

Video Feedback for Learning – Supporting effective assessment with vision and voice

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“Giving effective feedback to students is an integral part of learning”; few would argue this basic principle, but why are we so bad at it? Teaching academics spend a lot of time producing written feedback on students’ assessed work but are often disappointed with the result. **Video Feedback for Learning** was a small pilot project conducted at the University of Western Australia as an exploration into the potential benefits and challenges of video-based feedback for summative assessment. More specifically, we wanted to evaluate the impact of video-based feedback on learning and teaching; to record in detail the experience and perception of both students and staff.

The pilot was based on four small to medium undergraduate and postgraduate units. Summative assessments were identified from each unit and the provision of video-based feedback incorporated into their design. Pilots were provided with a fully documented and supported workflow, including the installation of software, and the provision of training and at-the-point-of-need support. Approximately 150 students were impacted.

As part of the mixed methods evaluative phase of the pilot lecturers were asked about their experience, with particular focus on the efficiency of the process and the impact it had on their teaching. Students were asked about their perceptions of the feedback received and any impact it had on their learning.

Is video the secret to providing efficient **AND** effective feedback on summative assessment? The answer . . . it’s complicated. Our findings revealed that yes, video-based feedback can have an impact on L&T, but not always in the way you would expect. Join Clare, Melissa and Callan to find out just how complicated it can be.