recording in comparison to the provision of written feedback only. Though the time taken to produce audio feedback varies in studies depending on the method used, for example Lunt and Curran (2010) found that audio feedback was much less time consuming to produce in comparison to written feedback. Audio feedback would also not be suitable for students with disabilities such as hearing impairments (Lunt and Curran, 2010). Lunt and Curran (2010) suggest that a benefit of audio feedback is that ‘it is easier to keep a record of this type of feedback for future reference’, while this is partly true, Voelkel and Mello (2014) found that students did not revisit the audio feedback as much as students revisited written feedback, 68% of students revisited written feedback while only 32% revisited audio feedback.

2.7.2.1 Instructor creation of audio feedback

Cavanaugh and Song (2014) found that none of the four instructors involved in their study of providing a group of students with audio feedback had any experience with using audio, this created problems with the timeliness of feedback through various problems. For example, one tutor kept forgetting to reduce the audio file size therefore would need to go back and reformat it which delayed the process, another tutor found the file size too large which resulted in them needing to divide the audio feedback into two files and throughout the creation process the tutors would contact the researchers to receive help with the technology used to record the feedback.
2.8 Video Feedback

2.8.1 Video feedback methods

There have been numerous recent studies revolving around the use of video-based feedback in higher education (Henderson & Phillips, 2015; Hyde, 2013; Marriotta and Teoh, 2012; Jones, Georgiades and Gunson, 2012; Parton et al., 2010). Although these studies focused on video-based feedback, there were differences in the design and creation of the video. Henderson & Phillips (2015) and Parton et al. (2010) focused their video feedback on the more personal approach of recording the teacher using devices such as a webcam, flip camcorder and iPhone, “the cameras were focused on the heads and shoulders of the teachers” (p. 54). Hyde (2013), Jones, Georgiades and Gunson (2012) and Marriotta and Teoh (2012) made use of various screen capturing software such as ‘Jing’ (TechSmith, 2017) and ‘Cam Studio’ (Camstudio.org, 2017) along with a microphone for recording their voice.

2.8.2 Benefits of video feedback

2.8.2.1 Teacher perceptions of video feedback

Henderson & Phillips (2015) reported that there was a major difference in the volume of detail and emphasis in the videos in comparison to traditional written feedback, the videos were 5 minutes in length whereas the written feedback was the equivalent of less than 1 minute of talking. “The video-based feedback gave more time to establishing and building on a relationship with students, emphasised student conceptual engagement with time given to considering future performance and growth” (p. 55). Similar findings were reported by Parton et al. (2010) where the teacher recording the videos explained that they were able to “convey much more through the video than through the written comments” and by Jones, Georgiades and Gunson, (2012) in which a tutor stated “Actual marking took no more than on paper but I pack so much more in and I think I have saved time tomorrow, because of the explanation I won’t have to repeat again and again” (p. 603). These findings suggest that video-based feedback could potentially be a solution to Irons (2007) dilemma of teachers wanting to
provide more detailed and personalised feedback but due to high student numbers and time constraints are not able to). Jones, Georgiades and Gunson (2012) found that teachers providing the feedback were able to provide the personal “feed-forward” materials to students due to the amount of detail they were able to provide. Henderson & Phillips (2015) also states that the efficiency in video-based feedback resulted in increased discussion of what students could pursue in future work; “the emphasis on feed forward shifted a perception that the comments no longer felt like an exercise in defending the grade but rather providing valuable advice” (p. 63).

2.8.2.2 Student perceptions of video feedback

Students who have received video-based feedback have mostly been positive towards the form (Parton, 2010; Hyde, 2013), with some students describing video feedback with phrases such as ‘personal’, ‘authentic’, ‘supportive’, ‘stronger and clearer’ (Henderson & Phillips, 2015). Students further commented on the personal aspect of videos stating that the individualised comments made them feel valued as a student and as an individual rather than just a name on the enrolment list (Henderson & Phillips, 2015) and that “Through this video feedback I felt more connected to my professor, that she knew me personally, and that my response to assignments were important to her” (Parton, 2010). Students have also expressed that they feel they benefit more from the high volume of detail that video feedback allows the teacher to provide in comparison to written feedback (Jones, Georgiades and Gunson, 2012; Hyde, 2013) and that the video feedback encouraged them to engage with the feedback more in comparison to traditional written feedback (Crook et al., 2012). The increase of feed forward discussion enabled by the efficiency of video feedback was also found to increase student motivation and give students better insight on how to improve their work in future, this was stated to be the opposite of their usual reaction to written feedback (Henderson & Phillips, 2015). Replay ability is also an advantage of video-based feedback, being able to revisit face-to-face feedback for example is not possible unless another meeting with a teacher is organised whereas students are able revisit the videos at any time (Henderson & Phillips, 2015), this is also useful for students who may have not initially understood some of the feedback provided (Jones, Georgiades and Gunson, 2012). Marriott and Teoh (2012) found that 71% (n = 124) of respondents preferred ‘Audio and visual feedback’ in
comparison to ‘Traditional written feedback’, similarly 91% of respondents including those who prefer tradition written feedback in the study of Henderson & Phillips (2015) agreed with the statement ‘We should continue with video feedback’.

2.8.3 Potential weaknesses of and concerns with video feedback

2.8.3.1 Creation of video feedback

While a common concern of teachers is video feedbacks sustainability, how much effort is required such as conversion and sending, and how long will it take to create the videos (Henderson & Phillips, 2015). Hyde (2013) stated that once the video software had become familiar to use that students work was “much quicker to mark than using the previous paper-based system” (p. 3). Similar findings were found with Jones, Georgiades and Gunson (2012) who state: “the time required to produce and communicate this form of feedback is no longer or shorter than that for traditional marking” and stated that if you were to compare the time required in comparison to meeting a student and communicating the feedback to them in person, “then there is definitely a saving of time” (p. 594). Another important detail in the creation process was the size of the files, keeping the video files small enough to upload and download was important for both teachers and students (Henderson & Phillips, 2015), Crook et al. (2012) noted that students encountered difficulties with slow downloads of the video files to their computers.

2.8.3.2 Too personal

While some studies showed that students enjoyed the personal feeling of the videos, there were students who felt that it was potentially too personal, for example in Henderson & Phillips (2015) study a student comment that the video feedback “delved into a personal space that I am not particularly comfortable with” (p. 62).
2.8.3.3 Navigating the video feedback

The ability to “skim” through video-based feedback was another concern that was brought up by a small number of students, they found they were not able to “skim” through the feedback as they could with written feedback and felt the video was slow to “read” (Henderson & Phillips, 2015). It was noted that in some instances students had issues with finding the section(s) of their reports that the teacher was discussing in the video (Henderson & Phillips, 2015) although in studies such as Hyde (2013) where screen casting was used, students could easily follow the feedback through the teachers use of the highlighting tools.

2.9 Literature Review Summary

Throughout this chapter, key literature obtained through journals, online journals, websites, books and other sources were critically analysed. It looked at various aspects relating to assessment feedback in higher education to better understand the importance of feedback to students, the challenges that teachers face when providing feedback, the causes of these challenges and students expectations and dissatisfaction with assessment feedback. It also studied four methods of providing feedback available to teachers, two traditional methods and two multimedia enhanced methods. It looked at both the teacher and student’s perception of each method of feedback, along with key benefits, weaknesses and concerns with each method.
Chapter 3 - Methodology

3.0 Methodology

3.1 Introduction

This chapter explains the research undertaken to gather the information for the study. It discusses the chosen research methodology with reasoning given to its suitability to the stated objectives. Both primary and secondary data was collected utilising quantitative and qualitative data collection methods.

“Quantitative methods produce factual, reliable outcome data that are usually generalizable to some larger population, qualitative methods generate rich, detailed, valid process data that are usually leave the study participants’ perspectives intact.” (Steckler et al., 1992)

Research methods are defined as the range of approaches used in ‘research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction’ (Cohen, Manion and Morrison, 2007)

3.2 Ethical Approach

Before undertaking the research, several ethical issues and procedures were considered. To begin, the student was briefed on the purpose of the research, why they had been asked to participate in the research and how it would be carried out; once briefed, the student had the option as to whether they wanted to take part in the research or not. They were ensured that all information they provided would be confidential and secure with the researcher who is responsible for ensuring their information is safe and were made aware that they could withdraw from the research at any time. The student was asked for approval for the
researcher to use a recording device to record their responses, if they chose to withdraw from the research, they had the right to retain the recording and disallow the information to be released. (Refer to Appendix 4)

3.3 Questionnaire

The main research strategy used for collecting primary data was an online questionnaire, a questionnaire can be defined as “a series of questions designed to provide accurate information from every member of the sample” (Crowther and Lancaster, 2008). Saunders, Lewis and Thornhill (2016) state that the questionnaire is one of the most widely used data collection methods within the survey strategy and is one of the most efficient methods of collecting data from a large sample.

![Diagram of Questionnaire Types](image)

**Figure 3.1 (Saunders, Lewis and Thornhill, 2016)**

3.3.1 Pilot Questionnaire

A pilot study involves distributing a questionnaire to a small number of people of a type similar to the intended sample to anticipate any problems of comprehension or other sources of confusion (Walliman, 2014), this will reveal questions that can be misinterpreted and give the researcher a chance to change the wording of questions (Callaghan, 2013).

The pilot questionnaire was distributed online to a small group of students who filled out the questionnaire as normal, the purpose of this was to identify questions that lack clarity and/or
be misinterpreted by respondents. In the case of the respondent not understanding a question in the pilot questionnaire, then the question was to be reviewed and analysed to see if it can be re-worded to avoid further misinterpretation. The pilot questionnaire did not consist of as many questions as the final questionnaire, this was to keep the process short and was aimed at the longer questions of the questionnaire. The pilot questionnaire was beneficial as it ensured the final questionnaire was suitable before distribution.

3.3.2 Questionnaire Design

Saunders, Lewis and Thornhill (2016) state that the design of your questionnaire is important as it will affect the response rate and the reliability and validity of the data you collect. The design of the questionnaire was self-completed which meant that it was completed by respondents and was distributed through the internet (online questionnaire) via email and personal social media messages which contained an anonymous hyperlink. Distributing the questionnaire via email and personal message hyperlink meant there was greater control over ensuring the respondent is the person who the researcher wishes to respond thus ensuring the reliability of the responses (Saunders, Lewis and Thornhill, 2016). In total, there was 30 questions with all but 1 question being multiple choice. This requires the respondent to select one answer from a list of various options presented to them, these types of questions are simple which results in questions being quicker choice. This requires the respondent to select one answer from a list of various options presented to them, these types of questions are simple which results in questions being quicker and easier to answer for respondents, are more easily analysed, they look better and are optimised well on mobile devices which is an important consideration in the survey world today and for the targeted respondents who are students that will likely open the questionnaire distribution email via their mobile devices (SurveyMonkey, 2017). The one question that was not multiple choice was a ranking question which asks the respondent to place things in rank order, this means that the researcher can discover the importance of the respondent. Open questions were avoided in the questionnaire, as the study also involved a semi-structured interview to gather qualitative data and open questions are also extremely time consuming to code in comparison to closed questions (Saunders, Lewis and Thornhill, 2016).
3.3.3 Questionnaire Advantages

- A questionnaire is more cost-efficient in comparison to face-to-face interviews, and is one of the most affordable ways to gather quantitative data
- Saves a great deal of time, online questionnaires can be distributed and returned rapidly, especially compared to more traditional methods
- Familiarity for respondents, most people are familiar with completing questionnaires so generally people do not feel so nervous or apprehensive through this method
- Convenience for respondents as they can fill out the questionnaire in their own time and at their own pace
- Anonymity for respondents which can produce better results as respondents may be willing to share more personal views or information because they are not directly disclosing it to another person
- Automation and real-time access, respondents can fill out the questionnaire at any time and the data is stored electronically for convenience for the researcher
- Results can be analysed easily, especially through the use of software

(Statpac.com, 2017) and (CVENT, 2016)

3.3.4 Questionnaire Disadvantages

- The lack of an interviewer present to clarify and probe respondents could lead to less reliable data
- Possibility of low responses through online questionnaires as targeted respondents may not be cooperative, especially today as internet users are constantly bombarded with emails and messages
- Respondents may not be truthful with their responses, leading to unreliable data
- Due to the lack of face-to-face, respondents may misinterpret the question(s)
- Open ended questions used in questionnaires cannot easily be analysed if responses are long
- Respondents may skip questions if answers are not required for specific questions

(Survey Anyplace, 2016)

(Refer to Appendix 2)
3.4 Semi-Structured Interview

Semi-structured interviews were used to gather qualitative data, Saunders, Lewis and Thornhill (2016) define a research interview as “a purposeful conversation between two or more people, requiring the interviewer to establish rapport and ask concise and unambiguous questions, to which the interviewee is willing to respond, and to listen attentively.”

As Saunders, Lewis and Thornhill (2016) quote above, an interview is essentially a focused discussion where the interviewer collects valid and reliable data that is relevant to the research question and objectives. In this case the participants of the semi-structured interviews were students who attend Cardiff Metropolitan University and the questions asked were based on their perceptions of assessment feedback as well as their perceptions of video feedback they had received shortly before the interviews took place. (discussed in section 3.4.1)

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**Figure 3.2 Uses of different types of interview for each research purpose**
(Saunders, Lewis and Thornhill, 2016) p.393

Structured interviews are ideal if the researcher seeks ‘very precise answers to very precise questions’ and there is generally little exploration in responses due to few open-ended questions. Unstructured interviews allow for a deeper exploration of answers, though as questions are not pre-set, then the required data from the interview may become neglected as irrelevant discussion may occur. A semi-structured interview falls between these two, ‘achieving defined answers to defined questions while using more open-ended questions for issues to be explored’ (Saunders, Lewis and Thornhill, 2016).
3.4.1 Video Feedback Method

Before interviews were conducted, the students who agreed to participate in the interviews received video feedback on a piece of work (typed essay), the video feedback was created using screen capturing software. The video feedback creation was almost identical to that of Jones, Georghiades and Gunson (2012) except with a newer version of the software Microsoft Expression Encoder 4 (Microsoft.com, 2017).

![Figure 3.3 Screen Capture Digital Video Feedback procedure](Jones, Georghiades and Gunson, 2012)

3.4.1.1 Microsoft Expression Encoder 4

Microsoft expression encoder 4 is an advanced audio/video-encoding program, it is an application that can record what is happening on your screen, your webcam and/or your microphone. There is a free version of the software, but it lacks advanced features and options for editing the captured videos. Microsoft Expression Encoder is subdivided into two distinct applications, one for video, audio capture and one for editing. The screen capture user interface or tool is minimal as you can see in Figure 3.4, the user selects the window or section of the screen they wish to record as seen in Figure 3.5, and then press the record button (Mead, 2011). The user can also generate windows media video and audio files that
are optimised for other web playback scenarios, or appropriate for playback on portable devices. (Microsoft.com, 2017).

Fig 3.4 Microsoft Expression Encoder 4 (Brown, 2011)

Figure 3.5 Microsoft Expression Encoder – Recording region

3.4.2 Interview Structure

The type of interview conducted was a semi-structured interview which involved reading out questions based on the research topic of assessment feedback. This type of interview was chosen as it allowed the researcher to ask various open-ended questions which was required to gather data on the student’s perceptions of various elements of assessment feedback along with probes which allowed the interviewer to push for further information or give examples which may help gain more in-depth answers. In total 9 interviews were conducted, all participants were full time students at Cardiff Metropolitan University and were all over the
age of 18. The interview questions and answers were recorded and later analysed. In total, there was between 15 questions but during some of the interviews, the interviewer decided to add some additional questions and chose to leave out some non-key questions if they had already been touched on during the interview. Most of the questions were focused on attaining qualitative data from students on the research topic, and one section of the interview focused on attaining qualitative data on the student’s perceptions of the video feedback they had received discussed in section 3.4.1. The interviews were conducted on a one-to-one basis, involving the interviewer and student. The interviewer aimed to keep interview durations to approximately five minutes, but this was not strictly monitored due to the exploratory interview type and open-ended questions used. Five minutes was considered the suitable length as too long and the student may lose focus, resulting in the data gathered being of a poor quality. The interview provided more in-depth, qualitative data and allowed for a more in-depth analysis of the research topic.

The reason for conducting a questionnaire was to ask questions that could not be asked in the questionnaire as they required more in-depth answers and discussion into the research topic. Credibility of the data collected through the semi-structured interviews is also promoted as the students had agreed to participate in the interviews some time before they were conducted and were given some detail as to what the purpose of the interviews was. This allowed the students the chance to prepare for the interview. In regards to participant’s data security, the only identifiable information given by the students was their student numbers.

3.5 Methodology Conclusion

The research methodology contained both quantitative and qualitative data collecting methods. An online questionnaire was used to collect the quantitative data due to the methods efficiency, ability to be distributed and returned rapidly, anonymity and to the ability to target Cardiff Metropolitan University students who theoretically have a great deal of experience with assessment feedback and who will be potentially familiar with the technologies of feedback provision used. Once the quantitative data was collected, semi-structured interviews were conducted to collect qualitative data to further explore patterns and issues identified through the quantitative online questionnaire.
Chapter 4 - Results

4.0 Results

4.1 Introduction

The following section/chapter will look at the results of the online questionnaire. Results will be illustrated using various graphs, and a short description of the results will also be given.

Questionnaire

To avoid any misinterpretations with questions on the questionnaire, a pilot questionnaire was distributed to a small group of students. Once complete, the questionnaire was modified to remove any misunderstandings and errors discovered to ensure the data collected was reliable.

The questionnaire was conducted over the months of February, March and early April 2017. In total, there were 50 responses to the questionnaire, all of which were completed online through a survey-software website Qualtrics (Qualtrics, 2017). The questionnaire was divided into sections, the first section being general information on feedback; this section collected basic information about student’s perceptions, use of feedback and other key attributes. The next four sections of the questionnaire covered questions on the four forms of feedback reviewed in the literature, written, face to face, video and audio. Finally, the last section consisted of concluding questions based on the previous sections. Students could answer the questions by selecting an option from multiple answers or using a ranking system.
4.2 Questionnaire Findings (1700)

The questionnaire asked students if they receive feedback on all assessments at Cardiff Metropolitan University. Figure 4.1 shows that the majority (54%) of students receive feedback on assessments 'Most of the time', 34% receive feedback on all assessments whilst 8% do not often receive feedback on all assessments and 4% do not receive feedback on all assessments.

Figure 4.2 How long students spend checking feedback
Figure 4.2 shows a table of how long students spend checking their assessment feedback. The majority (32%) of students spend 3-4 minutes checking their feedback, 24% spend 5 minutes or longer, 22% spend 1-2 minutes and 6% do not check their assessment feedback.

![Figure 4.3 Does reviewing of feedback depend on mark](image)

Statistics in Figure 4.3 show that the majority (58%) of students reviewing of feedback does depend on the mark they receive.

![Figure 4.4 When a student is more likely to review feedback](image)

Figure 4.4 shows a chart of when students are more likely to review their assessment feedback, the majority (74%) of students check their feedback when they receive a mark they
did not expect, 24% of students check their feedback when receiving a low mark and 2% check when they receive a high mark.

Figure 4.5 shows a chart of what devices students use to check their assessment feedback. In total, there was 118 responses as this was a multiple-choice question, the majority (78%) of students use laptops to view their feedback, 64% use mobile phones, 62% use desktop computers and 28% use a tablet. 2% chose ‘Other’ and specified they use an iPod.

Students were given four statements as to why they read their feedback and were asked to rate these statements of importance from 1-5.

- 1 = Very Low
- 2 = Low
- 3 = Moderate
- 4 = High
- 5 = Very High

The statements included:
- To improve in future pieces of work
- To understand my strengths in the work
- To understand my weaknesses in the work
- To improve on academic skills such as writing and referencing

Figure 4.6 shows how students rated the importance of the statement ‘to improve in future pieces of work’. The majority \( (n=33) \) of students rated this statement to be high and very high in terms of why they read the feedback they receive. Whilst 10 students found this reason to be moderate and 7 found it to be low and very low.
Figure 4.6.1 To understand my strengths in the work

Figure 4.6.1 shows how students rated the importance of the statement ‘to understand my strengths in the work’. The majority (n=43) of students rated this statement to be high and very high in terms of why they read the feedback they receive. Whilst 5 students found this reason to be moderate and 2 found it to be of low importance.

Figure 4.6.2 To understand my weaknesses in the work
Figure 4.6.2 shows how students rated the importance of the statement ‘to understand my weaknesses in the work’. The majority (n=45) of students rated this statement to be high and very high in terms of why they read the feedback they receive. Whilst 4 students found this reason to be moderate and 1 found it to be of low importance.

Figure 4.6.3 shows how students rated the importance of the statement ‘to improve in future pieces of work’. The majority (n=18) of students rated this statement of moderate importance, with 12 students rating the statement as high, 11 as low and 9 as very high.
Students were asked if they prefer to receive feedback on their work at earlier stages (before submission). Statistics in Figure 4.7 show that the majority (66%) of students prefer to receive feedback at earlier stages with 10% saying they do not and 24% having no preference.

Figure 4.8 shows that the majority (48%) of students find that written feedback can sometimes lack in detail which results in them struggling to learn from it, 42% say that this varies from tutor to tutor and 10% say they do not find written feedback to lack in detail.
Figure 4.9 Written feedback sometimes feels robotic and lacks a personal feeling

Statistics in Figure 4.9 show that the majority (62%) of students agree that written feedback can sometimes feel robotic and lack any personal feeling on their work, 25% say that they do not feel this way and 28% say that this varies from tutor to tutor.

Figure 4.10 Do students always understand the written feedback they receive

Figure 4.10 shows a chart of whether students always understand the written feedback they receive. The majority (46%) understand the written feedback ‘most of the time’, 36% do not always understand, 14% say they do always understand and 4% usually do not.
Statistics in Figure 4.11 show that the majority of students (n=36) have received face to face feedback, whilst 14 have not.

Figure 4.12 shows a chart showing how effective the students who had received face to face feedback in Figure 4.11 found face to face feedback to be. Of the 36 students who have received face to face feedback, 21 found it to be very effective, 4 found it extremely effective whilst 9 found it to be moderately effective with 1 student finding face to face feedback not effective at all.
Statistics in Figure 4.13 show that 50% of students struggle to remember face to face feedback.

Figure 4.14 shows a chart showing that the majority (56%) of students have difficulty absorbing and using face to face feedback.
Figure 4.15 Face to face feedback more engaging

Figure 4.15 shows that the majority (72%) of students find face to face feedback more engaging than other forms.

Figure 4.16 Students find face to face feedback awkward or uncomfortable

Statistics in Figure 4.16 show that 52% of students do not find face to face feedback from a tutor to be awkward or uncomfortable, whilst 48% do find this form to be.

Figure 4.17 Received video feedback

Statistics in Figure 4.17 show that the majority (60%) of students have not received feedback in video form.
Figure 4.18 Effectiveness of video feedback

Figure 4.18 shows a chart showing how effective the students who have received video feedback in Figure 4.17 found video to be. Of the 20 students who have received video feedback, 12 found it to be very effective, 5 students found it extremely effective whilst 3 students found if to be slightly to moderately effective. No student who has received video feedback found it to be ‘Not effective at all’.

Figure 4.19 Would students watch the whole video

Figure 4.19 shows a pie chart indicating the preferences of the students regarding the length of the video. 22% chose ‘Yes’, 10% opted for ‘No’, and 68% selected ‘Depends on the length of the video’.
In Figure 4.19, students were asked if they would watch the whole video if they received video feedback. Statistics show that the majority (68%) of students say that it would depend on the length of the video, 22% say yes and 10% say no.

![Figure 4.20 Ideal length of video feedback](image)

In Figure 4.20, students were asked what they considered to be the ideal length in minutes for video feedback. The majority (62%) of students consider 3-5 minutes to be the ideal length, with 28% for 1-3 minutes and 10% in total for 5-7 and 7+ minutes.

![Figure 4.21 Received audio feedback](image)
In Figure 4.21, students were asked if they had received assessment feedback in audio form (such as an MP3 file). Statistics show that 47 of the 50 students have not received audio feedback.

![Figure 4.22 Effectiveness of audio feedback](image)

Figure 4.22 shows a chart showing how effective the students who have received audio feedback in Figure 4.21 found audio to be. Of the 3 students who have received audio feedback, 2 students found audio to be very effective and 1 student found audio to be moderately effective.

![Figure 4.23 Audio clips over written annotations](image)

In Figure 4.23, students were asked if they would prefer to receive short audio clips in place of the usual written annotations that are used in Turnitin for example. The majority (60%) of
students are open to trying this method, 28% say they would not prefer this method and 12% say they would.

In Figure 4.24, students were asked if they felt that the more personal feeling associated with audio feedback would be beneficial to their understanding of the feedback. The majority (70%) of students felt that it would be beneficial to their understanding of the feedback.

In Figure 4.25, students were asked if they felt that there could be problems with understanding teacher’s audio feedback for various reasons such as accent, use of over-complicated language or the pace at which the teacher speaks. The majority (84%) of students feel that such problems could occur in audio feedback.
In Figure 4.26, students were asked to rank which form of feedback they felt is most beneficial to them (1–4). The chart shows that students ranked face to face feedback as the number one most beneficial form of feedback with 56%, secondly written feedback with 31%, thirdly video feedback with 11% and lastly audio feedback with 2%.

- Face to face feedback was the most commonly selected form of feedback for rank one (56%)
- Written feedback was the most commonly selected form of feedback for rank two (51%)
- Video feedback was the most commonly selected form of feedback for rank three (60%)
- Audio feedback was the most commonly selected form of feedback for rank four (69%)
Statistics in Figure 4.27 show that more students would like to see these new forms of feedback used more often (44%) in comparison to students who would not like to see these new forms being used more often (12%). 44% of students also would be open to these new forms being used, but are content with the written and face to face feedback they currently receive.

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Figure 4.27 Would students like to see new forms of feedback used

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Figure 4.28 Faster feedback vs better feedback
In Figure 4.28, students were asked if they would choose faster feedback (quick response) or better feedback (more detailed). The chart shows that the majority (80%) of students would choose to receive the better, more detailed assessment feedback.

![Bar chart showing feedback preferences]

**Figure 4.29 Expected duration of teacher marking 3000-word essay**

In Figure 4.29, students were asked how long they expect a tutor to spend marking a 3000-word essay. The chart shows that the majority (42%) of students expect a teacher to spend 10+ minutes marking the 3000-word essay, 24% expect a teacher to spend 5-10 minutes, and 34% expect a teacher to spend up to 5 minutes.

Students were given four statements and asked to indicate their level of agreement with them.

The statements included:

- Feedback motivates me to study
- Feedback is only useful when it is positive
- I am not bothered about positive comments; I prefer to know what/how I could have done better
- Feedback should be given in earlier stages of my work, and not just at the end
Figure 4.30 Feedback motivates me to study

Statistics in Figure 4.30 show that the majority (38%) of students agree that feedback motivates them to study, with 24% saying they strongly agree. The chart shows that 32% of students are neutral with the statement while 6% disagree.

Figure 4.30.1 Feedback is only useful when it is positive

Figure 4.30.1 shows that a combined 88% of students disagreed/strongly disagreed with the statement ‘feedback is only useful when it is positive’ whilst 8% agreed/strongly agreed.
In Figure 4.30.2, students responded to the statement ‘I am not bothered about positive comments; I prefer to know what/how I could have done better’. The chart shows that in total 61% of students agree/strongly agree, 16% are neutral and 22% disagree/strongly disagree.

Figure 4.30.3 Feedback should be given at earlier stages of my work

Figure 4.30.3 shows that the majority (53%) of students agree that feedback should be given to them at earlier stages of their work, 21% strongly agree, 17% are neutral whilst 8% disagree/strongly disagree.
Chapter 5 - Discussion

5.0 Discussion

5.1 Introduction

The following section/chapter will analyse and discuss the results of the questionnaire. It will give an explanation as to why certain results were as they were, it will find patterns and similarities between various findings and linked to relevant literature when applicable.

This study set out to assess traditional written and verbal methods of feedback in comparison to multimedia/technology enabled feedback methods such as video and audio feedback. This study investigates student and teacher’s perceptions of along with the benefits and weaknesses/common concerns of four different forms of feedback.

5.2 Student uses and perceptions of feedback

The online questionnaire provided insight into student’s attitudes and perceptions towards assessment feedback, Figure 4.1 shows that 88% of the students receive assessment feedback on their work most of the time or all the time, an assumption can be made that some of the students who say they receive feedback ‘most of the time’ or ‘not often’ are including examinations or in-class tests in which students do not always receive feedback on.

“I think sometimes you don’t get to talk about exams and stuff in terms of feedback, you’re just given a grade, and even though they sometimes say you’ve missed this bit, I really feel like giving back exam papers and stuff if you can or in class tests, it actually lets you see.. ah here’s the exact bit where I went wrong, I’m going to re-do it now without it being marked and figure out how I can do it right for next time.”

This response shows that some students would also like to receive feedback on examinations to be able to further improve their learning. As seen in Figure 4.3, most students agree that their reviewing of feedback was dependent on their mark, Figure 4.4 was used to further this
by asking students when they were more likely to review their feedback in which the majority stated when they received a mark they did not expect which suggests that students may already have a good idea of where their strengths and weaknesses in their work are before receiving their marks. When it comes to students reviewing their feedback, Figure 4.2 shows that only 6% of students do not check their feedback whilst most students spend 3-4 minutes or longer doing so, this gives support to Weaver (2006) who states that students are fully aware of the value of feedback in improving their learning and contradicts Nicol (2010) and Sadler (2010) who suggest that students often do not collect their feedback and take little interest in it when they do.

Semi-structured interview responses evidenced that students know or have a strong idea of what good assessment feedback is, responses included:

“If it’s informative, tells you what you did wrong, what you did right, lots of detail and tells you how you could improve for next time”

“Comments that are unique to the students work, not general comments”

“Umm I suppose something that’s kind of in-depth and covers all the points that I suppose are important to the work”

To summarise the responses, students consider good feedback to be (1) informative in telling you what you did wrong and what you did right, (2) to contain in-depth, detailed and unique comments, (3) Covers all important areas of the work, (4) tells you where and how you could have improved. Students also highlighted what they consider to be bad feedback:

“When they just tell you what you did wrong and don’t tell you how you can correct what you did wrong”

“Umm when they haven’t really explained it to you properly, sort of not gone into detail about it, sort of one word comments”

“Using recycled comments, being vague”
Responses show that students consider bad feedback to be (1) not providing detail on how you could improve, (2) lack of clear explanation and detail, (3) Use of vague, recycled comments. This suggests that students know what they want and expect from teachers in terms of assessment feedback.

Students mostly agreed that feedback was important for them to ‘improve in future pieces of work’ as seen in Figure 4.6, this suggests that students are aware of the concept of ‘feed-forward’ introduced by Race (2007). This was further evidenced in the semi-structured interviews (Appendix 3) where students were asked to complete the statement; “Assessment feedback is important because”.

“It helps you improve for next time”

“Because it will help develop me further into future assessments”

Figures 4.6.1 and 4.6.2 find that students feel reviewing their feedback to find both their strengths and weaknesses is of equally high importance. During the semi-structured interviews students were asked what their biggest issue with feedback was, one student responded:

“Ooh I don’t know umm, probably if it’s not very detailed and they’re just criticizing you the whole time”

This response suggests that students dislike feedback that focuses mostly on their weaknesses, this corroborates with Weaver (2006) who suggested that if teachers provide poorly written feedback then students may take it personally, which could result in the students losing motivation and confidence.

Findings in Figure 4.26 show that students feel in ranking order that face to face feedback is the most beneficial, followed by written, video and then audio feedback.
5.3 Detail of written feedback

Results from Figure 4.8 show that most students feel written feedback they receive can sometimes lack in detail which has resulted in them struggling to learn from it, this finding was also present in the semi-structured interviews in which students stated:

“I think my biggest issue is the one word answers where it’s not like thorough enough”

“Uhh probably my old English teacher, she used to give me feedback, like one word phrases that didn’t really help, and like saying spelling and stuff like that and not really developing on it, like good but not really explaining why so it didn’t really help me”

These findings corroborate with Price et al. (2010) where students described written comments as vague and ambiguous and results from the UK national student survey (HEFCE 2017) where 32.2% of students did not agree that they had received detailed comments on their work. Similarly, in Figure 4.9 most students agreed that written feedback sometimes feels robotic and lacks a personal feeling. It can be assumed that these results were found due to issues discussed in the literature review (section 2.3) such as Irons (2007) who highlights the movement of mass higher education where teacher to student ratios can reach 45:1 along with teacher time constraints for providing feedback (Gibbs, 2010). Figure 4.10 shows that 46% of students understand written feedback ‘most of the time’, 36% stated that they do not always understand the written feedback they receive while only 14% said that they always understand the written feedback. Though in both findings, many students also indicated that the lack of detail and personal feeling in the feedback varies from tutor to tutor, this finding also appeared in the interviews;

“it depends on the tutor as well though, some of the tutors will email me back with my essay and like highlight parts and it’ll explain and some people it’ll just be like you need to do this, you need to do that”

An assumption can be made that some teachers are able to provide more detailed feedback due to having smaller classes of students, or it could relate to the experience of the teacher.
5.4 Face to face feedback

It was found that most students had experienced face to face feedback (Figure 4.11), and the majority who had stated that they found this form of feedback to be very to extremely effective (Figure 4.12). Figure 4.13 shows that 50% of students struggle to remember the face to face feedback they receive. Figure 4.14 shows that most students felt that there is difficulty in absorbing and using face to face feedback, this corroborates with Race (2005) who states “students often tend to remember only some of a feedback interview with an important person like you, often the most critical element, and this may undermine confidence unduly.” Most students felt that face to face feedback was more engaging, as seen in Figure 4.15 while Figure 4.16 shows that most students do not find face to face feedback awkward or uncomfortable.

5.5 Video feedback

The majority (60%) of students who participated in the questionnaire had never received video feedback before as seen in Figure 4.17. This was also the case for the students who participated in the interviews who all stated that they had not received any form of feedback other than written or face to face before receiving the video feedback (discussed in section 3.4.1).

“I think just verbal and written, like if you go and ask the lecturer”

“Umm there have been the reports on the assignments and there’s been stuff on Moodle, written stuff and also talking for some as well for some of them afterwards with the lecturer, and the video just now yeah”

Figure 4.18 shows that of the 40% who have received video feedback previously, 85% found the method of video feedback to be very and extremely effective. These findings were built on further through the semi-structured interviews with students at Cardiff Metropolitan University who had received video feedback for this study (discussed in section 3.4.1), the
students were asked what the main differences were between the video feedback and other forms they had received, student responses included;

“The video feedback was more detailed because it was actually what he was thinking at the time, rather than him going back later on”

“The video feedback is much better because he explains more, and you can actually see what he’s talking about”

“He was highlighting that parts that needed attention, that was good and you had him speak over so you got the both, 2 in 1 and I prefer that where as if I just read it saying you failed in this, you need to do this”

These responses suggest that the video feedback could provide a great amount more detail in comparison to the forms of feedback the students usually receive or have received previously, this finding concurs with findings of Henderson & Phillips (2015), Jones, Georgiades and Gunson (2012), Hyde (2013) and Crook et al. (2012) whose studies also identified the ability to provide a great amount more detail in video feedback compared to written feedback.

Perceived strengths and weaknesses of video feedback were also found during the semi-structured interviews. The strengths included: students felt that it is much easier to watch a video than it is to read through feedback, that it was beneficial for them to see the feedback process from the teacher’s perspective, that video feedback may be appreciated more by students with learning disabilities such as dyslexia as they can hear the feedback rather than have to read it and that the method of feedback is more accessible as you can go back and re-visit the video at any time.

“Hmm, strengths is it’s much easier to watch a video instead of just read something”

“The strengths would be like, because you could see it from their perspective”

“I know some people if they are dyslexic they might appreciate the video feedback more because they can hear it rather than reading it”
“Strengths umm gives the person marking the work the chance to expand on written comments for example if they wrote good point they can then expand as to why it’s a good point”

“It’s more accessible, you can go back and look over it – but you can’t with verbal”

The perceived weaknesses with video feedback included; potential technical problems such as the video not loading or play, this form of feedback may be difficult for older students who are not as technology savvy as younger students and an issue that came up multiple times was the inability to open a dialogue, to ask questions and get further information.

“the only problem is like maybe if the video doesn’t load or something”

“But the weaknesses again, I think it’s mostly the, if you have a question on the feedback, because quite often you look at it and think well I don’t really get why they’ve said that about this that I’ve done, I’d like to discuss this point or I really disagree with their opinion on this”

“Not being able to open a dialogue, ask questions and get further information”
“Might be difficult for older students who aren’t as into technology as younger students”

Figure 4.19 shows us that their viewing of the whole video feedback depended on the length of the video, 68% of students stated this while 22% stated that they would watch the whole video. This suggests that students may potentially lose interest if the video is too long. It was found in Figure 4.20 that students felt the ideal length for video feedback was 3-5 minutes, this finding links to Figure 4.2 which found that most students spend 3-4 minutes or 5+ minutes checking their feedback.

All students who received video feedback and participated in the semi-structured interview stated that they would like to receive video feedback again for future work, though it was
found that some of the students felt they would not want to receive video feedback in place of written feedback for all their work;

“Um I wouldn’t be opposed to it, it’s not something I would say oh I only ever want video feedback but if it’s the way things are going, I’m not opposed to it at all”

While some students stated they would like to see a ‘partnership’ of video and written feedback;

“Yes, I would say in partnership, so give someone written feedback and then video as well”

This suggests that while the students found the video feedback to be beneficial due to the benefits such as higher detail in feedback and the ability to re-visit such detailed feedback, students would still like to receive written feedback as well. It could be assumed that written feedback and video feedback vary in its focus on the students work, for example Cavanaugh and Song (2014) state that teacher’s comments focused more on ‘micro-level issues’ such as grammar and spelling in comparison to audio feedback where comments were focused on different aspects such as the structure of the work, this could be the same case for video feedback. Students may therefore receive little feedback the ‘micro-level issues’ of their work which may be valuable to some students.

5.6 Use of multimedia forms of feedback

Figure 4.27 shows that the majority (44%) of students would like to see multimedia forms of assessment feedback being used or are open to the method (44%). This suggests that students are aware of the benefits that multimedia forms of assessment can bring to their learning.
Chapter 6 - Conclusion

6.0 Conclusion

6.1 Introduction

This chapter will look at all the information collected to conclude whether the aims and objectives of the study were met.

6.2 Aims and Objectives

The aim of the study was to investigate and compare traditional forms and multimedia forms of assessment feedback to identify their advantages and disadvantages, the aim was met by undertaking several objectives.

**Objective One** – The first objective of the study was to critically review literature on the topic of assessment feedback. The literature was collected through websites, journals, e-journals, articles and books. This involved reading through various studies of feedback design, studies conducted to investigate the perceptions of students receiving multimedia forms of feedback, reports based on education statistics such as the national student survey and other various statistic websites and reports.

**Objective Two** – The next objective was to design a pilot questionnaire which was given to a small sample of students, this was to test the wording of questions to avoid any misinterpretations. Once the pilot questionnaire was completed, some of the questions were altered to avoid misinterpretation and some questions were removed. The final questionnaire was then created and distributed online to Cardiff Metropolitan University students.
Objective Three – The next objective was to conduct semi-structured interviews with a select few students who had received video feedback on one of their essays, the questions asked covered general aspects of feedback and involved questions to obtain their perspective of the video feedback they had received. Semi-structured interviews were conducted to collect in-depth, qualitative data that was later analysed.

Objective Four – Once the target number of questionnaires was reached and the semi-structured interviews were conducted, it was time to group the data and analyse the results. Firstly, the online questionnaire was locked to prevent any new respondents. In total, there were 50 responses to my online questionnaire, and 9 semi-structured interviews were conducted. The results of the online questionnaire are found in Chapter 4 “Findings”, various findings from the semi-structured interviews are found in Chapter 5 “Discussion” and the transcripts of the interviews are found in Appendix 3.

6.3 Main Findings

When analysing the findings from the primary and secondary data, there were various similarities found throughout.

After analysing the questionnaire and interview data, it was shown that the main reasons for student dissatisfaction is the lack of detail given to them by teachers in their feedback, and this is due to teacher time restrictions with large numbers of students.

It was found that multimedia forms of feedback like video feedback can be produced and distributed to students just as quickly as written feedback, but at the same time provides the levels of detail and personalisation that students are wanting in their assessment feedback. It was found that students are also very open to teachers using these forms of feedback, but it was also found that some students do not wish for video or audio feedback to completely replace written feedback.
6.4 Recommendations

This study focused on assessing traditional and multimedia forms of assessment feedback, further research could be conducted on a model or method where both video and written feedback can be provided in partnership at a timely manner. Further research could also be conducted on multimedia forms of feedback being used for formative feedback rather than summative.
6.0 References


Appendices

APPENDIX 1 – QUESTIONNAIRE INSTRUCTIONS

School of Management, Cardiff Metropolitan University

An investigation into traditional forms of assessment feedback vs Multimedia feedback case studying Cardiff Metropolitan University students

My name is Robert Webb and I am currently a final year student at Cardiff Metropolitan University. In order to complete my third year of study I am required to complete a dissertation. The primary data collected from this questionnaire will provide me with the information to complete my dissertation.

This project has received the approval of Cardiff School of Managements’ Ethics Committee, Cardiff Metropolitan University.

By taking part in this questionnaire you agree to the following:

I understand that my participation in this project will involve completing a questionnaire about traditional forms of feedback against multimedia forms of feedback which will take approximately 5 minutes of my time.

I understand that participation in this study is entirely voluntary and that I can withdraw from the study at any time without giving a reason or I can discuss my concerns with:

Robert Webb of Cardiff Metropolitan University: ST20011648@outlook.cardiffmet.ac.uk
Dr. Panicos Georghiades – Dissertation supervisor and lecturer at Cardiff Metropolitan University: pgeorghiades@cardiffmet.ac.uk

I understand that any identifying information provided by me will be held confidentially, such that only the PI (Robert Webb) can trace this information back to me individually.

I understand that my data will be stored on password protected computers, anonymised after completion of the survey and that no one will be able to trace my information back to me. The raw data will be retained for five years when it will be deleted/destroyed.

If you are 18 years of age or over, understand the statement above and freely consent to participate in this study please choose ‘I consent’ below.

☐ I consent
☐ I do not consent
APPENDIX 2 – QUESTIONNAIRE QUESTIONS

Q1 Do you receive feedback on all of your assessments (exams, coursework, presentations) at Cardiff Metropolitan University?
   ○ Yes
   ○ Most of the time
   ○ Not often
   ○ No

Q2 How long do you spend checking your feedback?
   ○ I do not check my feedback
   ○ Less than a minute
   ○ 1-2 minutes
   ○ 3-4 minutes
   ○ 5 minutes or longer

Q3 Does your reviewing of feedback depend on your mark?
   ○ Yes
   ○ No

Q4 When are you more likely to review your feedback?
   ○ When I received a low mark
   ○ When I received a high mark
   ○ When I received a mark I did not expect

Q5 What device(s) do you check your feedback on? (Multi-choice)
   ○ Mobile phone
   ○ Tablet
   ○ Laptop
   ○ Desktop
   ○ Other, please specify ____________________
Q6 Rate the following reasons as to why you read your feedback (Scale of 1-5, 5 being very high)

<table>
<thead>
<tr>
<th>Reason</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve in future pieces of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To understand my strengths in the work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To understand my weaknesses in the work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To improve on academic skills such as writing and referencing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q7 Do you prefer to receive feedback on your work at earlier stages? (before submission)
- Yes
- No
- No preference

Q8 Do you find the written feedback you receive can sometimes lack in detail resulting in you struggling to learn from it?
- Yes
- No
- Varies from tutor to tutor

Q9 Do you find written feedback can sometimes feel robotic and lack any personal feeling on your work? (recycled / rushed feedback)
- Yes
- No
- Varies from tutor to tutor
Q10 Do you always understand the written feedback you receive?
   ☐ Yes
   ☐ No
   ☐ Most of the time
   ☐ Usually not

Q11 Have you received feedback through a face to face with a tutor?
   ☐ Yes
   ☐ No
   Condition: No is Selected. Skip To: Do you struggle to remember face to f....

Q12 If yes, how effective do you feel face to face feedback is compared to other forms you have received?
   ☐ Extremely effective
   ☐ Very effective
   ☐ Moderately effective
   ☐ Slightly effective
   ☐ Not effective at all

Q13 Do you struggle to remember face to face feedback you receive?
   ☐ Yes
   ☐ No

Q14 Do you feel face to face feedback may be difficult to absorb and use?
   ☐ Yes
   ☐ No

Q15 Do you find face to face feedback more engaging than other forms of feedback?
   ☐ Yes
   ☐ No
   ☐ Unsure

Q16 Do you find receiving face to face feedback from a tutor can be awkward/uncomfortable?
   ☐ Yes
   ☐ No

Q17 Have you received feedback in video form? (usually a video file uploaded to Moodle or YouTube that you watch)
   ☐ Yes
   ☐ No
   Condition: No is Selected. Skip To: If you received video feedback on ass....
Q18 If yes, how effective do you feel video feedback is compared to other forms you have received?
- Extremely effective
- Very effective
- Moderately effective
- Slightly effective
- Not effective at all

Q19 If you received video feedback on assessments, would you watch the whole video?
- Yes
- No
- Depends on the length of the video

Q20 What would you consider the ideal length in minutes for video feedback?
- 1-3 minutes
- 3-5 minutes
- 5-7 minutes
- 7+ minutes

Q21 Have you received feedback in audio form? (such as an MP3 file?)
- Yes
- No

Condition: No is Selected. Skip To: Would you prefer to receive audio feed....

Q22 If yes, how effective do you feel audio feedback is compared to other forms you have received?
- Extremely effective
- Very effective
- Moderately effective
- Slightly effective
- Not effective at all

Q23 Would you prefer to receive audio feedback in small audio clips through the use of click-to-play in each section of your work? (similar to turn-it-in comment boxes but audio instead)
- Yes
- No
- Open to this method
Q24 Do you feel the more personal feeling of audio feedback (listening to your lecturer's voice) would be more beneficial to you in understanding where you went wrong/could improve in the work?
☑ Yes
☑ No

Q25 Do you feel there could be problems with students understanding tutor's audio feedback due to accents, use of over-complicated language or pace of the feedback? (for example speaking too quickly)
☑ Yes
☑ No

Q26 In order of 1-4, choose which forms of assessment feedback do you feel is most beneficial to you (select and drag to change order)
____ Written Feedback (paper or electronic)
____ Face to Face
____ Video
____ Audio

Q27 Would you like to see these new forms of assessment feedback used at CMU?
☑ Yes
☑ No
☑ Open to new forms of feedback, but content with the current

Q28 If you had to choose between faster feedback (quick response) or better (more detailed) feedback - which would you choose?
☑ Faster Feedback (quick response)
☑ Better Feedback (more detailed)

Q29 How long would you expect a tutor to spend marking a 3000 word essay/assignment and giving feedback - in minutes
☑ Up to 5 minutes
☑ Between 5 - 10 minutes
☑ 10+ minutes
Q30 Please indicate your level of agreement with the following statements

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback motivates me to study</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Feedback is only useful when it is positive</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I am not bothered about positive comments; I prefer to know what/how I could have done better</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Feedback should be given in earlier stages of my work, and not just at the end</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
## APPENDIX 3 – SEMI-STRUCTURED INTERVIEWS

Interview #1  
File: Voice0001  
Duration: 4:25

<table>
<thead>
<tr>
<th>Name</th>
<th>Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interviewer</strong></td>
<td>What do you consider good feedback?</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>If it’s informative, tells you what you did wrong, what you did right, lots of detail and tells you how you could improve for next time</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>What do you consider bad feedback?</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>When they just tell you what you did wrong and don’t tell you how you can correct what you did wrong</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>What types of feedback have you received at Cardiff Metropolitan University?</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>I think just verbal and written, like if you go and ask the lecturer</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>What’s your biggest issue with feedback you’ve received in general?</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>Ooh I don’t know umm, probably if it’s not very detailed and they’re just criticizing you the whole time</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>Can you complete the statement: Assessment feedback is important because..</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>It helps you improve for next time</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>As a student, what type of suggestions can you give to staff to improve feedback?</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>Umm, to actually take the time to write down what we did wrong and just make it as detailed as possible</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>What were the main differences you experienced between the video feedback and other types of feedback you’ve received?</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>The video feedback was more detailed because it was actually what he was thinking at the time, rather than him going back later on</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>Can you list some aspects or features of the video feedback that you particularly liked?</td>
</tr>
<tr>
<td>Name</td>
<td>Conversation</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Respondent</td>
<td>I liked how it was scrolling through your essay so you could see exactly where he was talking about, like the cursor was pointing</td>
</tr>
<tr>
<td>Interviewer</td>
<td>As a student, what do you feel the strengths and weaknesses of video feedback are or could be?</td>
</tr>
<tr>
<td>Respondent</td>
<td>I think the weaknesses are if you were just getting video feedback it probably wouldn’t actually be that useful because you would want written feedback as well. I think you would need written and the video. You wanted strengths, umm I’m just having a complete mind wipe, uhh it’s good to actually watch your lecturer go through</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Would you like to receive video feedback again on future assignments/work?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Yeah</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What types of technologies or platforms would you like to see being used by teachers to provide assessment feedback to students?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Uhh maybe Skype, that would be quite good, Skype for actually when you’re writing your essay and you need help</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Do you feel multimedia forms of feedback such as video and audio are only suitable for certain types of work? For example, essays, reports, presentations, database work</td>
</tr>
<tr>
<td>Respondent</td>
<td>Oh I think it would only work for like essays and stuff, I don’t think it would work for a presentation, unless they were actually filming you and giving the feedback while you’re presenting</td>
</tr>
</tbody>
</table>

Interview #2
File: Voice 0002
Duration: 3:19

<table>
<thead>
<tr>
<th>Name</th>
<th>Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewer</td>
<td>What do you consider good feedback?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Umm feedback in general, as long as it helps you improve everything</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What do you consider bad feedback?</td>
</tr>
<tr>
<td>Respondent</td>
<td>If it doesn’t give a detail of anything, then yeah</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What types of feedback have you received at Cardiff Metropolitan University?</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Respondent</td>
<td>Um yes forms, verbal, video feedback</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What’s your biggest issue with feedback you’ve received in general?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Uhh it’s not always clear, written feedback</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Can you complete the statement: Assessment feedback is important because..</td>
</tr>
<tr>
<td>Respondent</td>
<td>It helps you to improve your marks and generally do better</td>
</tr>
<tr>
<td>Interviewer</td>
<td>As a student, what type of suggestions can you give to staff to improve feedback?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Go over the feedback with the student, don’t just um tell them and let them do it by themselves</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What were the main differences you experienced between the video feedback and other types of feedback you’ve received?</td>
</tr>
<tr>
<td>Respondent</td>
<td>The video feedback is much better because he explains more, and you can actually see what he’s talking about</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Can you list some aspects or features of the video feedback that you particularly liked?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Definitely when he is pointing out the section he is talking about instead of just saying the feedback</td>
</tr>
<tr>
<td>Interviewer</td>
<td>As a student, what do you feel the strengths and weaknesses of video feedback are or could be?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Hmm, strengths is it’s much easier to watch a video instead of just read something, the only problem is like maybe if the video doesn’t load or something</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Would you like to receive video feedback again on future assignments/work?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Definitely</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What types of technologies or platforms would you like to see being used by teachers to provide assessment feedback to students?</td>
</tr>
<tr>
<td>Respondent</td>
<td>I like Skype</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>Do you feel multimedia forms of feedback such as video and audio are only suitable for certain types of work? For example, essays, reports, presentations, database work</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>No, I think it could be done for anything</td>
</tr>
</tbody>
</table>

**Interview #3**  
**File:** Voice 0003  
**Duration:** 4:11  

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th><strong>Conversation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interviewer</strong></td>
<td>What do you consider good feedback?</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>Uh, I quite like, I just got video feedback and I quite like that, I’ve never really had that idea before, normally I just get edited, sort of, when you get your word document and you get the edited notes on the side and then at the bottom a couple lines of comments as well</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>What do you consider bad feedback?</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>Uh probably my old English teacher, she used to give me feedback, like one word phrases that didn’t really help, and like saying spelling and stuff like that and not really developing on it, like good but not really explaining why so it didn’t really help me</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>What types of feedback have you received at Cardiff Metropolitan University?</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>Obviously, I just got the video feedback for one of my assignments and then uh just mostly like sheets with comments on the side which is what I’m used to</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>What’s your biggest issue with feedback you’ve received in general?</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>Just being too broad, I’m not the best …. Either, so I guess they can’t really do much about that</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>Can you complete the statement: Assessment feedback is important because..</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>Because it will help develop me further into future assessments</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>As a student, what type of suggestions can you give to staff to improve feedback?</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>Uh, like I don’t know if it’s just me but I appreciate a lot of feedback, very, very detailed feedback because whenever I had that my assignments have always gotten better and better</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What were the main differences you experienced between the video feedback and other types of feedback you’ve received?</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Respondent</td>
<td>I just liked how I could watch him go through my assignment, I’ve never really had that before, normally I just get, I’ve never seen someone like mark it I just get given it back, it was quite good to see the points he was looking at</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Can you list some aspects or features of the video feedback that you particularly liked?</td>
</tr>
<tr>
<td>Respondent</td>
<td>I just liked how I could see what he was marking</td>
</tr>
<tr>
<td>Interviewer</td>
<td>As a student, what do you feel the strengths and weaknesses of video feedback are or could be?</td>
</tr>
<tr>
<td>Respondent</td>
<td>The strengths would be like, because you could see it from their perspective, uhh I can’t really think of any weaknesses, I like the idea</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Would you like to receive video feedback again on future assignments/work?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Yeah, yeah, definitely, definitely</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What types of technologies or platforms would you like to see being used by teachers to provide assessment feedback to students?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Uhh Skype would be quite cool, I don’t really know, my schools always been traditional, it’s been really like, I’ve never really thought about any ideas like that, but I didn’t think video feedback would be that good, and then it was, I really liked that</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Do you feel multimedia forms of feedback such as video and audio are only suitable for certain types of work? For example, essays, reports, presentations, database work</td>
</tr>
<tr>
<td>Respondent</td>
<td>Yeah, yes, like when, when you’re doing like a presentation it probably wouldn’t be the best idea but like maybe when there’s like an assignment like an essay or report its quite a good idea, I prefer a video instead of just feedback at the end</td>
</tr>
</tbody>
</table>

Interview #4
File: Voice 0004
Duration: 6:09
<table>
<thead>
<tr>
<th><strong>Interviewer</strong></th>
<th>What do you consider good feedback?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respondent</strong></td>
<td>Umm I suppose something that’s kind of in-depth and covers all the points that I suppose are important to the work, it’s kind of hard to explain good feedback without having a context for said feedback</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Interviewer</strong></th>
<th>What do you consider bad feedback?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respondent</strong></td>
<td>Uhh something that doesn’t really answer any questions, so if you have anything, that doesn’t tell me anything about what I did, then that would be bad feedback</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Interviewer</strong></th>
<th>What types of feedback have you received at Cardiff Metropolitan University?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respondent</strong></td>
<td>Umm there have been the reports on the assignments and there’s been stuff on moodle, written stuff and also talking for some as well for some of them afterwards with the lecturer, and the video just now yeah</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Interviewer</strong></th>
<th>What’s your biggest issue with feedback you’ve received in general?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respondent</strong></td>
<td>Ummm, I find because, there’s not always so much room to work with what you’ve got and there are certain restrictions, you’ve missed this, you’ve missed that, then you’re trying to say well I’ve only got this many words and to include everything I feel is important, I can’t do all of that, so sometimes they don’t acknowledge the things you have done because you’ve maybe missed something they wanted</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Interviewer</strong></th>
<th>Can you complete the statement: Assessment feedback is important because..</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respondent</strong></td>
<td>Umm it allows you to improve on your work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Interviewer</strong></th>
<th>As a student, what type of suggestions can you give to staff to improve feedback?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respondent</strong></td>
<td>Umm I think sometimes you don’t get to talk about exams and stuff in terms of feedback, you’re just given a grade, and even though they sometimes say you’ve missed this bit, I really feel like giving back exam papers and stuff if you can or in class tests, it actually lets you see.. ah here’s the exact bit where I went wrong, I’m going to re-do it now without it being marked and figure out how I can do it right for next time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Interviewer</strong></th>
<th>What were the main differences you experienced between the video feedback and other types of feedback you generally receive?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respondent</strong></td>
<td>I suppose it’s… quicker because you get the what’s being said straight away, like once it’s put infront of you, you got it, but at the same time because it’s a video rather than face to face it kind of lacks the, well if I have a question for the person marking it I can’t, I’ve got to send an email</td>
</tr>
</tbody>
</table>
and that, so it’s kind of quicker in one sense but in another sense, it throws down certain down bits of feedback

**Interviewer**
Do you feel it helped that the teacher could fit more in because it’s verbally instead of written, it’s usually a lot of writing in comparison to talking

**Respondent**
Yes I think so, I think it’s a lot more efficient for the lecturers because they can press record, have it done in a few moments and move onto the next one

**Interviewer**
As a student, what do you feel the strengths and weaknesses of video feedback are or could be?

**Respondent**
Umm I suppose the strength again, it’s quite quick, once it’s done it can go out, and it can be seen, I suppose it also means umm I know some people if they are dyslexic they might appreciate the video feedback more because they can hear it rather than reading it

But the weaknesses again, I think it’s mostly the, if you have a question on the feedback, because quite often you look at it and think well I don’t really get why they’ve said that about this that I’ve done, I’d like to discuss this point or I really disagree with their opinion on this

**Interviewer**
Would you like to receive video feedback again on future assignments/work?

**Respondent**
Umm I wouldn’t be opposed to it, it’s not something I would say oh I only ever want video feedback but if it’s the way things are going, I’m not opposed to it at all

**Interviewer**
What types of technologies or platforms would you like to see being used by teachers to provide assessment feedback to students?

**Respondent**
Um I really don’t know, I don’t really see any issues with how it’s done now and… it’s fine as it is, if someone else comes up with an idea, I’ll probably think that’s also fine

**Interviewer**
Do you feel multimedia forms of feedback such as video and audio are only suitable for certain types of work? For example, essays, reports, presentations, database work

**Respondent**
Umm, I think so, yeah I don’t think they would work too well for exams, I mean if it was a short one fine, but if it’s 5 pages of work and they’re going through everything that’s… you either have to go through it all and that would be pointless or you just say oh you got this, and you may as well just read that down as a number
<table>
<thead>
<tr>
<th>Name</th>
<th>Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewer</td>
<td>What do you consider good feedback?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Umm good feedback is when it gets explained properly and they go through it with you</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What do you consider bad feedback?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Umm when they haven’t really explained it to you properly, sort of not gone into detail about it, sort of one word comments</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What types of feedback have you received? As in what kinds of forms such as video, written, face to face</td>
</tr>
<tr>
<td>Respondent</td>
<td>Umm yeah a lot of it has just been face to face and forms really</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Personally, what is your biggest issue with assessment feedback?</td>
</tr>
<tr>
<td>Respondent</td>
<td>I think my biggest issue is the one word answers where it’s not like thorough enough and also say if they given you it and you haven’t understood it and then they don’t, they’re not really there to explain it or just say what’s already on there, it doesn’t really help</td>
</tr>
<tr>
<td>Interviewer</td>
<td><em>laughter</em> Well we still get that in third year, you could do a huge paragraph and they’ll just write the word ‘good’ next to it</td>
</tr>
<tr>
<td>Respondent</td>
<td><em>laughter</em> I can imagine, like they haven’t told you what’s good about it</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What were the main differences you experienced between the video feedback and other types of feedback you’ve received?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Sort of, I think the video feedback Panicos just did was like a good one, but then it’s sort of like, I found it pretty much exactly the same as face to face, I think it’s better to do that than just hand the sheet back in and explain it</td>
</tr>
<tr>
<td>Interviewer</td>
<td>So, you’ve just experience the video feedback, what do you think could be the strengths and weaknesses of this form for you and other students?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Umm I think the strengths are, it’s good at explaining and it does go through it all – the only down is that you can’t ask questions</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Would you like to receive video feedback again on future assignments/work?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Yeah</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What types of technologies or platforms would you like to see being used by teachers to provide assessment feedback to students?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Maybe media player, that sort of thing</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Do you feel multimedia forms of feedback such as video and audio are only suitable for certain types of work? For example, essays, reports, presentations, database work</td>
</tr>
<tr>
<td>Respondent</td>
<td>I think so, yeah sort of like essays they could do it with and certain group work things you probably couldn’t do it for</td>
</tr>
</tbody>
</table>

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After a series of questions and answers, the table below summarizes the conversation:

<table>
<thead>
<tr>
<th>Name</th>
<th>Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewer</td>
<td>What do you consider good feedback?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Comments that are unique to the students work, not general comments</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What do you consider bad feedback?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Using recycled comments, being vague</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What types of feedback have you received at Cardiff Metropolitan University?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Just verbal and written, and the video just now</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What’s your biggest issue with feedback you’ve received in general?</td>
</tr>
<tr>
<td>Respondent</td>
<td>When the feedback is not clear enough</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Can you complete the statement: Assessment feedback is important because..</td>
</tr>
<tr>
<td>Respondent</td>
<td>Uh it allows room for improvement and a chance to better your work</td>
</tr>
<tr>
<td>Interviewer</td>
<td>As a student, what type of suggestions can you give to staff to improve feedback?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Doing it on a more personal, and um actually opening dialogue</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What were the main differences you experienced between the video feedback and other types of feedback you’ve received?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Umm received mostly written and verbal feedback, the video umm is the first time I’ve seen this, it was pretty much the same</td>
</tr>
<tr>
<td>Interviewer</td>
<td>As a student, what do you feel the strengths and weaknesses of video feedback are or could be?</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Respondent</td>
<td>Not being able to open a dialogue, ask questions and get further information. Strengths umm gives the person marking the work the chance to expand on written comments for example if they wrote good point they can then expand as to why it’s a good point.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Would you like to receive video feedback again on future assignments/work?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Yes, I would say in partnership, so give someone written feedback and then video as well.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What types of technologies or platforms would you like to see being used by teachers to provide assessment feedback to students?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Umm no not really</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Do you feel multimedia forms of feedback such as video and audio are only suitable for certain types of work? For example, essays, reports, presentations, database work.</td>
</tr>
<tr>
<td>Respondent</td>
<td>I wouldn’t say it has restrictions, it can be used on pretty much all parts of work umm it’s a good opportunity for um observational feedback where you’ve been observing someone doing work.</td>
</tr>
</tbody>
</table>

Interview #7
File: Voice 0008
Duration: 4:55

<table>
<thead>
<tr>
<th>Name</th>
<th>Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewer</td>
<td>What do you consider good feedback?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Umm I don’t know, where they tell you where you’ve done good, where you’ve done wrong and where you can improve to get a better mark.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What do you consider bad feedback?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Very basic or broad answers.</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What types of feedback have you received at Cardiff Metropolitan University?</td>
</tr>
</tbody>
</table>

81
<table>
<thead>
<tr>
<th><strong>Interviewer</strong></th>
<th>Respondent</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's your biggest issue with feedback you’ve received in general?</td>
<td>I don’t really have any big issues with feedback</td>
</tr>
<tr>
<td>Can you complete the statement: Assessment feedback is important because..</td>
<td>It is important because.. I don’t know <em>laughter</em> it’s important because you can get a better mark, see where you’re lacking</td>
</tr>
<tr>
<td>What were the main differences you experienced between the video feedback and other types of feedback you’ve received?</td>
<td>He was highlighting that parts that needed attention, that was good and you had him speak over so you got the both, 2 in 1 and I prefer that where as if I just read it saying you failed in this, you need to do this – it depends on the tutor as well though, some of the tutors will email me back with my essay and like highlight parts and it’ll explain and some people it’ll just be like you need to do this, you need to do that</td>
</tr>
<tr>
<td>As a student, what do you feel the strengths and weaknesses of video feedback are or could be?</td>
<td>It’s more accessible, you can go back and look over it – but you can’t with verbal</td>
</tr>
<tr>
<td>Might be difficult for older students who aren’t as into technology as younger students</td>
<td></td>
</tr>
<tr>
<td>Would you like to receive video feedback again on future assignments/work?</td>
<td>Yeah</td>
</tr>
<tr>
<td>What types of technologies or platforms would you like to see being used by teachers to provide assessment feedback to students?</td>
<td>I guess Skype could be used, but I’m not a major user of it so</td>
</tr>
<tr>
<td>Do you feel multimedia forms of feedback such as video and audio are only suitable for certain types of work? For example, essays, reports, presentations, database work</td>
<td>It can be done for anything really, or I feel</td>
</tr>
<tr>
<td>Name</td>
<td>Conversation</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What’s your biggest issue with feedback you’ve received in general?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Sometimes feedback on, they take off marks with spelling mistakes, punctuation stuff like that, I really think they shouldn’t do, they should look at the actual knowledge of the work</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Can you complete the statement: Assessment feedback is important because..</td>
</tr>
<tr>
<td>Respondent</td>
<td>Because you learn, you learn new things, you gain information</td>
</tr>
<tr>
<td>Interviewer</td>
<td>As a student, what type of suggestions can you give to staff to improve feedback?</td>
</tr>
<tr>
<td>Respondent</td>
<td>My IT teacher, in terms of marking work, we should use this new method which is much more easier and less time consuming, students won’t get pressured on waiting to get their grades back</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What were the main differences you experienced between the video feedback and other types of feedback you’ve received?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Video feedback is more direct, tells you exactly what to do – written feedback can be more difficult, and because writing is more time consuming he wouldn’t put as much effort in as he did with the video</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Would you like to receive video feedback again on future assignments/work?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Definitely, much more easier</td>
</tr>
<tr>
<td>Interviewer</td>
<td>What types of technologies or platforms would you like to see being used by teachers to provide assessment feedback to students?</td>
</tr>
<tr>
<td>Respondent</td>
<td>Skype or live feedback because it’s much more professional – other suggestions could be voice notes, or through social media</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Do you feel multimedia forms of feedback such as video and audio are only suitable for certain types of work? For example, essays, reports, presentations, database work</td>
</tr>
<tr>
<td>Respondent</td>
<td>I think it would be suitable for mostly everything</td>
</tr>
<tr>
<td>Name</td>
<td>Conversation</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>What do you consider good feedback?</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>If a teacher goes through everything, good comments on how I could improve</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>What’s your biggest issue with feedback you’ve received in general?</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>They don’t go through it all, they just give one point, brief</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>Can you complete the statement: Assessment feedback is important because..</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>The teacher will go through all the bits, he can help you on the references</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>What were the main differences you experienced between the video feedback and other types of feedback you’ve received?</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>This is better than online, because it’s usually only a little paragraph but in actual video he talked more – you can listen to the teacher and he’ll go through more, he’ll tell you more of what, the teachers are in a rush all the time, want to quickly mark it and give you a little brief of what you’ve done – but in actual voice it takes a couple of minutes and he talks a lot more, gives more information, everything you get from the voice over you can transfer it to the next assignment so you can improve</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>As a student, what do you feel the strengths and weaknesses of video feedback are or could be?</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>The strengths, are pretty much what I previously said and the weaknesses on it, not too many weaknesses on it</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>Would you like to receive video feedback again after experiencing it?</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>Yeah</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>Do you feel that kind of feedback will only be suitable for certain kinds of work such as essays, reports etc.?</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>I think it’s not good for presentations, but for essays and written reports it’s good</td>
</tr>
<tr>
<td><strong>Interviewer</strong></td>
<td>Do you have any friends that do database kind of work, do you see it being suitable for that?</td>
</tr>
<tr>
<td><strong>Respondent</strong></td>
<td>No I don’t, I’m not sure.. it depends really, depends on the person</td>
</tr>
</tbody>
</table>
APPENDIX 4 – ETHICS

<table>
<thead>
<tr>
<th>To be completed by student and supervisor before submission to Ethics Approval Panel</th>
<th>Student Signature</th>
<th>Supervisor Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Webb</td>
<td>Panicos Georgiades</td>
<td></td>
</tr>
<tr>
<td>Application for ethics approval</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Participant information sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[X]</td>
<td>[X]</td>
</tr>
<tr>
<td>Participant consent form</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[X]</td>
<td>[X]</td>
</tr>
<tr>
<td>Pilot interview/s</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>[X]</td>
<td>[X]</td>
</tr>
<tr>
<td>Pilot questionnaire/s</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>[X]</td>
<td>[X]</td>
</tr>
<tr>
<td>Letter/s to participating organisation/s</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[X]</td>
<td>[X]</td>
</tr>
<tr>
<td>Confirmation of interviewee participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[X]</td>
<td>[X]</td>
</tr>
</tbody>
</table>

Commented [A1]: I need the whole form
When undertaking a research or enterprise project, Cardiff Met staff and students are obliged to complete this form in order that the ethics implications of that project may be considered.

**If the project requires ethics approval from an external agency (e.g., NHS),** you will not need to seek additional ethics approval from Cardiff Met. You should however complete Part One of this form and attach a copy of your ethics letter(s) of approval in order that your School has a record of the project.

The document *Ethics application guidance notes* will help you complete this form. It is available from the Cardiff Met website. The School or Unit in which you are based may also have produced some guidance documents, please consult your supervisor or School Ethics Coordinator.

Once you have completed the form, sign the declaration and forward to the appropriate person(s) in your School or Unit.

**PLEASE NOTE:**

Participant recruitment or data collection MUST NOT commence until ethics approval has been obtained.

**PART ONE**

<table>
<thead>
<tr>
<th>Name of applicant:</th>
<th>Robert Webb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor (if student project):</td>
<td>Dr Panicos Georgiades</td>
</tr>
<tr>
<td>School / Unit:</td>
<td>Cardiff School of Management</td>
</tr>
<tr>
<td>Student number (if applicable):</td>
<td>ST20011648</td>
</tr>
<tr>
<td>Programme enrolled on (if applicable):</td>
<td>BSc (Hons) Business Information Systems</td>
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<tr>
<td>Project Title:</td>
<td>An investigation into traditional forms of assessment feedback vs Multimedia feedback case studying Cardiff Metropolitan University students</td>
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<tr>
<td>Expected start date of data collection:</td>
<td>15/01/2017</td>
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<tr>
<td>Approximate duration of data collection:</td>
<td>Five weeks</td>
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<tr>
<td>Funding Body (if applicable):</td>
<td>N/A</td>
</tr>
<tr>
<td>Other researcher(s) working on the project:</td>
<td>N/A</td>
</tr>
<tr>
<td>Will the study involve NHS patients or staff?</td>
<td>No</td>
</tr>
<tr>
<td>Will the study involve human samples and/or human cell lines?</td>
<td>No</td>
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</tbody>
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Does your project fall entirely within one of the following categories:

| Paper based, involving only documents in the public domain | No |
Laboratory based, not involving human participants or human samples | No
---|---
Practice based not involving human participants (eg curatorial, practice audit) | No
Compulsory projects in professional practice (eg Initial Teacher Education) | No
A project for which external approval has been obtained (e.g., NHS) | No

If you have answered YES to any of these questions, expand on your answer in the non-technical summary. No further information regarding your project is required.

If you have answered NO to all of these questions, you must complete Part 2 of this form

In no more than 150 words, give a non-technical summary of the project

The project aims to review the current forms of assessment feedback as used by some lecturers at Cardiff Metropolitan University and compare these with multimedia based feedback such as video and/or audio feedback. The author will conduct secondary research to analyse existing data on the current forms of assessment feedback used and on the various forms of multimedia feedback available to lecturers. In addition, primary research will be conducted using an online questionnaire addressed to students at Cardiff Metropolitan University only; a focus group consisting of third year students and semi-structured interviews. All participants will be aged 18 or over. The results of the research will be reflected in the discussion and conclusions of the report which will include: analysis of the questionnaire results, analysis of the semi-structured interviews with students and comparisons to literature review.

DECLARATION:

I confirm that this project conforms with the Cardiff Met Research Governance Framework

I confirm that I will abide by the Cardiff Met requirements regarding confidentiality and anonymity when conducting this project.

STUDENTS: I confirm that I will not disclose any information about this project without the prior approval of my supervisor.

Signature of the applicant: R.I.Webb
Date: 09/11/2016

FOR STUDENT PROJECTS ONLY

Name of supervisor: Dr Panicos Georghiades
Date: 23/11/2016

Signature of supervisor: PGeorghiades

Research Ethics Committee use only

Decision reached:
- Project approved ✔
- Project approved in principle ✔
- Decision deferred
<table>
<thead>
<tr>
<th>A1. Will you be using an approved protocol in your project?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2. If yes, please state the name and code of the approved protocol to be used</td>
<td>N/A</td>
</tr>
<tr>
<td>A3. Describe the research design to be used in your project</td>
<td></td>
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</tbody>
</table>

This research will use an interpretative research philosophy and a deductive research strategy. Triangulation will be used (involving questionnaires, focus groups and interviews) to increase the credibility and validity of the results.

**Online Questionnaire** posted on [www.qualtrix.com](http://www.qualtrix.com) via the university’s account.

- The researcher aims to have at least 75 completed online questionnaires consisting of about 30 questions.
- Participants will be told details of the study and its goals.
- The questionnaire will take approximately 5-10 minutes to complete.

**Sample:**
- This is *purposive sampling* as the participants will need to be students at Cardiff Metropolitan University.

**Semi-structured interview:**
- The researcher will conduct 3-5 semi-structured interviews consisting of about 5 questions with Cardiff Metropolitan University students who have received video/audio feedback on an essay assignment and on a Database assignment.
- The questionnaire will consist of open ended questions to collect qualitative information.
- These interviews are forecasted to take place in January.
- Each interview will be recorded and transcribed and will be 15-20 minutes in length.

**Sample:**
- This is purposive sampling as the participants of the semi-structured interview will be members of a class that will be receiving video feedback.

**Focus group:**

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1 An Approved Protocol is one which has been approved by Cardiff Met to be used under supervision of designated members of staff; a list of approved protocols can be found on the Cardiff Met website here
The researcher also aims to hold one or two focus group consisting of 4-5 students. The focus group will be asked to discuss 5-6 statements/questions. The focus group discussion will be recorded and will be 15-30 minutes in length. The focus group is forecasted to take place in January/February.

Sample:
- This is purposive sampling as the students involved are third year students who have received feedback through various forms throughout their time at Cardiff Metropolitan University.
- This is convenience sampling as the members of the focus group will be third year BIS students who volunteer or are willing to take part.

Participants:
- All participants will be over the age of 18.

Analysis:
- The quantitative data from the online questionnaires will be on the Microsoft Excel by the creation of graphs, tables and charts.
- The qualitative data from the semi-structured interviews will be transcribed to word files and analysed using a thematic technique.

Consent:
- Consent from participants is required from the interviewees by the completion of the consent form before they can take part in the study.
- Consent from participants involved in the focus group is also required by completion of the consent before they can take part in the study.

A4 Will the project involve deceptive or covert research?  No
A5 If yes, give a rationale for the use of deceptive or covert research  N/A
A6 Will the project have security sensitive implications?  No
A7 If yes, please explain what they are and the measures that are proposed to address them  N/A

B PREVIOUS EXPERIENCE
B1 What previous experience of research involving human participants relevant to this project do you have?  No prior experience
B2 Student project only  What previous experience of research involving human participants relevant to this project does your supervisor have?  Supervisor has 30 years’ experience of academic research and student dissertation supervisions

C POTENTIAL RISKS
C1 What potential risks do you foresee?
1. I may not meet the deadlines.
2. Insufficient response from my online questionnaire.
3. The participants may have concerns over the confidentiality of the data, not being anonymous etc. and withdraw their consent.

C2 How will you deal with the potential risks?
1. Putting in place a schedule to ensure I meet the deadline (Gantt chart).
2. Ensure I devote enough time and start as early as possible in order to achieve this and not leave it to the last minute
3. Participants are ensured that all information collected is kept secure in a password protected database, the data and consent forms will be stored separately to ensure there are no names linked to the data and the forms will be destroyed within 5 years of the project’s finish.

When submitting your application you **MUST** attach a copy of the following:
- All information sheets
- Consent/assent form(s)

An exemplar information sheet and participant consent form are available from the Research section of the Cardiff Met website.