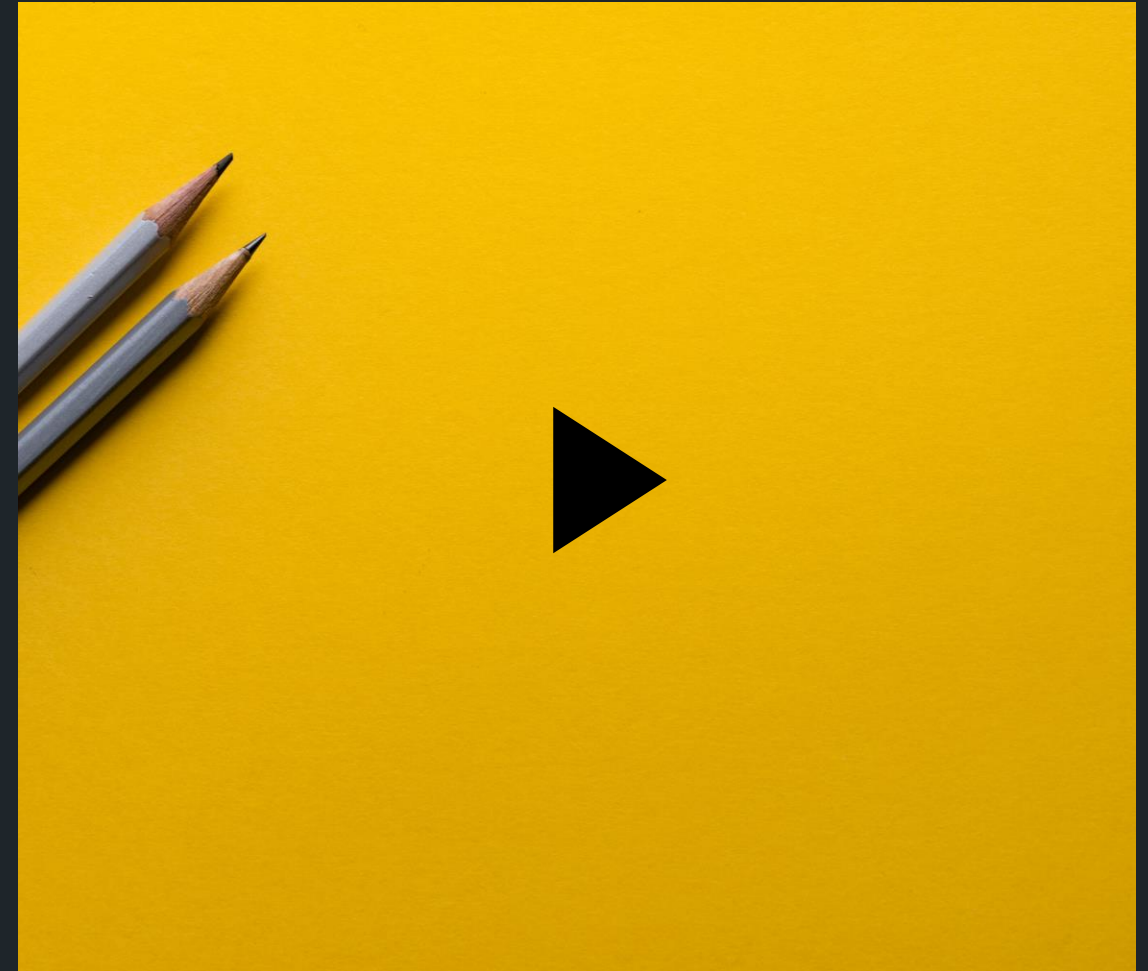# Video-Based Feedback

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What is Video-Based Feedback?

In simple terms

- Using video recordings to deliver feedback on student progress or performance.

- Video-based feedback software workflows can streamline this process, making it easy to record, upload, store, and attach feedback to assignments.

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Why Use Video for Feedback?

Benefits for Faculty

1 **Faster Grading**

Faculty can grade in much less time, giving more feedback per minute. Opportunity to provide students with richer feedback.

2 **Personalized Feedback**

Creates Engagement

Bring student attention to very specific areas of their work. Create skill-based learning. Allows space for soft-skills between faculty and class. Faculty tend to give more detailed positive feedback in video form.

3 **Consistent Research Feedback**

Short and consistent feedback for student's research, increases experiential facuty-to-student learning, is sustainable, scalable and promotes adapability in the research process.
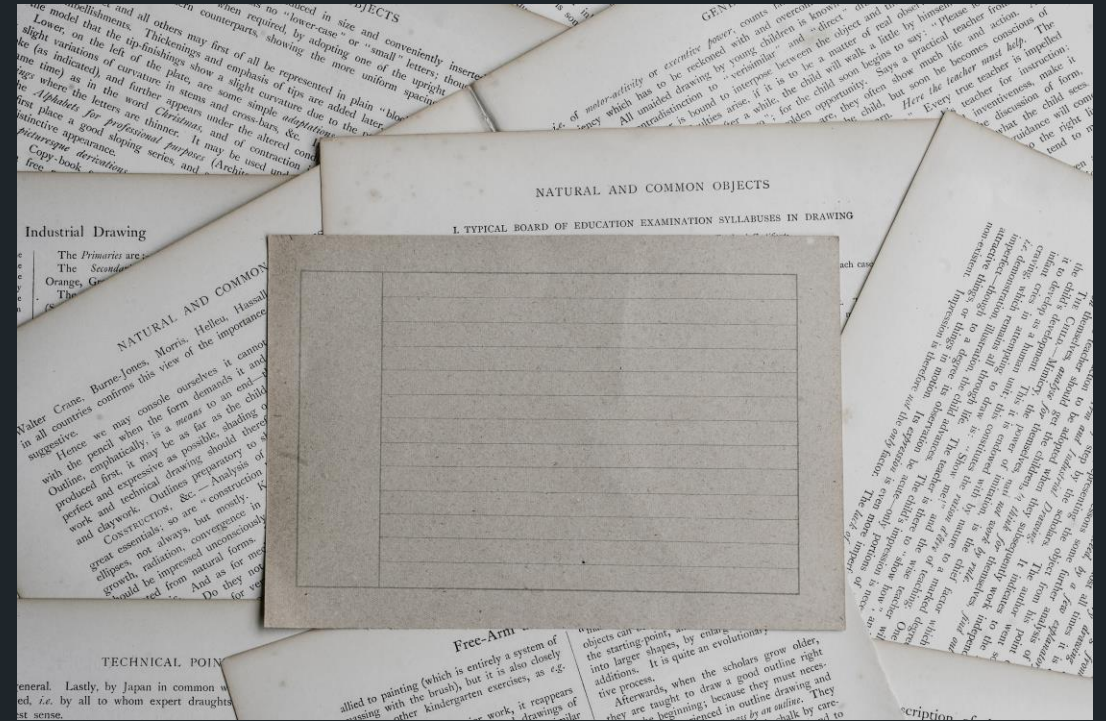
Best Practices

1 Keep it Short & Consistent

Length video feedback is counter-productive. A great rule of thumb is less than 5 minutes. Keep the method in which you store your videos consistent.

2 Make it visually specific

Remember that providing as much context as you can will make it easier for the student to understand the changes that you want to make and why you want to make them.

3 Relate feedback to objectives of course/project

When you provide feedback, make sure that you tie it back to these objectives. Rubrics are helpful here.

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Assignment types for Video-Based Feedback

When to consider this approach for best impact.

1 Short-Form Feedback

Ex. Global class feedback on assignment holistically. Can create / develop instructor presence in online environments. Additive for courses that would otherwise have no global feedback.

2 Thesis

Long-term or lengthy tier graded assignments that requirement multiple check-in points for feedback. Developing a virtual history.

3 Analyze a Visual Project.

Ex. could include Group Work projects, describing visual markers on an assignment such as feedback on a presentation. Feedback on websites or any student-created video assignments would have a natural fit.

Faculty Discussion

Q1. Can you think of an instance or assignment where written text feedback became more cumbersome than you expected?
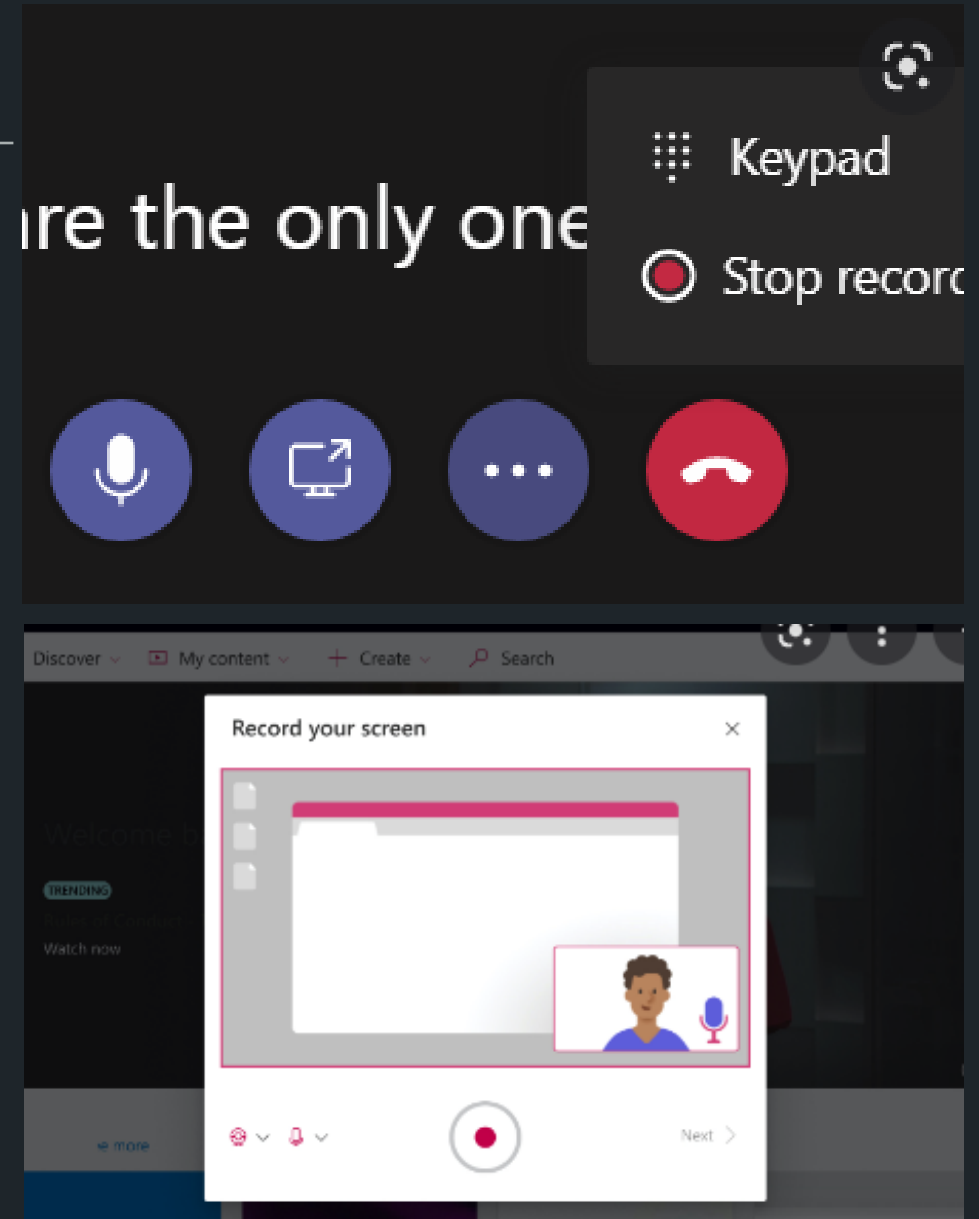
Q2. Have you or your students provided video feedback and what was your experience?

Get Started

a simple workflow.

RECORD

+ [Record in Teams](#)

+ [Record in Stream](#)

+ [Record in Zoom](#)

+ [Record in Camtasia](#)

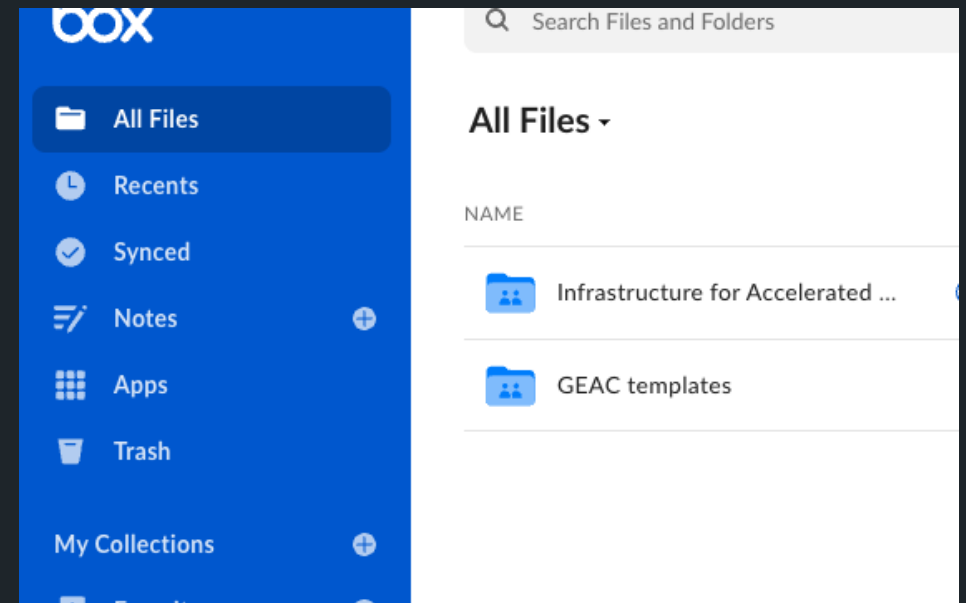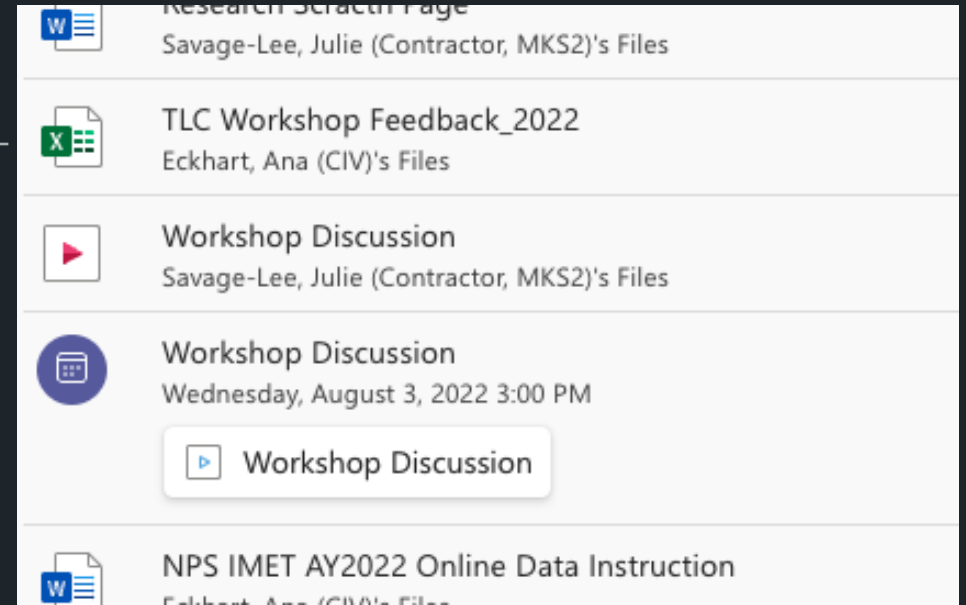# STORE

+ Where does [Teams](#) store recordings?

+ Where does [Stream](#) store recordings?

+ Where does [Zoom Cloud](#) store recordings?

+ Where to access your [NPS Box](#) drive.

Helpful links:

- [Recording and Sharing Zoom for Government from Box](#)

- [Catagorize and Organize Videos in MS Channels](#)

Attach to Gradable Item

In Sakai

+ When grading an Assignment add URL of where video is stored directly into the assignments feedback box.

Considerations

+ Protect student privacy through the delivery process.
+ Note video permissions.
+ Note length of student access.

Helpful Links:

- Managing a Site in Sakai

- Share & Change Permissions in OneDrive

- Managing Recording Storage and Permission in Teams

- Permissions and privacy in Microsoft Stream

Conclusion

Conclusion of: A qualitative synthesis of video feedback in higher education

While the research considered in this review has found that the medium of video feedback has a generally high level of acceptability to students and markers, it has not yet been established whether the format improves students' learning and performance and, if so, how this impact compares with other feedback formats.

Video feedback also continues to perpetuate a monologic, 'information transmission' approach to feedback, albeit in a novel guise that gives the suggestion of dialogue. However, the potential scope for empirical research and theorisation around video feedback in relation to **media richness, social presence, and the educational alliance remains considerable**, particularly when comparing video feedback – talking head, screencast, and combination screencast – with its audio and written counterparts.

Contact Us:

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Teaching and Learning Commons Resources

**Instructional Design
Open Office Hours**

Tuesdays 1400 - 1600
Thursdays 1100 -1300