

multimedia

think

really much things time affected visual things
format opportunity want made people one first looking
new times written enjoyed bit ask taking rubrics sense take
questions getting suppose OK able helped future useful content
needed therefore learning way see also understand
guess probably grade experience answer um
Yeah see also learn may little
assignment instructor voice positive class well something
two end teacher audio put one-on-one everybody need
thinking assignments couple hear instructor voice positive class well something
maybe marking couple hear instructor voice positive class well something
assignment instructor voice positive class well something
every download fully almost definitely know class well something
felt walk beginning might thing like going actually links though helpful done used
assume classes help else even good sure components personal parts classmates feel back information interesting
another better week make less kind done used fact perception
easy found talking work night relationship watch look now thought
response went get always

Using Multimedia Feedback to Enhance Learning



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Research Goals & Background

- Gain a better understanding of learner experiences, attitudes, and perceptions of receiving assessment feedback in digital multimedia format



Graduate research

What is good feedback?



8 Principles of Effective Feedback

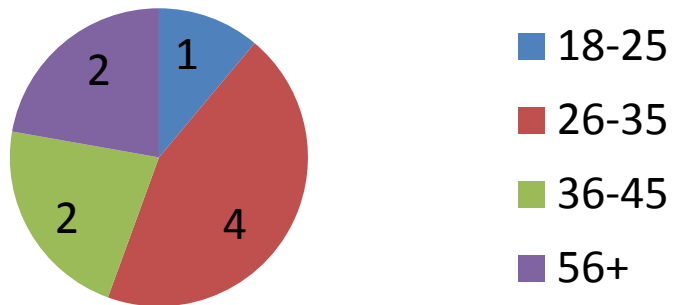
1. Provide positive comments in addition to corrections.
2. Focus feedback on course, program, or discipline specific outcomes and competencies.
3. Identify patterns of weakness, errors, or strengths rather than focusing on every error.
4. Provide feedback in a timely manner.
5. Personalize the feedback.
6. Ensure feedback is legible and/or audible.
7. Do not focus on the mark.
8. Two-stage or multi-stage feedback works better than one-stage feedback

Context

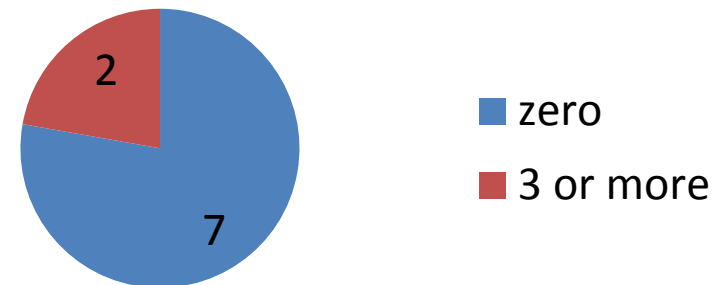
- McMaster University
 - Hamilton, Ontario, Canada
- Centre for Continuing Education
- Web Design & Development Program
- Building a Web Site Course
 - Pre-requisite to all other course in the program
 - Lab environment
 - 10 to 21 students

Research Participants

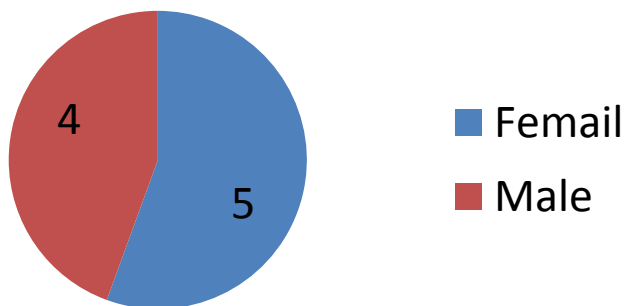
Age Group



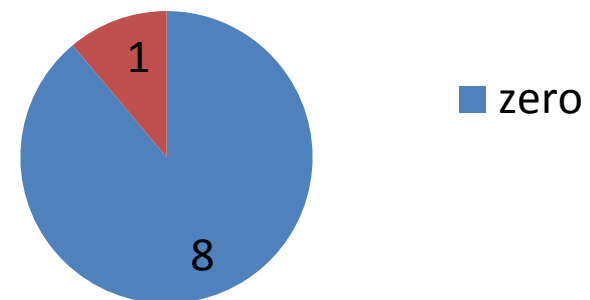
Experience taking online or blended courses



Gender



Experience receiving feedback in audio or multimedia format

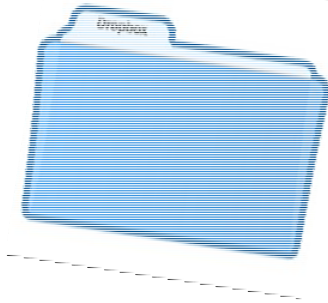


Feedback Process - Overview

1. Collect assignments asynchronously online



Desire2Learn
Innovative Learning Technology



2. Record feedback



3. Distribute feedback and grades to learners asynchronously online



Dropbox Folder View

Replace String adds student name for you.

Assignment 1 Feedback

Very good job {FirstName}.

Click the link below for specific feedback on your work.

[Get Feedback Now!](#)

Note: The feedback provided was captured in multimedia format that includes screen-capture and audio voice-over. To view and listen to the feedback you will need computer speakers (or headphones), and [Adobe Flash Player](#) installed on your computer.



“Get Feedback Now” button
Opens multimedia feedback

Multimedia Feedback

294-004 | Building a Web Site

Assignment 1 Feedback

Instructor: Brian Gould

Web Design & Development Program

The image shows a video player interface. At the top, a dark grey banner contains the text '294-004 | Building a Web Site' in white. Below this, the text 'Assignment 1 Feedback' is displayed in yellow. The main content area is white and features a large black play button icon in the center. To the left of the play button, the text 'Instructor: Brian Gould' is visible. At the bottom of the video frame, a light grey banner contains the text 'Web Design & Development Program'. Below the video frame is a standard video player control bar with icons for play, pause, stop, and volume, along with a progress bar.

Data Collection & Analysis

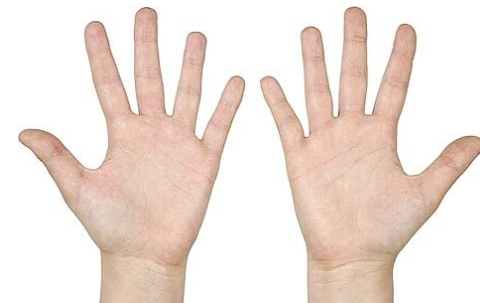
- Pre- and Post-Course Surveys
- Post course interviews
- Mann Whitney U Test
- Conceptual Ordering Framework (Owen, 1984)



Cognitive



Affective



Psychomotor

Assessment *for* Learning

“Being graded this way allowed me to see exactly where I made my mistakes and fix them”

“The feedback helped me go back and fix the mistakes I made”

Just In Time Teaching (JiTT)

- Specific and individualized demonstrations based on the immediate needs of learners (Marrs and Novak, 2004)

*“I thought it was awesome, because on my first assignment I had done a couple of things that were a little bit complicatedly wrong and **it was just so immediately clear to me what exactly I need to do to fix the problem.**”*

Cognitive Apprenticeship

- “learning is understood as a blend of product and process” (Pratt and Associates, 1998, p. 86).

*“it’s possible to **see what you were thinking** when you were marking”*

*“I think it definitely got your point across and **helped me understand what I did wrong** in my assignments and **helped me think about ways in which I could improve.**”*

Student-Faculty Interactions

- “Frequent student - faculty contact in and out of classes is the most important factor in student motivation and involvement” (Chickering & Gamson, 1987, p. 3).

*“it’s almost **like another way of getting to know you so that as the course progressed and I felt more comfortable approaching you with questions**”*

*“it felt like you were talking to me personally and so **when I saw you in class it felt like OK you understand what my project is and I can really talk to you**”*

Motivation

- Mayer's (2003 & 2008) Personalization Principle of multimedia learning posits that conversation style within text and narration promotes learner engagement and motivation.

“it encourages you to try more and you end up taking more out of the course when you know that your instructor is giving more into the course.”

*“it really **helped me feel motivated** that you really cared about my learning so the effort that I put in was more important because **I wanted to show you that I was also willing to put in the effort to the course material.**”*

Final Thoughts

“Feedback affects student learning more than any other variable, including the teaching” (TESTA, n.d., para. 9).

“Providing feedback on assignments is one of the most time-consuming things tutors do” (Gibbs, n.d., p. 1).

balance

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