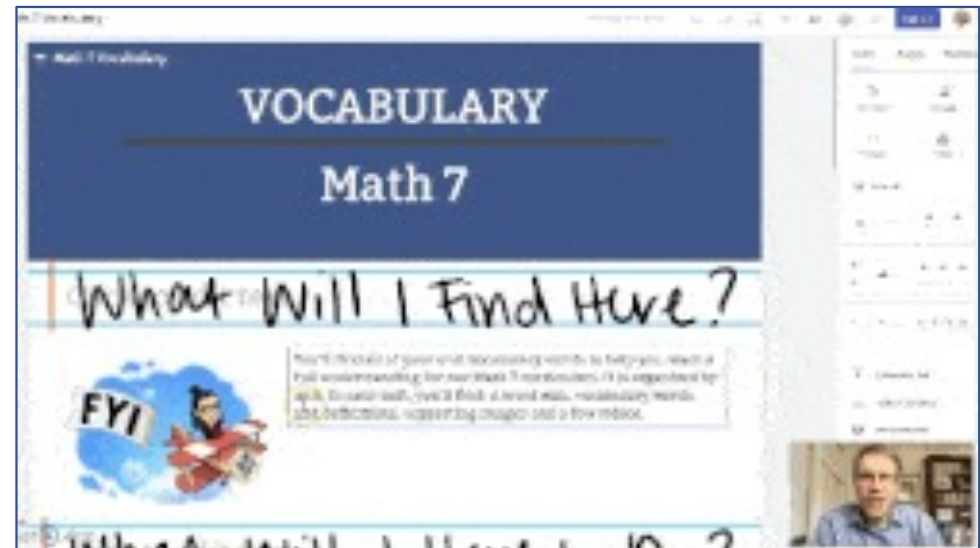# Multimode assessment feedback

Moira Sarsfield

Director, FoNS EdTech Lab

What is multimode feedback?

- Screencast + video

- Panopto recording
  - Marked work in Turnitin
  - Video of marker
  - Transcript of audio

Why consider multimode feedback?

- Feedback is an ongoing challenge

- Providing 'more of the same' doesn't work

- Some evidence of benefits of multimode feedback in early trials

- Some teaching staff keen to try

- Possible benefits in STEM disciplines?

Bahula, T., & Kay, R. (2021). Exploring student perceptions of video-based feedback in higher education: A systematic review of the literature. *Journal of Higher Education Theory and Practice*, 21(4), 248-258.
Bahula, T., & Kay, R. (2022). Exploring Instructor Perceptions of Using Video-Based Feedback: A Review of the Literature. *Journal of Educational Informatics*, 3(1), 3-20.

Feedback literacy

- Carless and Winstone (2020) – Teacher feedback literacy:
    - Design dimension
    - Relational dimension
    - Pragmatic dimension

- Carless and Boud (2018)

    "Student feedback literacy denotes the understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies."

Designing for uptake
Relational sensitivities
Managing practicalities

Teacher Feedback Literacy

Student Feedback Literacy
(Adapted from Carless and Boud 2018; Molloy et al. 2020)

Appreciate feedback
Refine evaluative judgments
Take action in response to feedback
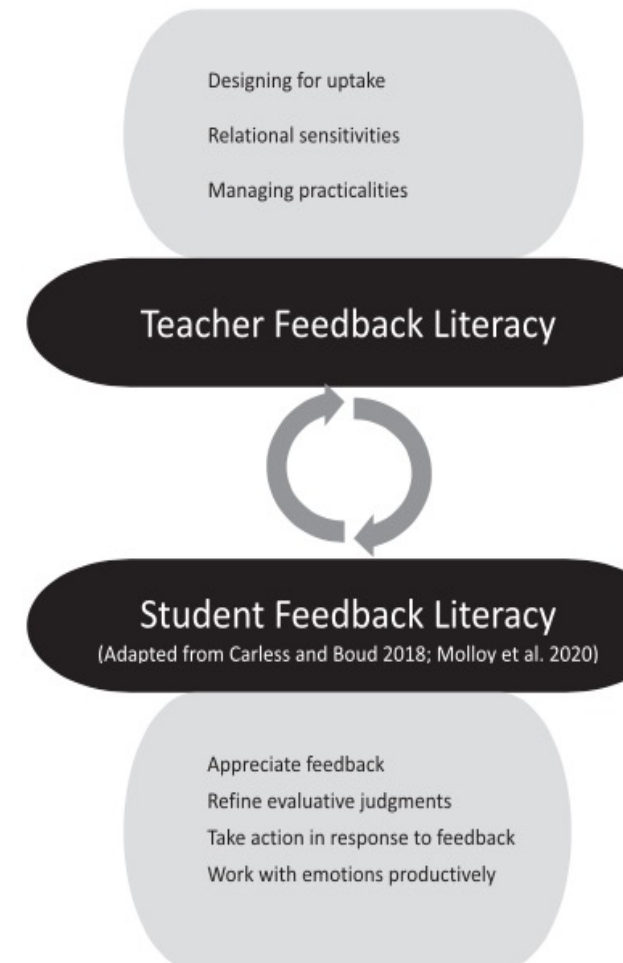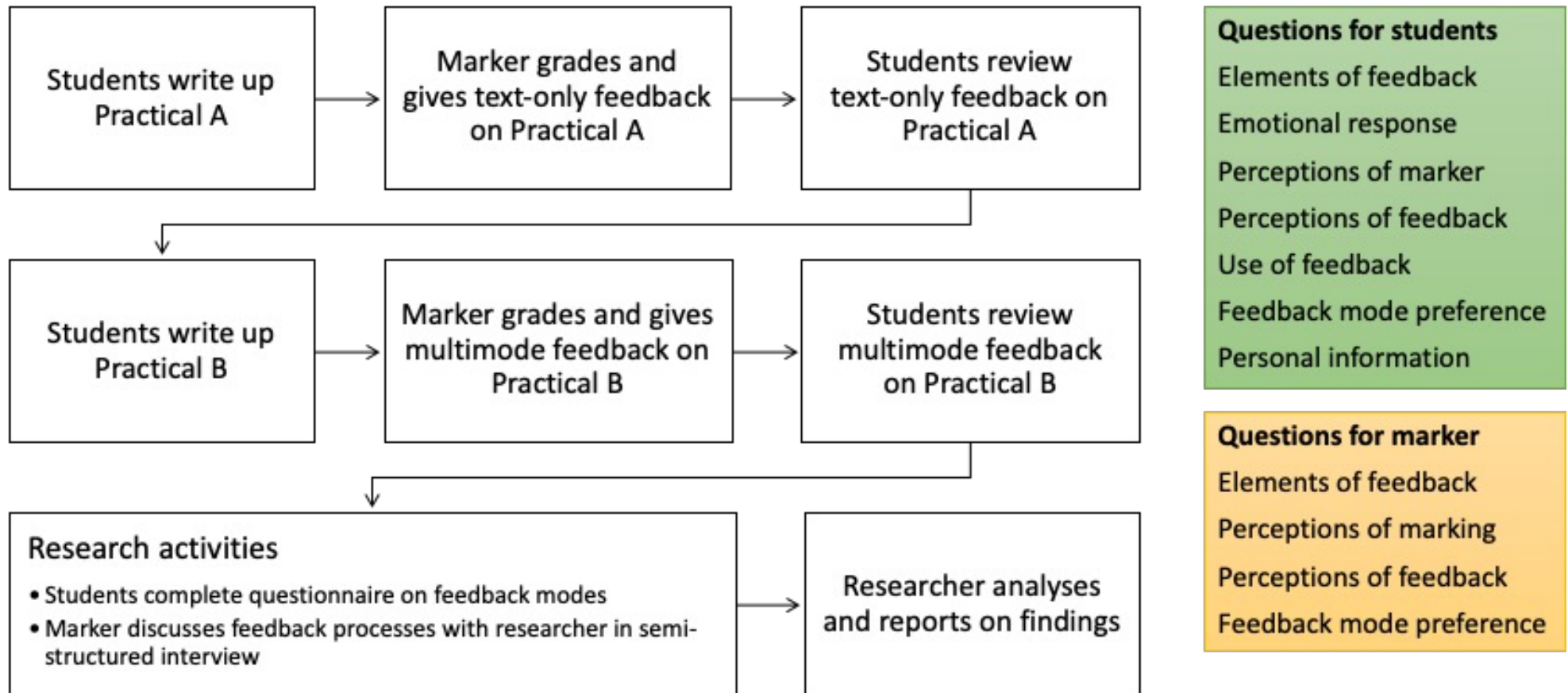Work with emotions productively

Image from Carless, D., & Winstone, N. (2020). Teacher feedback literacy and its interplay with student feedback literacy. *Teaching in Higher Education*, 1-14.
Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315-1325.
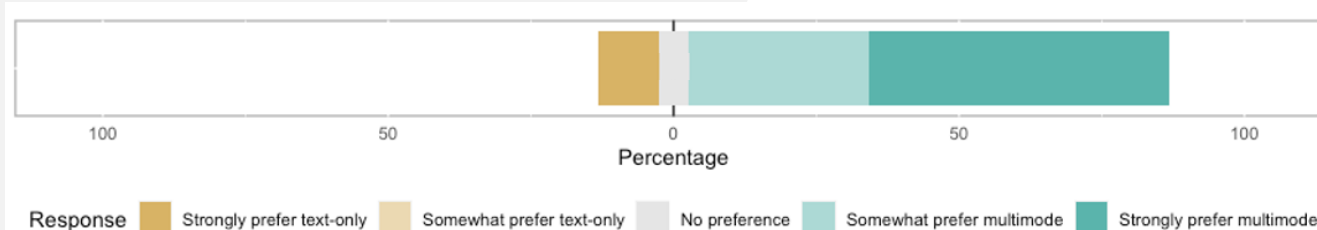
4

Case study details

- Module – elective, Y3 undergraduate (level 6)
- Programme – Faculty of Natural Sciences, lab-based discipline
- Marker – experienced Teaching Fellow
- Students – 49 students

- Ethical approval from the Imperial College Educational Ethics Review Committee

Study design

Students write up Practical A → Marker grades and gives text-only feedback on Practical A → Students review text-only feedback on Practical A

Students write up Practical B → Marker grades and gives multimode feedback on Practical B → Students review multimode feedback on Practical B

Research activities
- Students complete questionnaire on feedback modes
- Marker discusses feedback processes with researcher in semi-structured interview

→ Researcher analyses and reports on findings

Questions for students
Elements of feedback
Emotional response
Perceptions of marker
Perceptions of feedback
Use of feedback
Feedback mode preference
Personal information

Questions for marker
Elements of feedback
Perceptions of marking
Perceptions of feedback
Feedback mode preference

Student preference

Which type of feedback would you prefer to receive on future work?

N=19

Video ESPECIALLY was what I would like more of/only. *(Student S)*

The video form is very useful for understanding the marking and getting feedback for future work. But the text comment is straightforward to look at. I prefer to have text-only when I first look at the overall grade and comments. Also, navigating Panopto and finding the video comment takes much longer than reading a simple text. *(Student K)*

Quotes edited for legibility.
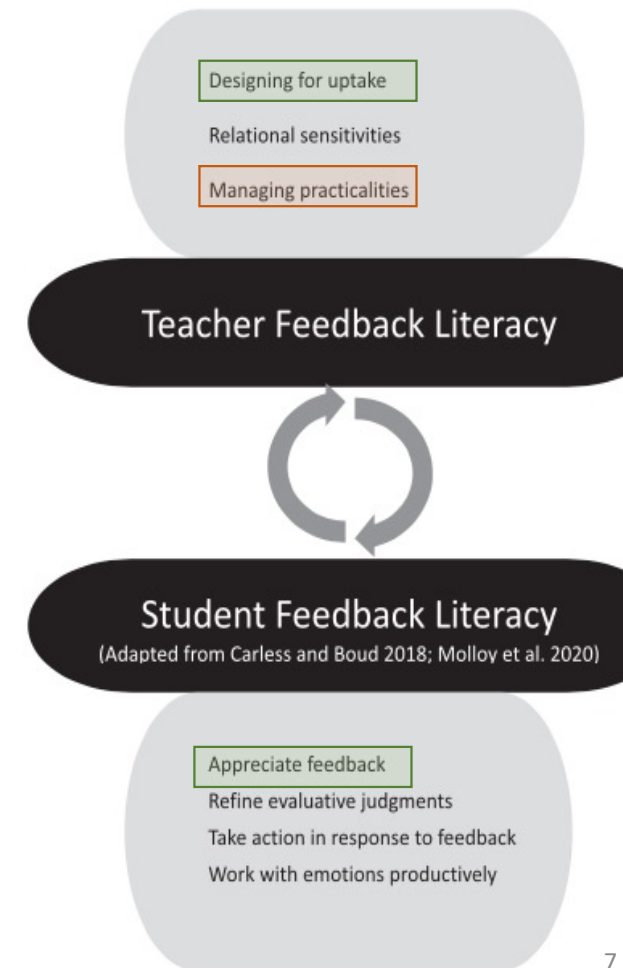
Staff preference

I can clearly see benefits with the video feedback.

I found it *easier* to give feedback... and to give much more *constructive* feedback

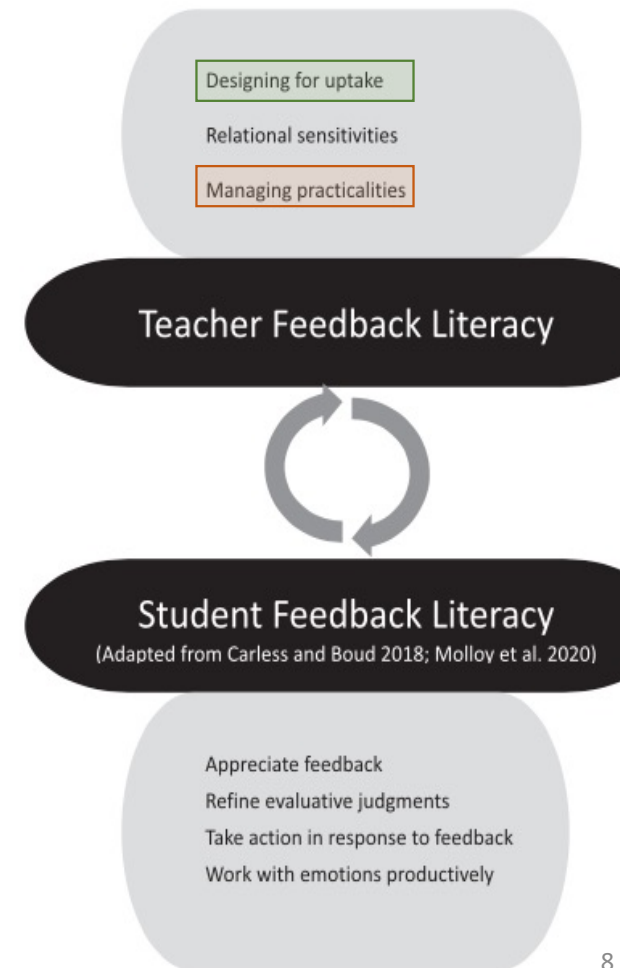It didn't take that not much longer... not significantly

And in fact, personally, I found it less tedious not having to write everything

Which method of feedback in future?
I'd like to use them both depending on the coursework and on the overall number of students.

It's not one or the other – they both have their niches where they work.
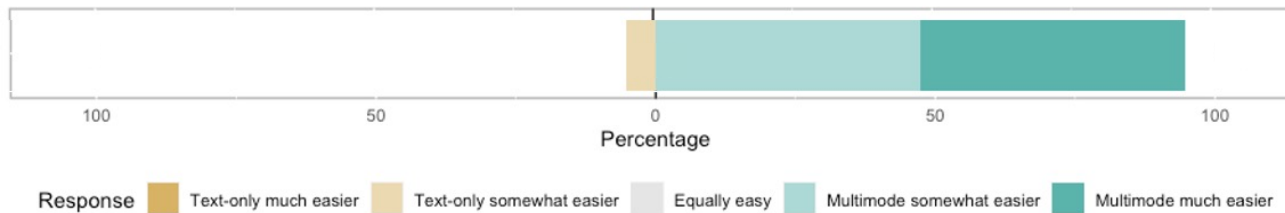
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Work with emotions productively

Multimode is more understandable

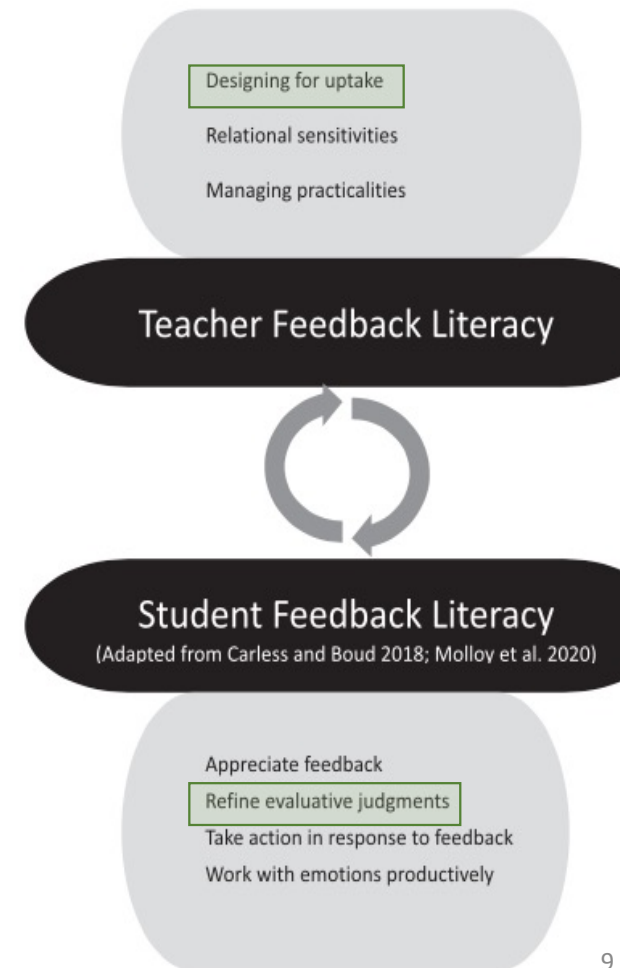Which type of feedback did you find easier to understand?

N=19

The video was the most useful as the marker went through the paper and pointed out the specific comments and expanded on them. *(Student P)*

I think multi-mode just had more information and nuance. *(Student R)*
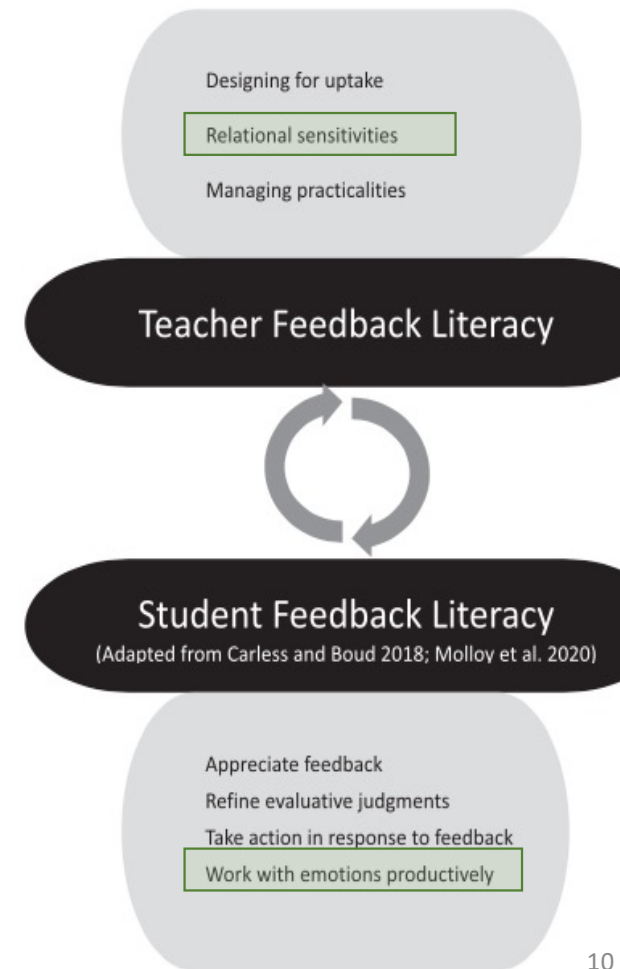
Multimode is more personal

Students' views of the feedback and marker *	Median text-only	Median multimode	Probability p	Effect size r
Critical–Constructive	63	69	0.155	0.328
General–Personal	44	68	**<0.001**	**0.827**
Unclear–Understandable	63	82	**0.015**	**0.571**
Unsupportive–Supportive	63	86	**0.009**	**0.619**

* Scale of 0 – 100. 50 is neutral. Wilcoxon signed ranks test, paired samples. *N* = 19.

[The marker] gave very nice feedback even though the work was not the greatest. The way they told me the mistakes and what I have to do better was a lot more friendly than just reading the comment as in Report A.
(Student M)

Quotes edited for legibility.

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Take action in response to feedback

Work with emotions productively

Emotions more positive with multimode

Students' feelings on viewing feedback*	Median text-only	Median multimode	Probability p	Effect size r
Sad–Happy	53	64	0.155	0.315
Anxious–Comfortable	50	70	**0.044**	**0.444**
Discouraged–Motivated	50	67	**0.044**	**0.449**
Uncertain–Confident	50	65	**0.029**	**0.503**
Angry–Content	59	65	0.140	0.352
Ashamed–Proud	50	60	0.111	0.358

* Scale of 0 – 100. 50 is neutral. Wilcoxon signed ranks test, paired samples. N=19.

I just was more proud of myself. Having someone say well done personally to you makes me feel much better. *(Student S)*
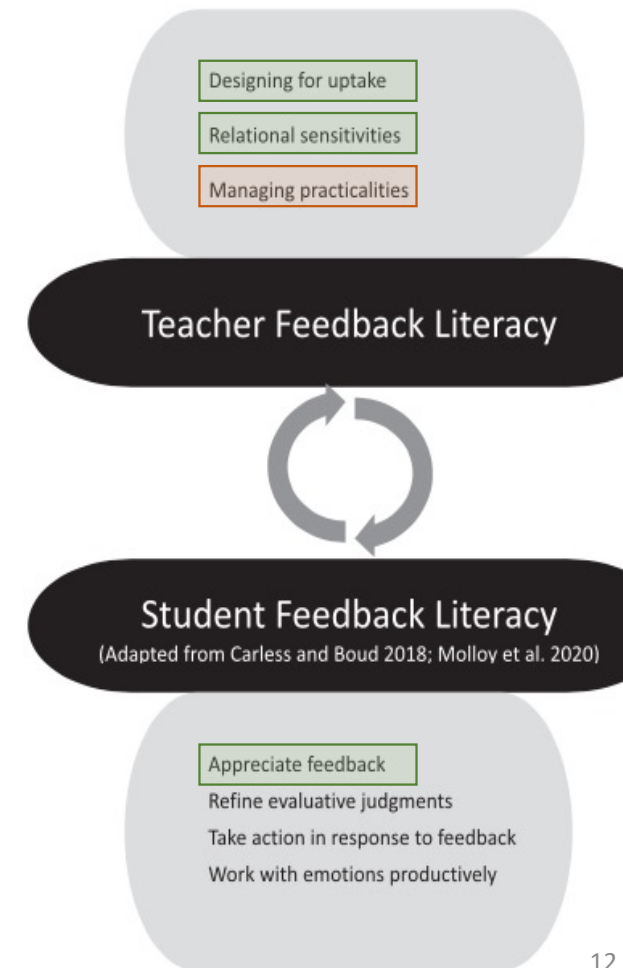
But…
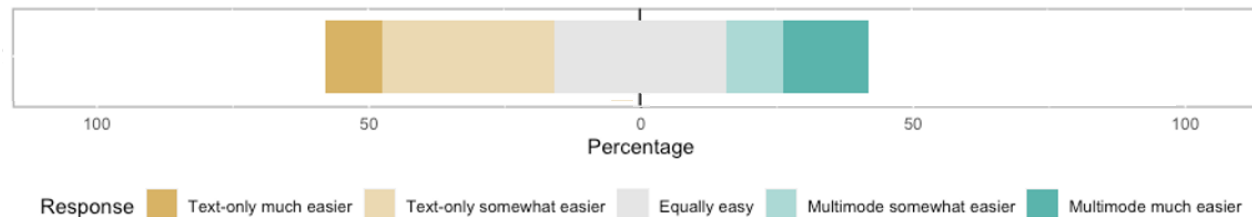The feedback in the video format was quite difficult to watch for me *(Student G)*
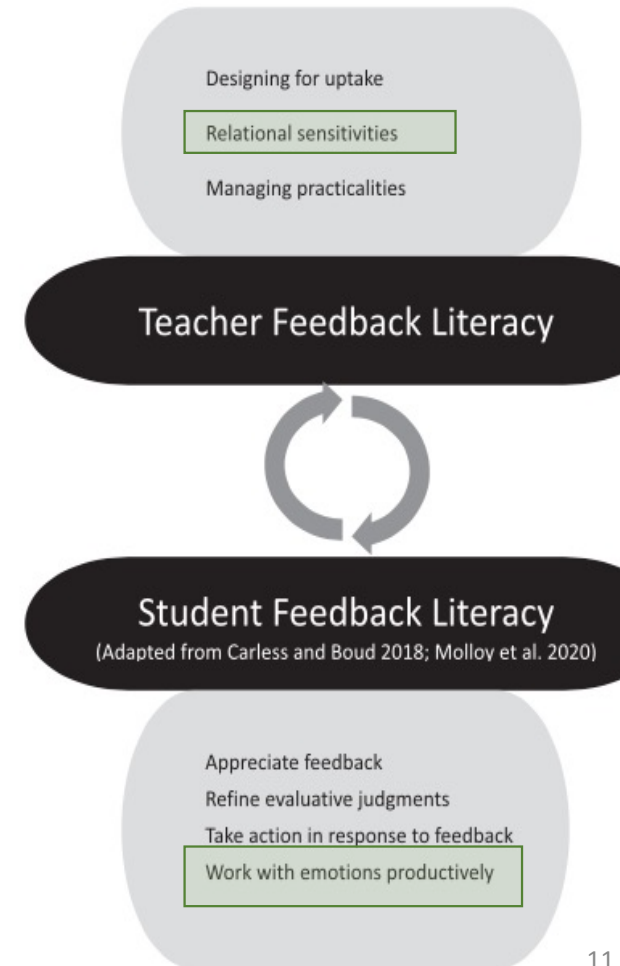
Another positive

It sometimes feels like markers don't even read the work you've spent hours on. By using video feedback it really felt like my work was evaluated and thought through for more than 2 minutes. I appreciated it and it made me trust the comments more. *(Student G)*

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Text-only is easier in some ways

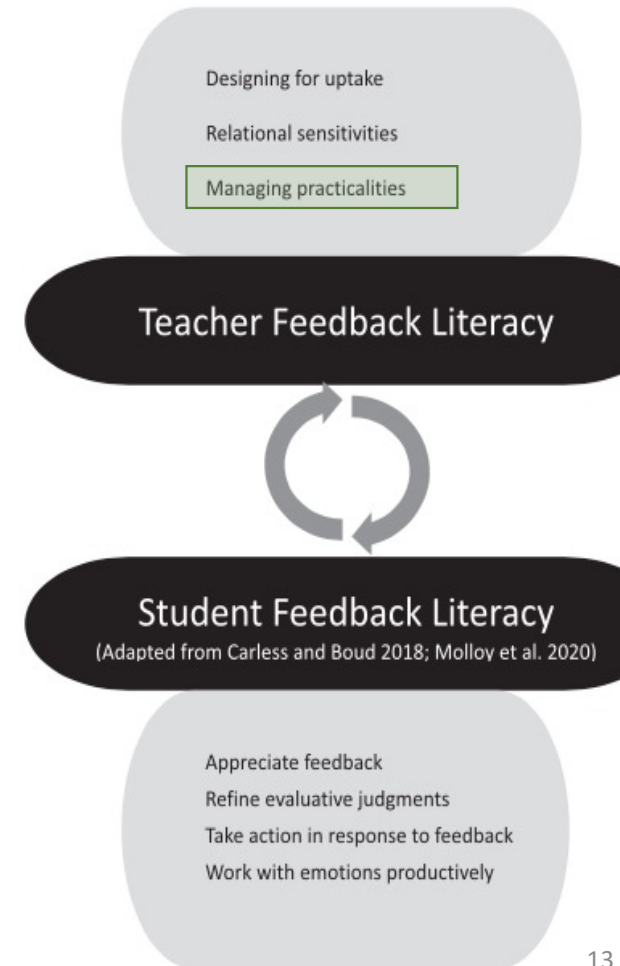Which type of feedback did you find **easier to access**?

I think text-only feedback is much easier to access and record. *(Student I)*

*When is text feedback **easier to provide**?*
[Where] it's very short answers... it's much easier in that case.
I've got prepared QuickMarks and they really work quite nicely. *(Marker)*

What feedback mode is most appropriate?

1. Think about an assessment you're familiar with.
2. Write a title and some key characteristics on a post-it note.
3. Think which feedback mode would be most appropriate for that assessment.
4. If you wish, talk your thoughts through with the person next to you.
5. Add your post-it to the board.
6. Review details of other assessments posted.
7. Make a mental note of any questions or comments.

Text-only	Either	Multimode
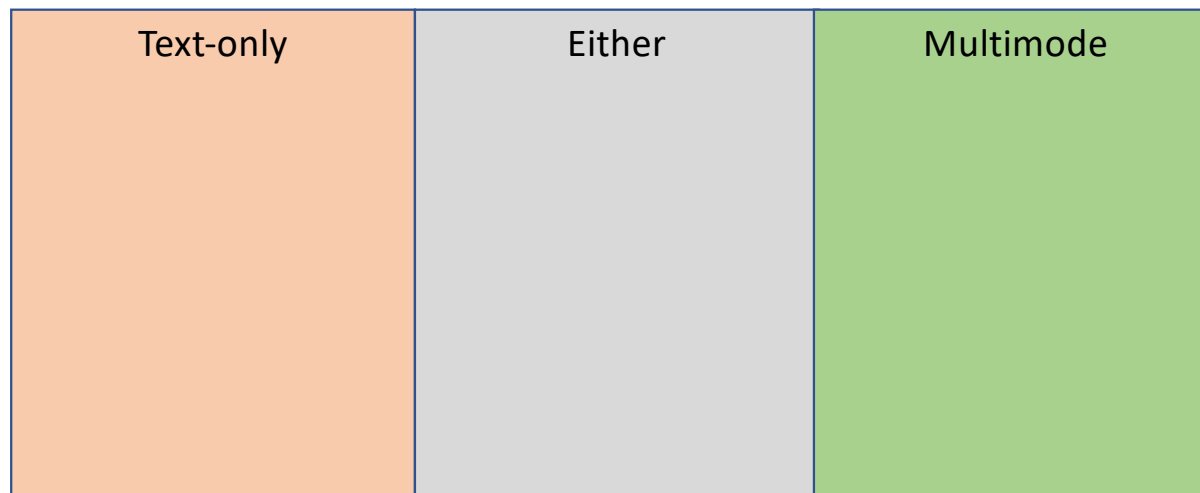
Any questions?

Please get in touch…

If you have any further questions or if you would like to discuss taking part in a follow-up research study.
Moira Sarsfield (m.sarsfield@imperial.ac.uk)

With thanks to…

Staff teaching on the MEd ULT programme for support and feedback.
The students and staff involved in the case study, for all the feedback on the intervention and courage in trialing multimode delivery.