Six Approaches to Technology Enhanced Feedback

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This resource highlights six feedback strategies on students’ assessment. It encompasses feedback given from staff to students (in yellow) and where students self-monitor, review and critically evaluate their own and/or their peers’ work (in purple). It sets outs different technologies to support these strategies. These six strategies reflect the changes in the UCD Regulations and associated changes in the module descriptor, with reference to functionalities in the Brightspace VLE.

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<th>Strategy</th>
<th>Examples</th>
<th>Technology type</th>
<th>Example of tools</th>
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| 1. \textit{Feedback individually to students, post-assessment} | Oral feedback to the student (synchronous) | Online meeting or virtual classroom tools which can facilitate individual feedback sessions where feedback could be discussed, documents shared/edited on screen. | - Brightspace: Collaborate Ultra
TEL Quick Guide - Virtual Classroom
- Google Hangouts Meet (via UCD Google Suite), Skype |
| | Written feedback on assignment | Feedback files and markup documents (via VLE/email), rubrics/marking grids and other markup document tools | - Brightspace: text feedback on assignments, assignment annotations, add feedback files (markup individual/multiple), in-built rubrics, intelligent agents/tutoring
- Feedback files/markup documents e.g. Google Docs (revision history) MS Word (track changes) |
<p>| | Audio and video feedback to student (asynchronous) | Inbuilt VLE tools to record audio or video feedback in VLE | -Brightspace: inbuilt option to directly record audio or video feedback |</p>
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<th>2. Group/class feedback, post-assessment</th>
<th>Oral feedback to the class (synchronous)</th>
<th>Online meeting or virtual classroom tools which can facilitate group feedback sessions where feedback could be discussed, documents shared/edited on screen.</th>
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| Written feedback to whole class, or groups of students within the class. | VLE functionalities (Class/group announcements, feedback text files, rubrics/marking grids) and markup document tools | - Brightspace: text feedback on assignments, assignment annotations, in-built rubrics  
- Feedback files/markup documents e.g. Google Docs (revision history) MS Word (track changes) |
| Generic feedback to class via video or audio (asynchronous) | VLE tools to record audio or video feedback in VLE, other tools that allow creation of audio and video (screencast) feedback files | - Brightspace: inbuilt option to record audio or video feedback  
- Audio feedback files e.g. **Audacity** (window/mac), **Garageband** (mac), **Kaizena** (works with Google Docs);  
Video feedback: screencasts are audio and video combined; e.g. **Camtasia**, **Screencast-o-matic**, **Jing**, **Echo360 Personal Capture**.  
**TEL Quick Guide - Screencasts** |
3. **Feedback individually to students, on an activity or draft prior to summative assessment**

   This can be through different approaches, such as oral, audio, video and/or written feedback, either in-class, out of class, in meetings, through the VLE, by email, using rubrics, etc.

   - **Oral feedback to the student (synchronous)**
     - Online meeting or virtual classroom tools which can facilitate individual feedback sessions where drafts could be discussed, documents shared/edited on screen.

   - **Written feedback on draft assignment**
     - Feedback files and markup documents (via VLE/email), rubrics/marking grids and other markup document tools

   - **Audio and video feedback to student (asynchronous)**
     - Inbuilt VLE tools to record audio or video feedback in VLE and other audio and video creation tools

   - **Online automated feedback**
     - Online graded/ungraded quizzes and self assessments

   - **Automated feedback based on**
     - Intelligent tutoring automates feedback on tasks, triggered

   - **Google Hangouts Meet, Skype**
   - **TEL Quick Guide - Virtual Classroom**

   - **Brightspace: Collaborate Ultra**
   - **Brightspace: text feedback on assignments, assignment annotations, add feedback files (markup individual/multiple), in-built rubrics**

   - **-Feedback files/markup documents e.g. Google Docs (revision history) MS Word (track changes)**

   - **-Brightspace: inbuilt option to directly record audio or video feedback**
   - **- Audio feedback files e.g. Audacity (window/mac), Garageband (mac), Kaizena (works with Google Docs); Video feedback: screencasts are audio and video combined; e.g. Camtasia, Screencast-o-matic, Jing, Echo360 Personal Capture, TEL Quick Guide - Screencasts**

   - **Brightspace: Quizzes with instant/delayed feedback and grading, self assessments**

   - **Brightspace: Intelligent agents/release conditions**
| activities, other automated feedback approaches, etc. | student performance of a task | by a specific score on a quiz or associated rubric |  
| Feedback on writing development, grammar and spell checker | Plagiarism software |  
|  |  | -Brightspace: Urkund
- Grammarly, Bibme combines both grammar plagiarism checker |  
|  |  |  
|  |  |  
| Self-assessment activities | Activities to facilitate students to self-monitor and talk about their work | VLE inbuilt tools for quizzes, surveys and discussions |  
|  |  | -Brightspace: Self assessments, surveys, discussions |  
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|  |  | ePortfolio and personal development planning tools for reflection and discussion | -Brightspace: integrated ePortfolio
- Tiki Toki Timelines |  
|  |  |  
|  |  | Concept/mind mapping online tools either in class/online/out-of-class (prior to assessment) | - Mindmeister, Coggle, Sketchboard, bubbl.us, Vue |  
|  |  |  
|  |  |  
|  |  | Student Response Systems | - Qwizdom, Socrative, Poll Everywhere and Mentimeter
- TEL Quick Guide - Student Response Systems |
| self-assessing their work against descriptive criteria on a rubric, etc | Use of a self-assessment form when submitting work in *Assignment Folder in VLE*

Blogs/social networking sites/online communities etc |

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| Self-evaluation against competencies |

| - Brightspace: ePortfolio
- Edmodo, Whatsapp, Slack |

| Students actively working on criteria in-class/online assessment; peer reviewing against criteria; Opportunities to peer and/or self-review using exemplars of other students’ work, either in class/online (*prior to assessment*)

Peer/ team reviewing against criteria; |

| Peer assessment tool integrated in VLE |

| Online Exemplars shared and judged by the students |

| - Brightspace: TBC
- Teammates, Sparkplus, |

| - Brightspace: ePortfolio, discussions, blogs
- Google Suite (Google Docs) |

| - Brightspace: TBC
- Teammates, Sparkplus, |