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**Purposefully  
different,  
consistently  
excellent**



ECER 2022 YEREVAN

AUGUST 22-26, 2022

EDUCATION IN A  
CHANGING WORLD:

THE IMPACT OF GLOBAL REALITIES ON  
THE PROSPECTS AND EXPERIENCES OF  
EDUCATIONAL RESEARCH

# The impact and possibilities of video feedback in higher education

*- towards a model of care, trust, and social presence*



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**Justin Rami PhD - Institute of Education - DCU**

# THE ISSUE - ‘Teacher Telling’

“The fundamental problem lies less with the quality of feedforward and feedback than with the assumption that **telling, even detailed telling, is the most appropriate route to improvement in complex learning.** Learning from being told is flawed as a general strategy because the conditions for the statements to **make intimate connection with the student work (with a view to future work) are rarely satisfied.**”

(Sadler, 2010, p. 548)



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# Defining Dialogical Feedback

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‘A dialogic process in which learners make sense of information from varied sources and use it to enhance the quality of their work or learning strategies’

(Carless, 2015, p.192)



# A dialogical approach to feedback

## PEDAGOGICAL DIALOGUE & FORMATIVE ASSESSMENT SHARE COMMON PRINCIPLES

The **emphasis on the process**

*(MacDonald, 1991; Carless, 2006)*

The need for **negotiation of meaning** and shared understanding of assessment criteria

*(Boud, 1992; Chanok 2000; Harrington & Elander 2003; Harrington & al. 2005; Sambell & McDowell 1998; Higgins Hatley & Skelton, 2001; Norton, 2004; Price & Rust, 1999; O'Donovan, Price & Rust 2000; Rust, Price & O'Donovan, 2003)*

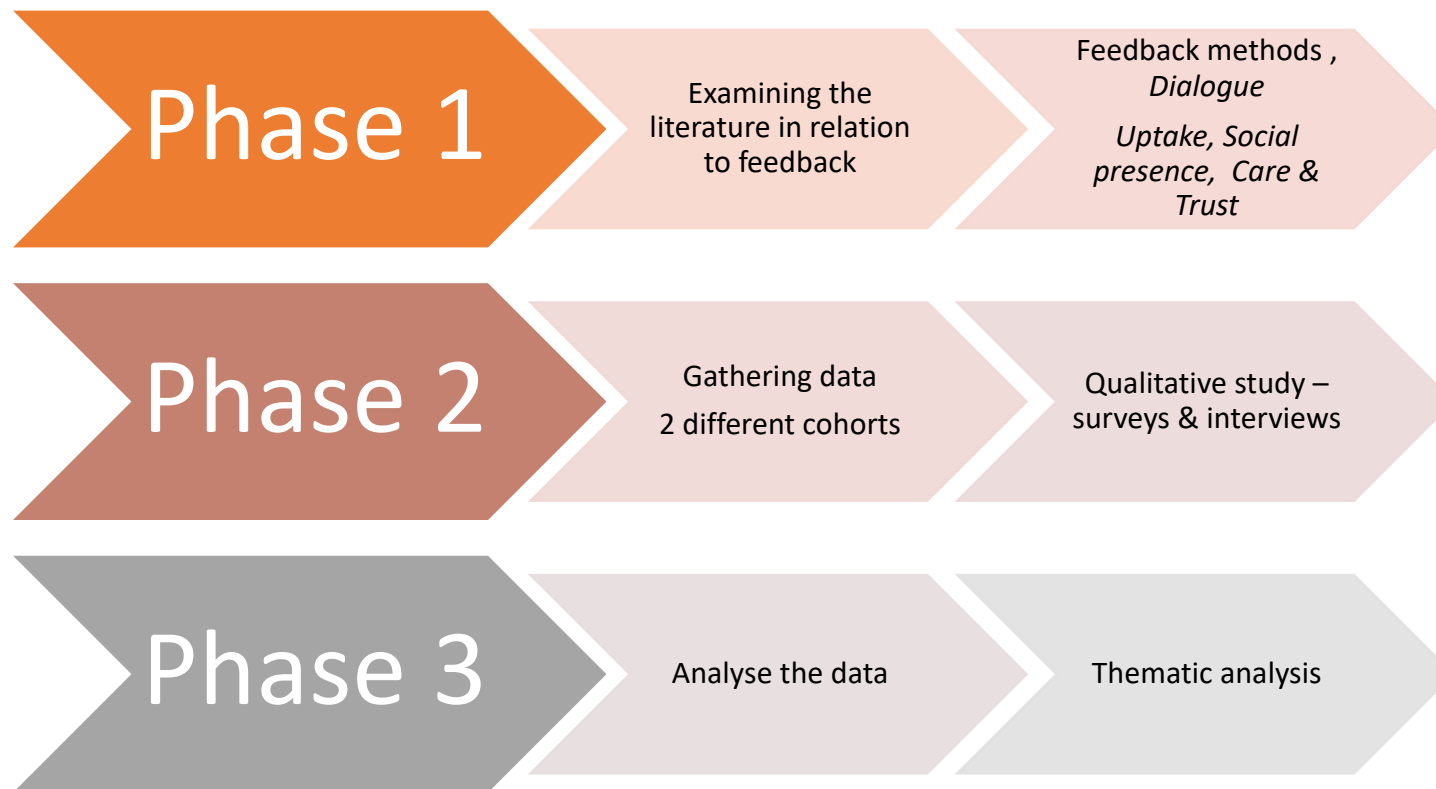
The development of **reciprocal commitment** between assessors and assessees

*(Hyland 1998; Taras, 2001; Boud & Molloy, 2013)*



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# RESEARCH methodology & timeline





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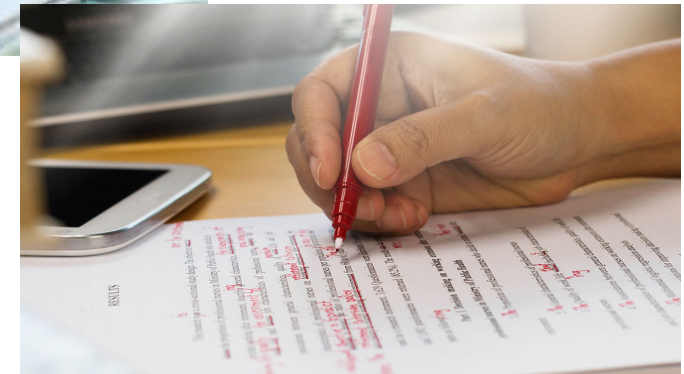
# Moving from F2F to remote



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# Moving from F2F to remote



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# The Pre-pandemic Process

## Students Should Wear Uniforms at School

Hook your readers at the beginning with a quote, statistic, interesting fact, etc.

Don't you want to go to a school where you feel included and respected? School uniforms show that students have respect for their schools. It is my opinion that students should have to wear uniforms at school. <sup>1</sup>School uniforms build a sense of community among classmates. <sup>2</sup>Students are less judgmental about other students' appearances in schools with uniforms. <sup>3</sup>The financial burden is less for families that have children who wear school uniforms. Why wouldn't you want to wear them?

The order that you give your reasons in the introduction should be the order they appear in your essay.

Each body paragraph needs a topic sentence and a concluding sentence.

<sup>1</sup>School uniforms build a sense of community among classmates. When people are dressed similarly, and when people look similar, they feel like they belong in that place. Sports teams use uniforms to build team spirit and community, so school uniforms will do the same thing. School uniforms will also increase security in the school because it will be easy to see who doesn't belong there. Wouldn't you want to feel like you belong to your school?

Transition phrase from one paragraph to the next.

<sup>2</sup>Along with building community, uniforms make schools more inclusive. Students will find it harder to judge one another if they are all wearing the same thing. There will be less bullying based on appearances. Students who may have a hard time at school as targets can blend in more easily while wearing a uniform because their clothes aren't targeting them anymore. Inclusive schools encourage students to make more friends.

Middle school and high school students should start school later and let us sleep more. We work harder than the elementary and we stay up later than them. <sup>1</sup>Too, we keep getting more tests. <sup>2</sup>Then them every year we also get out of school later than them and they go to school later than we. <sup>3</sup>do, we should get more sleep because we run harder and do more in P.E. and think about the people who has to do a sport. Think about them who has to do a sport and work a long shift.

All of us should get enough sleep to how much we need. The little kids always get more than us. We have to get up at 5 or 6 while they get up at 6 or 7. And they get more sleep than us because they go to bed earlier than us. The <sup>1</sup>parents would say "It's your fault because you <sup>2</sup>didn't went to bed early enough". Sometimes it's the parent keeping the kids up watching a movie or a tv series. <sup>3</sup>Their are people who have epilepsy. For example, who barely can sleep they could go to bed at 3:30 in the morning and they have to get up at 5:30 in the morning maybe earlier.

Students with <sup>1</sup>jobs have to <sup>2</sup>work like you have to work from 4 to 10 p.m. and they go to bed late. So you get better education if you are awake. You don't learn that much if you are tired. You want kids to stay awake and pay attention. <sup>3</sup>If they don't pay attention they will fail their EOG. You want to make sure your kids go to bed early so they can stay awake and think better they might pass the <sup>4</sup>EOG. <sup>5</sup>If they go to bed and go to school later they can do better in class and they could pass their grade.

**Comments**

Kids need n... need learn m... having trouble to pay attent...  
 The helping verb "didn't" requires a different form of the verb "went" from the one you've used. For example, instead of saying "I haven't finish the game," say "I haven't FINISHED the game." Instead of saying, "I didn't wrote the message," say "I didn't WRITE the message."

They need to know about life things with math, reading, <sup>1</sup>S.S, ETC. They to be smarter say they have kids they can with their kids if they are falut if they don't go to bed early and they are sleepy. They should learn their fault not getting enough sleep.

<sup>1</sup>In conclu... elementary go to school later why shouldn't the middle school and the high school. <sup>2</sup>Their... more and pay attention in class. <sup>3</sup>Their will be more kids passing the <sup>4</sup>EOG and the <sup>5</sup>EOG. It's not fair we have to start school earlier and get out later while <sup>6</sup>stheir are Elementary starts school later get out sooner. <sup>7</sup>You was a kid once you know how it feels being sleepy and you have no idea what they are talking <sup>8</sup>about or you haven't learn anything. <sup>9</sup>If kids got more sleep they will make a better grade because they are wide awake.

Close

### Submissions

- Latest Draft
- 5th Draft
- 4th Draft
- 3rd Draft
- 2nd Draft
- 1st Draft

Revise  
24 submissions left

Format

### Peer Review

Request



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# The remote Feedback process

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**'A 21<sup>st</sup> vision of teaching and assessment in the Irish post primary school sector in Ireland'**

In the essay I will discuss how our education is putting serious pressure on the young people of our society in Ireland from the Leaving Certificate, and also how adding a subject such as Social Skills in our curriculum would may benefit the young people of today.

"An Education isn't how much you have committed to memory or even how much you know, its being able to differentiate between what you know and what you don't know". Anatole France. Anatole France A French novelist spoke them words. I think that quote really symbolise that the leaving cert is a wrong way on judging someone's intelligence as it is based on what you remember on that particular day.

A new review has indicated growing support for the introduction of continues assessment instead as part of a reformed leaving The leaving cert is the final examination that you will carry out in secondary school from them results they will determine what course you study in college or will you go to college at all. It is memory test of what you have remembered over the past 2 years.

The national council for curriculum and assessment carried out an interim review of senior cycle. Participants involved in the research showed a desire for the Leaving Cert to be assessed on a continuous basis rather than the standardised one-off form of testing. I feel we all have heard the sad stories about some students of leaving cert having a family death while doing the leaving and needing to wait a year to repeat the exams.

Covid19 showed us that the leaving cert wasn't the right way to go it showed how a pandemic changed it for the year to be predictive grades.

Secondly, we expect young teens age 17 18 to do an exam about all they have learnt over the pass two years to indicate what there career path will be. We back them with knowledge about irish poetry to algebra but do we teach them about mental health about talking out, about speaking out or a lesson on how to drive a car or how to open a bank account? Do we teach them that sometimes life can be cruel and can sometimes get tough and how do we deal with it? No we don't, We show them how to remember different topics to prepare them for a memory exam.

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Justin Rami Just young people ↓  
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# The remote Feedback process

zoom

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# Driven by the literature

- Knowledge emerges only from situations in which learners have to draw them out of **meaningful experiences** (*Dewey 1938*).
- Stems from a constructivist theory of knowledge and is based on the premise that **meaning cannot be imposed** or transmitted by direct teaching **but created by the students through their learning activities.** (Biggs & Tang, 1998)
- Students **co-construct meanings from feedback** as part of closing feedback loops (O'Donovan, Rust, and Price 2016)
- **Brings deep and true meaning** to the concept of assessment as a learning tool: **Assessment As Learning** (*Black & Wiliam 1998*)



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# Pedagogical Dialogue



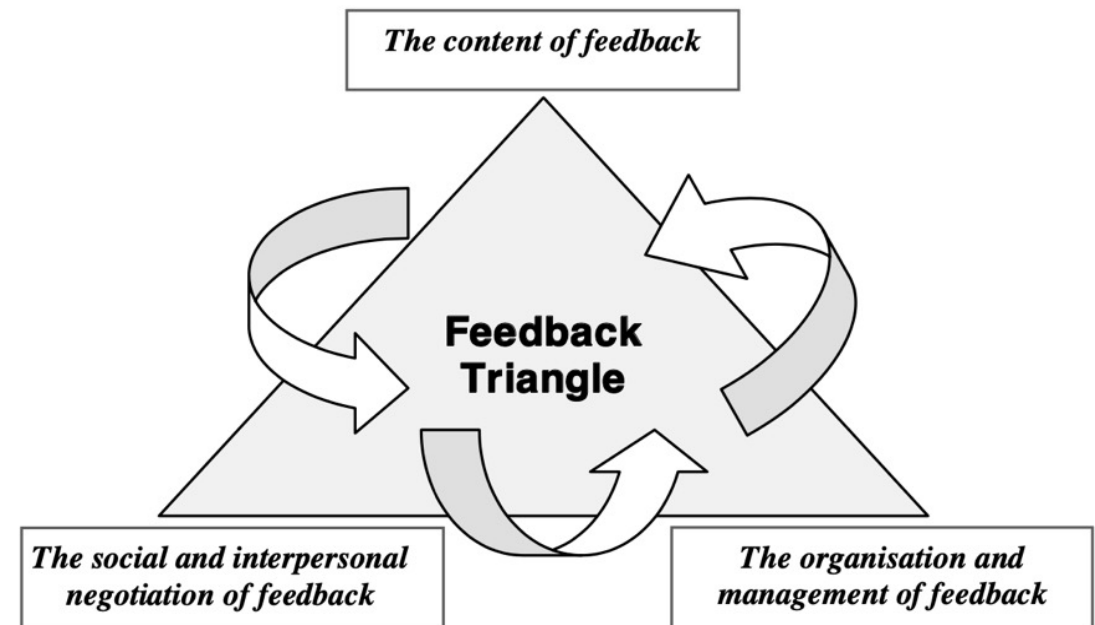
Further elaboration of the model (Rami & Lorenzi 2020) embeds the other social-constructivist aspects as well as being influenced by Freire's (1989) work on dialogue, which embeds the notion of **trust, mutual respect and care** which are at the heart of the dialogical process

# Some initial findings

This feedback loop ensures that the 'feedback triangle' (Yang & Carless, 2013) and the 'dynamic interplay' (p.287) between its elements are activated.

That is to say that the assessment and feedback loop is closed as the evaluative function of the design is also built into the model ensuring the student is part of this process.

This also reflects **Yang & Carless feedback triangle model which includes the social, content and organisational dimensions.**



# Some initial findings

- The feedback you received increased your confidence in your own work

ANSWER CHOICES	RESPONSES
Strongly agree	50.00%
Agree	50.00%
Neither agree nor disagree	0.00%
Disagree	0.00%
Strongly disagree	0.00%

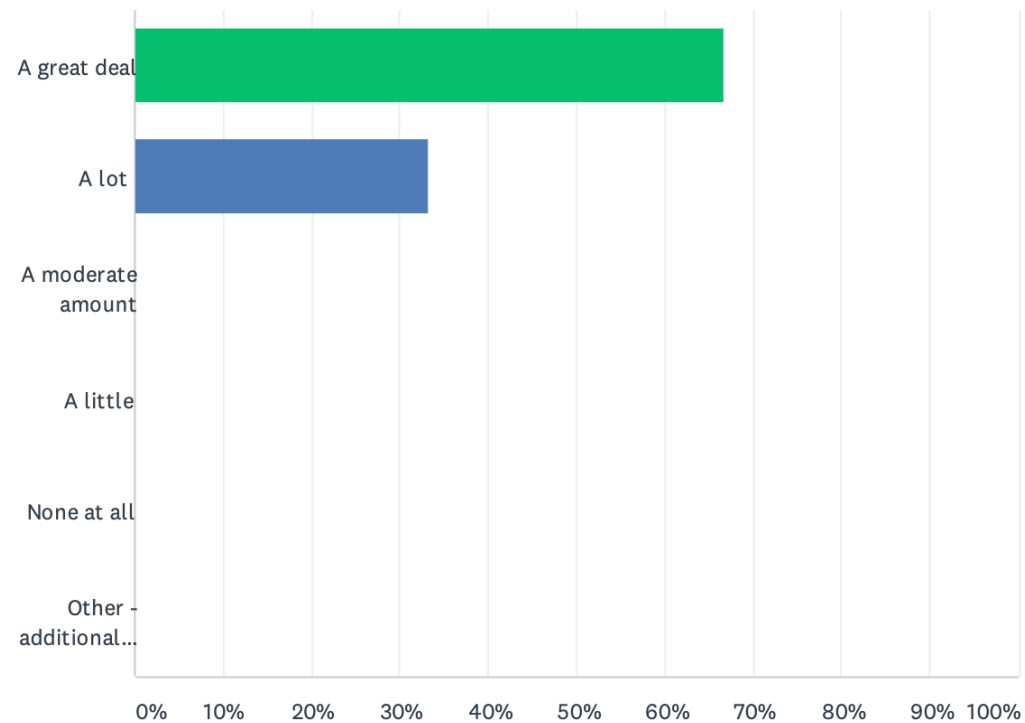


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# Some initial findings

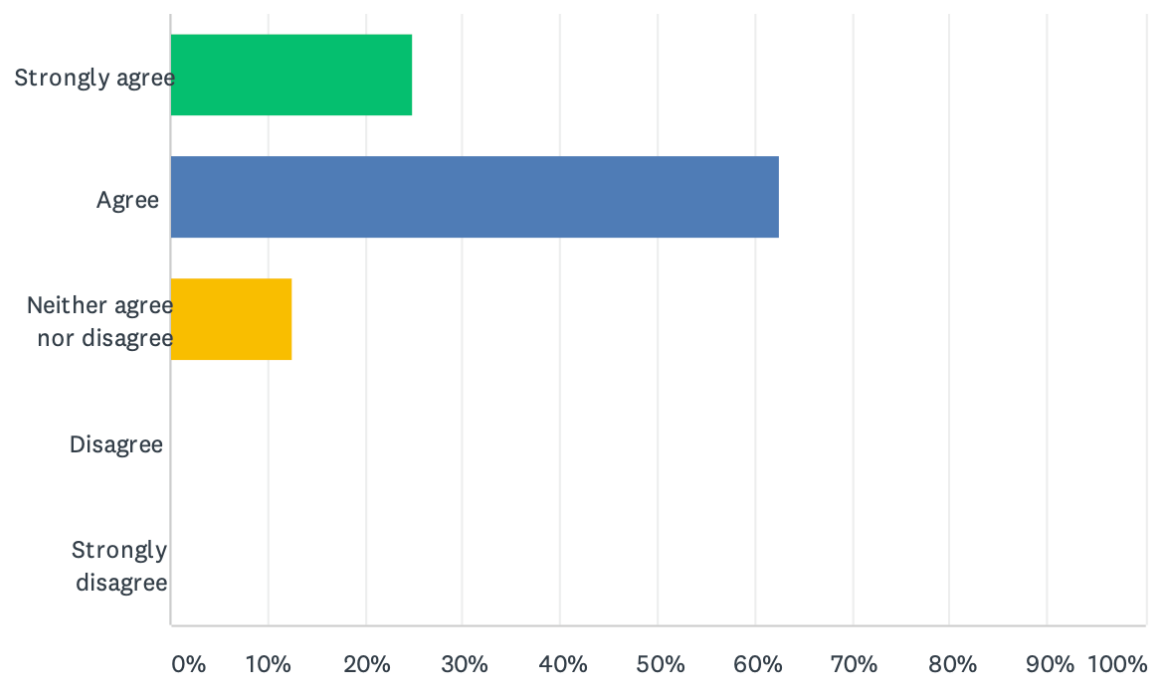
—Through the video feedback did Justin display **empathy, respect and support and the diversity that they bring** during your time studying this module?



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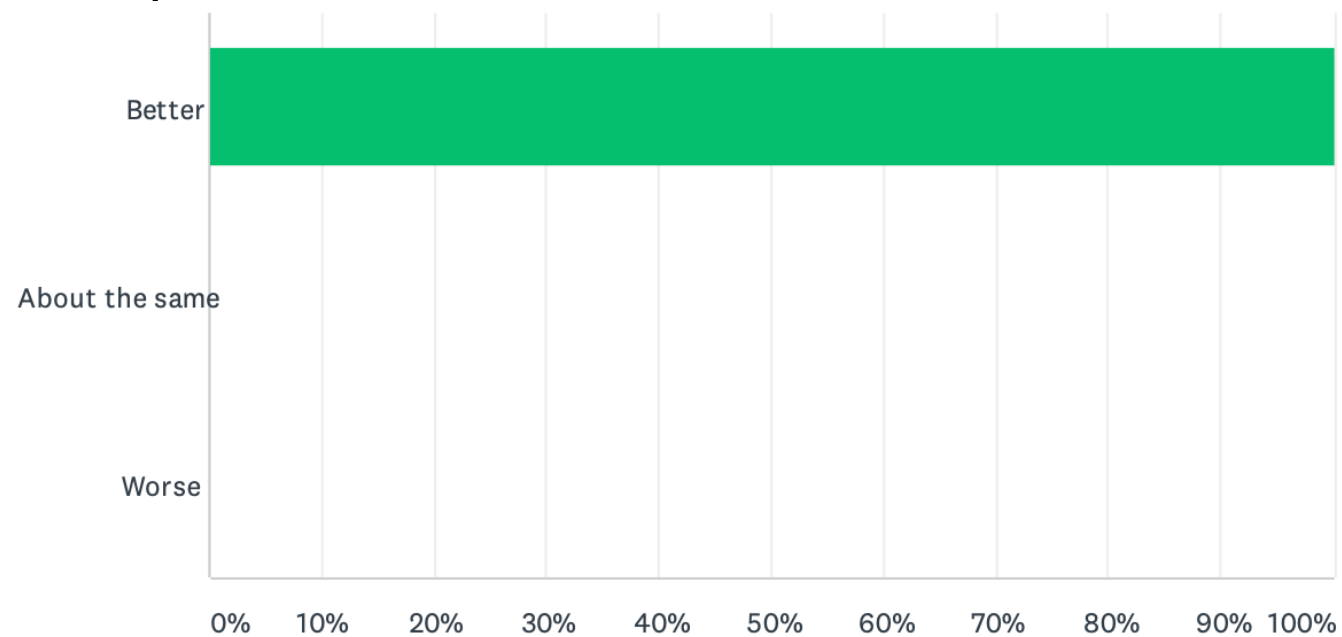
# Some initial findings

- The video feedback you received **is transferable to other aspects and modules of this course and your own broader learning journey**



# Some initial findings

–Can you outline how this type of interim 'video' feedback (feedforward) compared to other types of feedback you have experienced?



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# Some initial findings

## How was this feedback 'better'?

'Actually, it's the first lecturer who made video feedback, so I found it really helpful, as sometimes **during the chat you might forget something, and especially it is helpful that you can watch it few times**'

'I found it very helpful **to watch the video repeatedly while carrying out my assignment** was easier to have a video playing than having to look at paper and try to read someone's writing'

'I would have trouble retaining information in circumstances like feedback meetings so being able to look back over the video a few times and **know exactly what is needed to be improved was fantastic**'

*'I felt that because Justin took the time to make the videos I had to ensure I didn't waste his time and work hard on the corrections. **Especially during covid it was as good as if not better than in person feedback because I could rewatch the video**'*



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# Further Areas of focus

## Dialogical Feedback

Feedforward, Dia-logos, Feedback Loops, feedback Spirals, Shared understanding

The avoidance of teacher telling

Rami & Lorenzi, 2012; Carless, 2006; Sadler 2010; Orsmond et al. 2013; Carless and Boud 2018; Handley, Price, and Millar 2011; Sadler, 1998, Boud, 1992; Harrington & Elander, 2003; Sambell & McDowell, 1998; Higgins, Hartley & Skelton, 2001; Norton, 2004; Price & Rust, 1999; O'Donovan, Price & Rust 2000; Rust, Price & O'Donovan, 2003; Freire 1989, Carless, 2020

## Feedback theory

Types of Feedback

Defining Video Feedback (Screencasting, audio feedback, talking head video) –

*Communication process theory*

Surface vs Deep learning

Koumi 2013; Biggs, 1999; Marton & Säljö, 1997; Trigwell, Prosser & Waterhouse 1999), Winstone and Carless 2020; Mahoney, Macfarlane & Ajjawi 2019; Filius, de Kleijn, Sabine, Prins, van Rijen, Grobbee, 2019; Wood, 2021,

## Care theory

Levels of care

Trust

Empathy

Hyland 2000; Taras, 2001; Carless, 2013; Liu and Carless 2006; Värlander 2008; Nieminen 2020; Barnacle & Dall'Alba 2017; Huang, 2012; McAllister, 1995; Winstone Carless, 2020,

## Social Prescence

Social affective dimension

Belonging

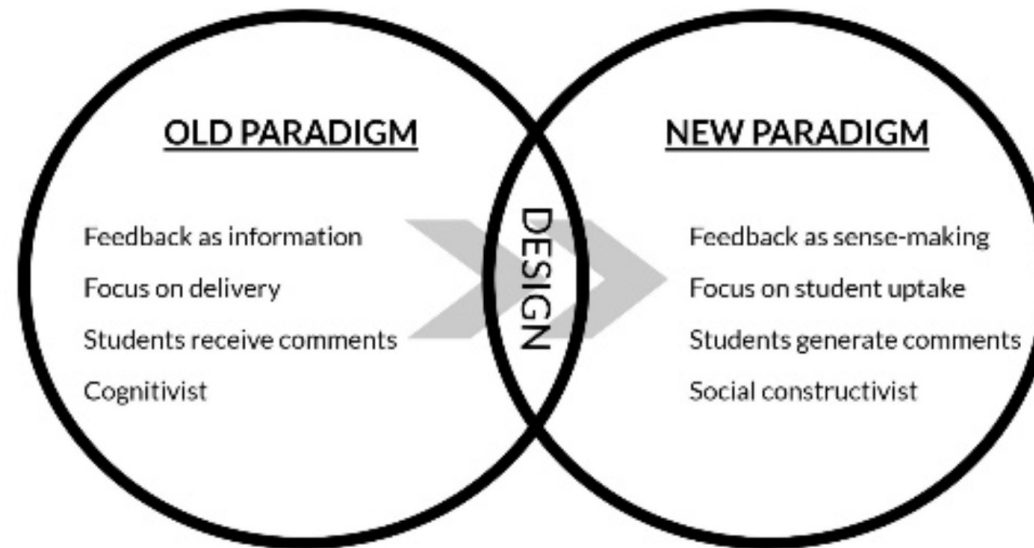
Yang & Carless, 2013; Winstone, Baloo, Gravett, Jacobs & Keen 2020; Yale, 2019; Kim, Kwon, Cho, 2011; Xu & Carless, 2017; Gravett, 2020



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# Shifting paradigms

Information → action



(Winstone & Carless, 2020)

# Moving from F2F to remote

**It's not social distancing  
It's physical distancing**



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# Thank You - *feel free to get in touch*



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