

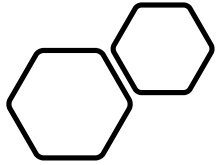


ESAI

Education Studies Association of Ireland
Cumann Léann Oideachais na hÉireann

THE USE OF VIDEO FEEDBACK IN HIGHER EDUCATION - TOWARDS A MODEL OF SOCIAL PRESENCE

Dr Justin Rami & Dr Peter Tiernan
INSTITUTE OF EDUCATION - DUBLIN CITY UNIVERSITY



RESEARCH OUTLINE

Echoing the ESAI 2021 conference theme of, *'Possibilities in education: Reimagining Connections with People, Purpose and Place'*,

The research aims to unravel the use, impact and possibilities of Video Feedback in Higher Education towards a model of community and social presence (Mahoney et al 2019).

This paper presents interim findings of assessment and feedback research in a teacher education context within a higher education institution in Ireland.



Possibilities in Education: Re-imagining Connections with People, Purpose and Place

25-26 March 2021, Online

www.esai.ie | [@esai_irl](https://twitter.com/esai_irl) | [#esai21](https://twitter.com/esai21)



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)

DEFINING DIALOGICAL FEEDBACK

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.

(Careless, 2015, p. 192)

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)

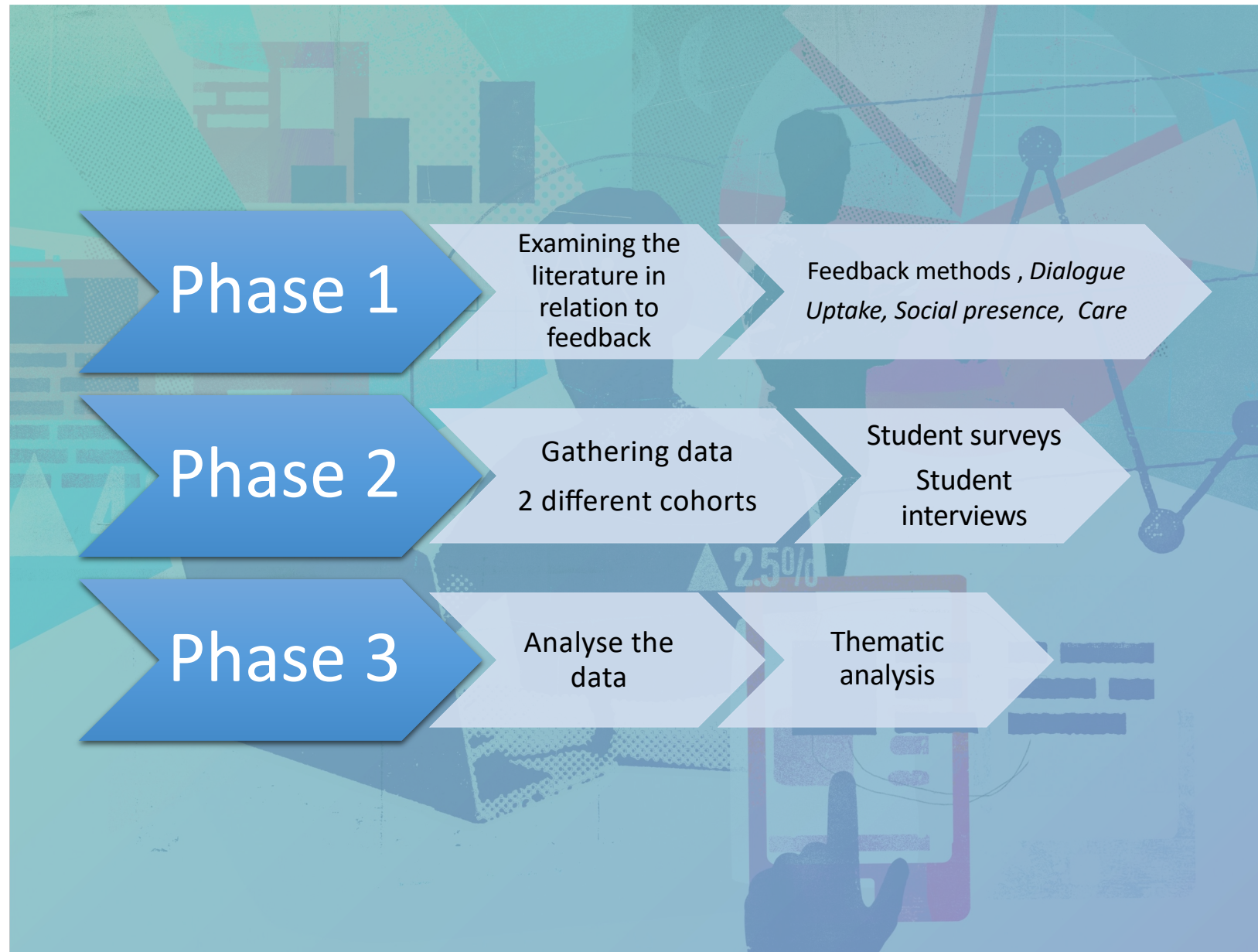
A woman with short blonde hair and glasses, wearing a striped shirt, is seen from the side, presenting to a large, blurred audience. The scene is overlaid with a semi-transparent teal and blue gradient. The text 'THE RESEARCH' is centered in white, bold, uppercase letters. A thin white horizontal line is positioned below the text.

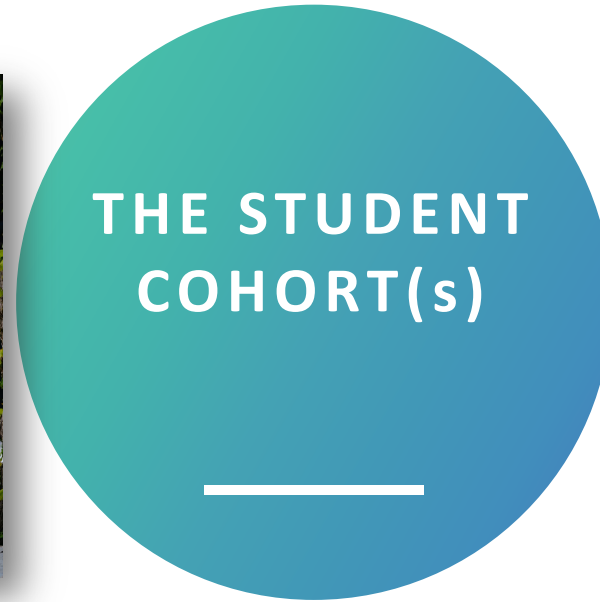
THE RESEARCH

RESEARCH methodology & Timeline

THE RESEARCH project was
initiated in January 2021

EACH YEAR AN ANOTHER ASPECT
OF THE MODEL WAS TESTED
AND DEVELOPED.





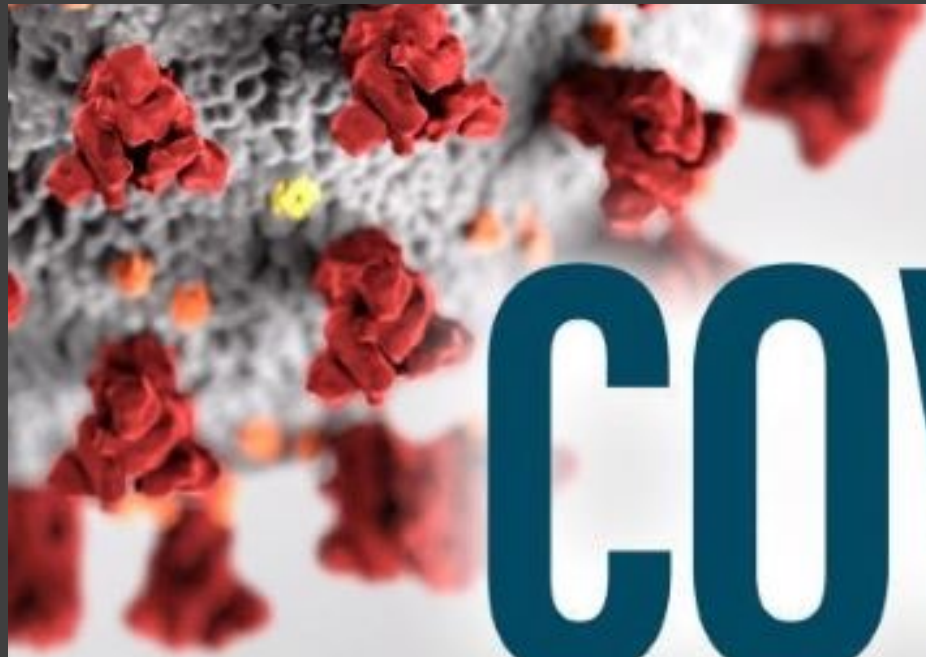
Daytime, full-time learners

- Large group (approx. **70** students)
- Mostly traditional undergraduate

BSc EDUCATION & TRAINING (FET)

Evening/Weekend learners

- Small group (approx **25** students)
- Mature students
- Part-time
- Professional experience



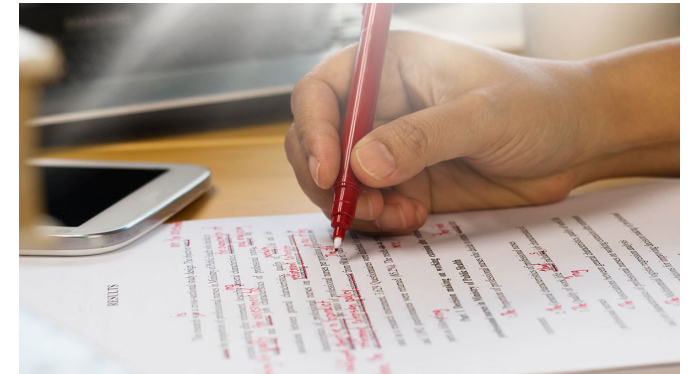
COVID-19

Moving from F2F to remote learning & teaching

Moving from
F2F to
remote
learning &
teaching



FEEDBACK



THE PROCESS



Research

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. ¹School uniforms build a sense of community among classmates. ²Students are less judgmental about other students' appearances in schools with uniforms. ³The financial burden is less for families that have children who wear school uniforms. Why wouldn't you want to

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.

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 @too.We keep getting more tests @then them every year we also get out of school later than them and they go to school later than we @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 @parents would say "it's your fault because you @didn't went to bed early enough". Sometimes it's the parent keeping the kids up watching a movie or a tv series. @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 @jobs have to @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. @@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 @ EOG. @If they go to bed and go to school later they can do better in class and they could pass their grade.

Transition phrase from one paragraph to the next.

Kids need n need learn mo having trouble to pay attentio

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, @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.

@In conclu elementary go to school later why shouldn't the middle school and the high school. @Thei more and pay attention in class. @Thei will be more kids passing the @ EOG and the @EOC. It's not fair we have to start school earlier and get out later while @@their are Elementary starts school later get out sooner. @You was a kid once you know how it feels being sleepy and you have no idea what they are talking @about or you haven't learn anything. @If kids got more sleep they will make a better grade because they are wide awake.

Comments

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."

← → Close

Submissions

→ Latest Draft

5th Draft

4th Draft

3rd Draft

2nd Draft

1st Draft

✎ Revise

24 submissions left

🔧 Format

Peer Review

✉ Request

THE PROCESS



Research

Justin Rami's Zoom Meeting - Shared screen with speaker view

Justin Rami's Zoom Meeting - Shared screen with speaker view

Paula Kiernan JR feedback

'A 21st 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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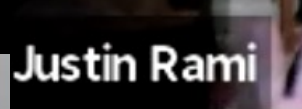
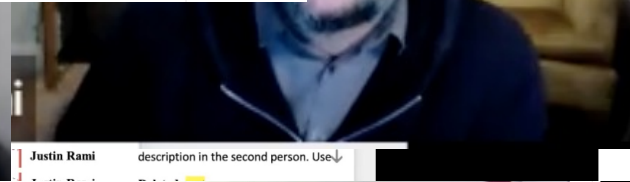
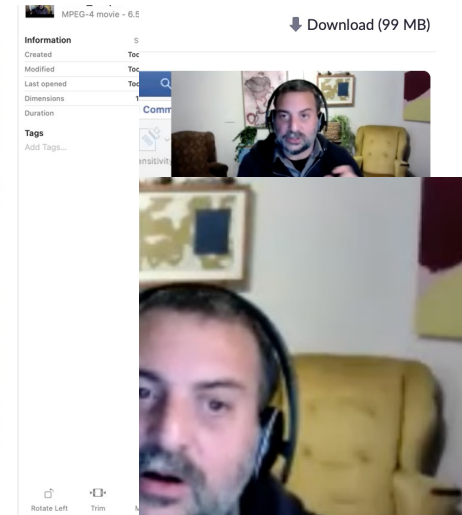
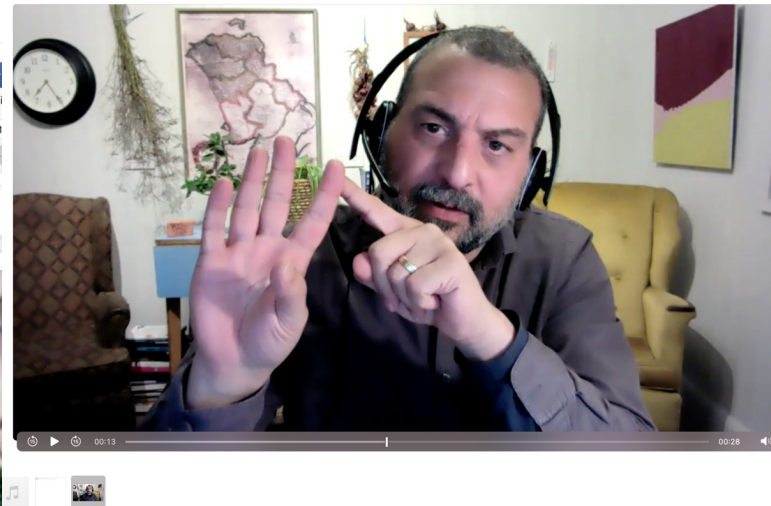
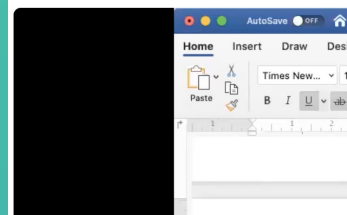
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THE PROCESS



Research

zoom

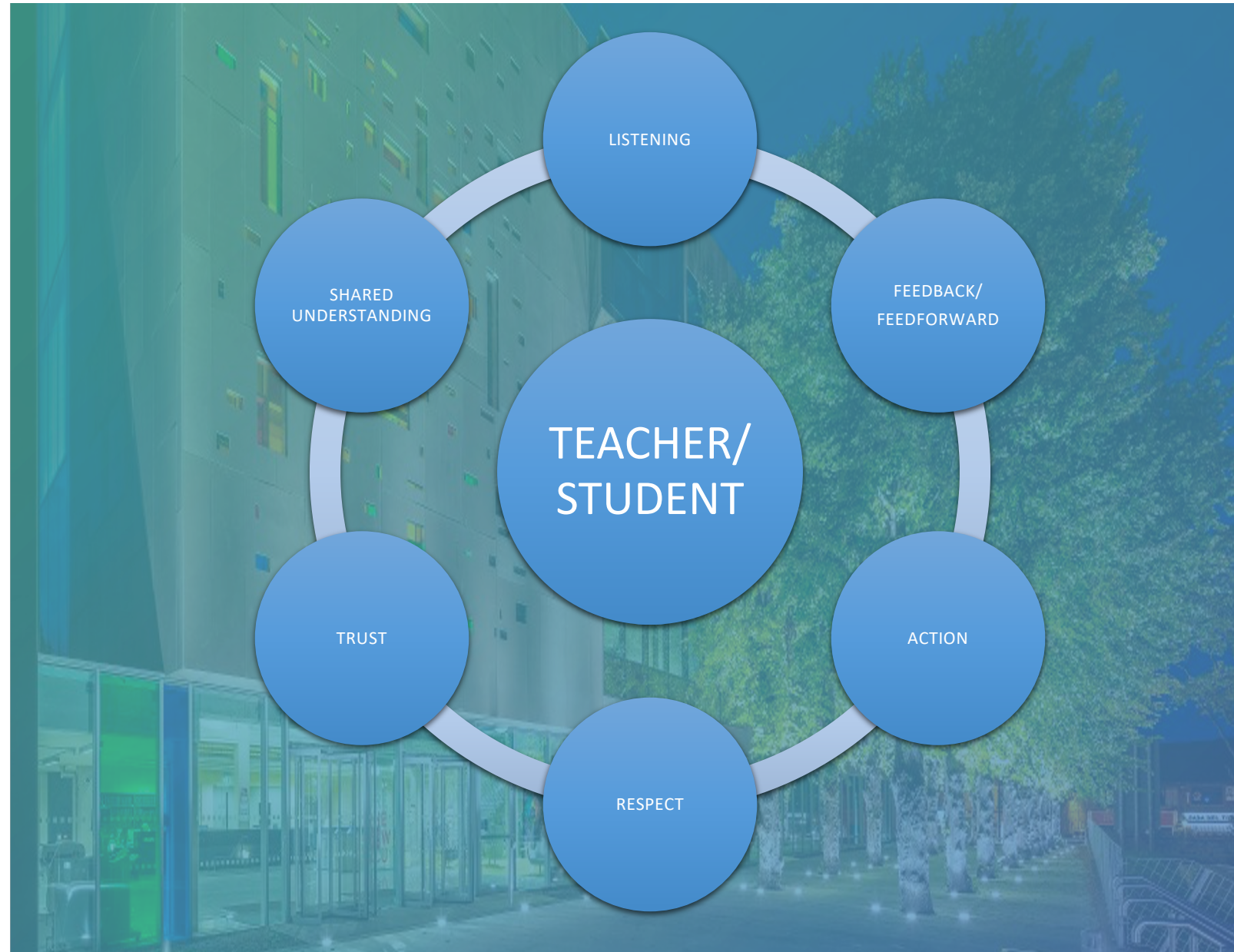


Justin Rami

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PEADAGOIGICAL DIALOGUE

Further elaboration of the model (Rami & Lorenzi 2020) embeds the other social-constructivist aspects as well as being deeply 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



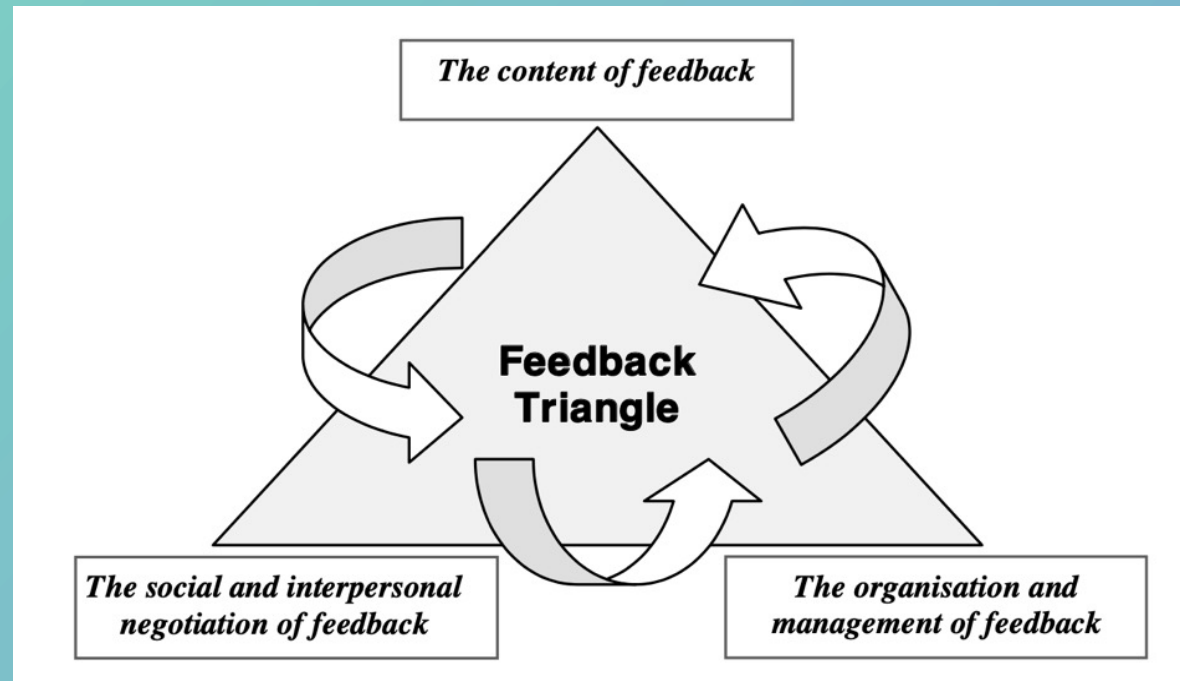
SOME INTERIM FINDINGS

NOT SIMPLY A TRADITIONAL FEEDBACK PROCESS

- 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 & William 1998*)

INTERIM 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 (above), which includes the social, content and organisational dimensions.

Further Thematic 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

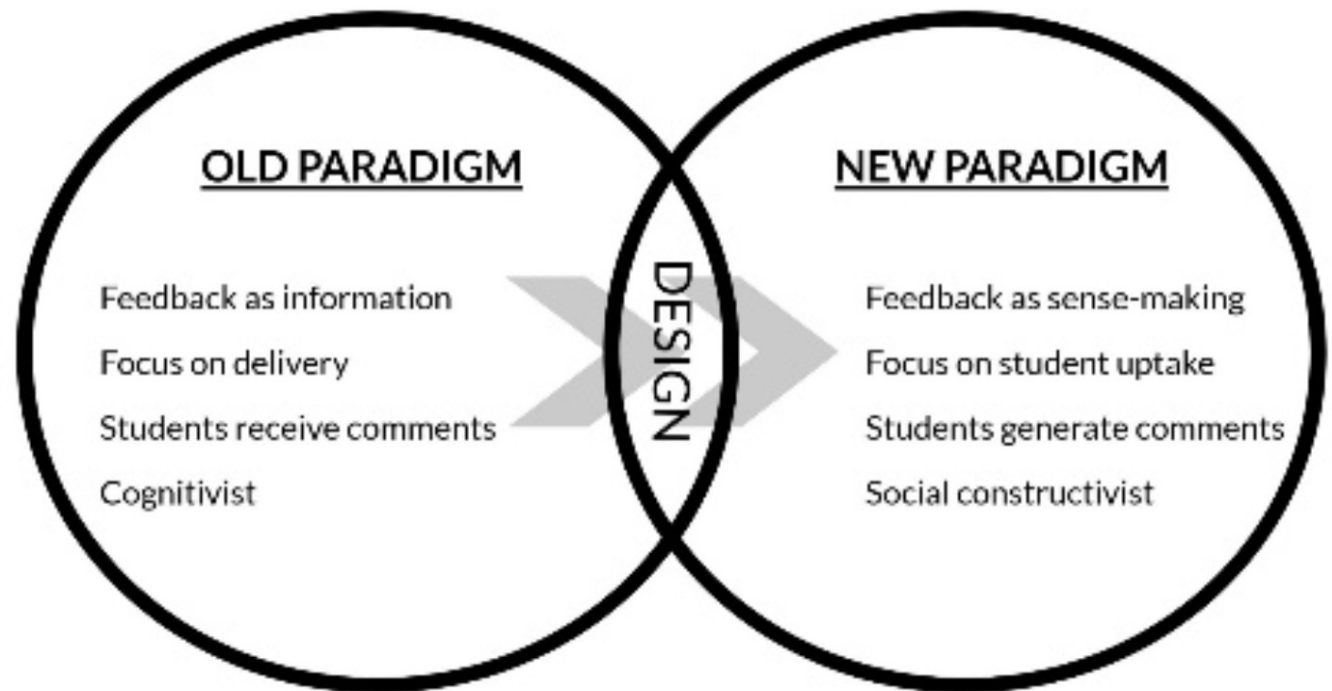
Hyland 2000; Taras, 2001; Carless, 2013; Liu and Carless 2006; Värlander 2008; Nieminen 2020; Barnacle & Dall'Alba 2017; Huang, 2012; McAllister, 1995; Winstone Carless, 2020,

- **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

Information → action

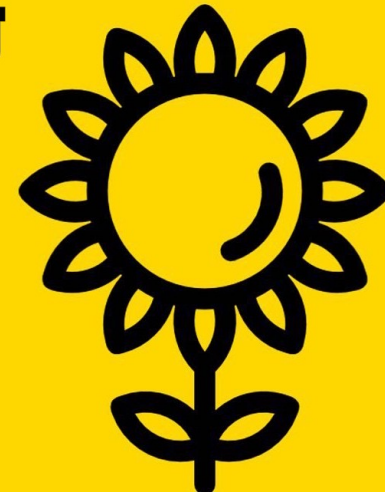


(Winstone & Carless, 2020)

Moving from
F2F to
remote
learning &
teaching



It's not social distancing
It's physical distancing



Thanks for Listening

THE USE OF VIDEO FEEDBACK IN HIGHER EDUCATION – TOWARDS A MODEL OF SOCIAL PRESENCE



Justin is an Associate Professor DCUs Institute of Education - Dr Rami is also the former Associate Dean for Teaching & Learning and heads up the Further Education & Training Research Centre (FETRC) in the Institute of Education

justin.rami@dcu.ie



Peter Tiernan is a lecturer at the School of STEM Education, Innovation and Global Studies. He lectures in the areas of digital media, personal development, entrepreneurship education, instructional design and teaching/training skills.

peter.d.tiernan@dcu.ie