

Celebrating Women Researchers Canterbury Christ Church University

Women's Research Network and Interdisciplinary Research Network

8TH MAY 2024

Summative Assessment Feedback

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OVERVIEW

Assessments: summative feedback in higher education

Audio Feedback

Student Perspective - survey

Staff Perspective - survey and focus group

Conclusions

Recommendations and follow up study

SUMMATIVE FEEDBACK IN HIGHER EDUCATION

Written Feedback

- Written feedback goes unread or uncollected (Cann, 2014).
- While students were broadly positive about audio feedback, they indicated a strong preference for written feedback (Morris and Chikwa, 2016).
- Summative feedback type did not impact on students' grades in the subsequent assignment (Morris and Chikwa, 2016).

Audio feedback

- A 'voice comment' made the assessment feedback more personalised (Carruthers et al, 2015).
- Audio feedback is highly acceptable to students but is underused (Cann, 2014).

WHY AUDIO FEEDBACK?



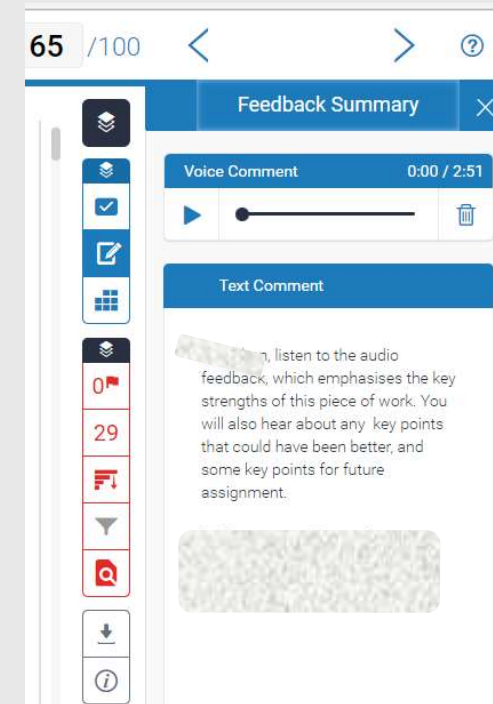
Audio feedback was trailed across one Academic School for Semesters 1& 2 of the academic year 20-21 since teaching was online and students were not on campus. A 'voice comment' made the assessment feedback more personalised (Carruthers et al, 2015).



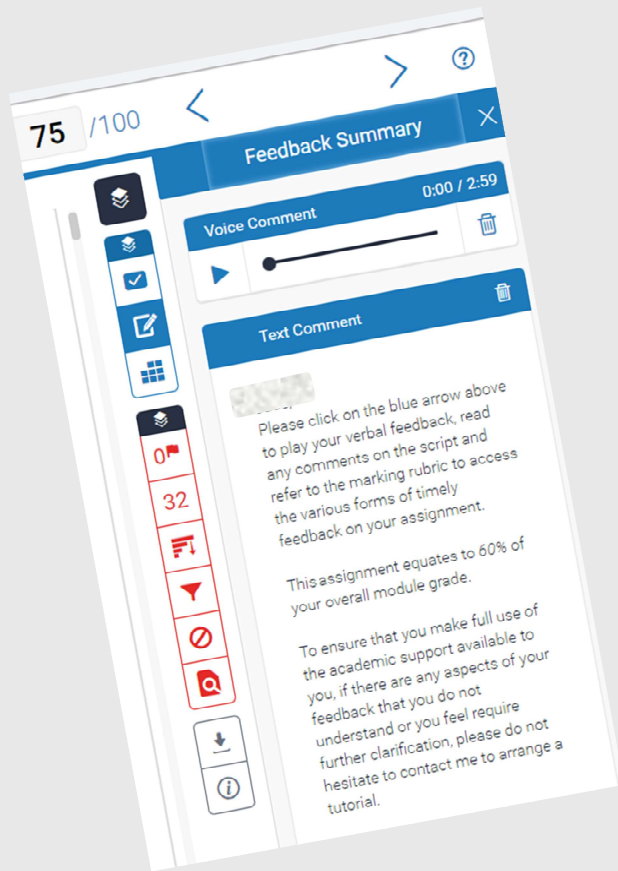
Staff used the integrated 'voice comment' functionality in Turnitin (3 minutes) - **audio-feedback** - instead of the 'text comment' - **written feedback** - in Turnitin



Generating voice comments instead of text comments and extensive comments in text potentially saved time and made explanations tailored for the student's work.



SUPPORTING STAFF TO USE AUDIO FEEDBACK



- Assessment via Turnitin: assessment rubrics; give a grade and provide instructions to students to access audio feedback in the 'Text Comment' section.
- Staff were provided with a guidance template of text to use for the voice comments- the audio feedback recording.
- Staff training and support for the voice recording was offered
- Staff provided with guidance text to paste in text comments box: instructing students how to access the recordings
- Staff could add comments in text.
- Staff and team meetings were supplemented with recordings and resources (template documents) on a shared accessible space for all.



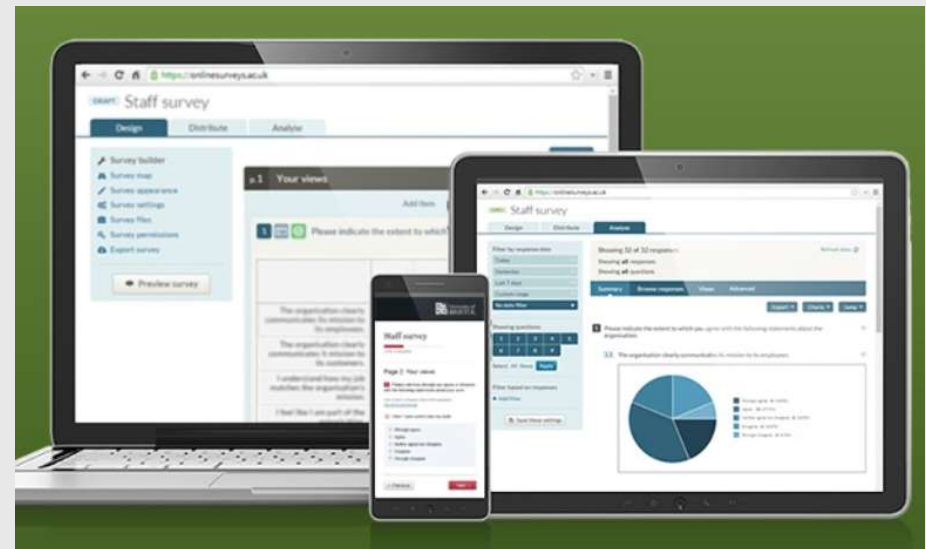
EVALUATION OF STUDENT PERSPECTIVES

JISC Survey

163 responses (10% of Enrolled students)

Supply type questions; Likert scales and open-ended responses on

- *What is most important to students?*
- *Accessibility, engagement and quality of audio feedback*
- *Perspectives on audio and written feedback*
- *Student views on feedback*
 - *formative and summative assessment*
 - *focus and general feedback*
 - *strengths and shortcomings*

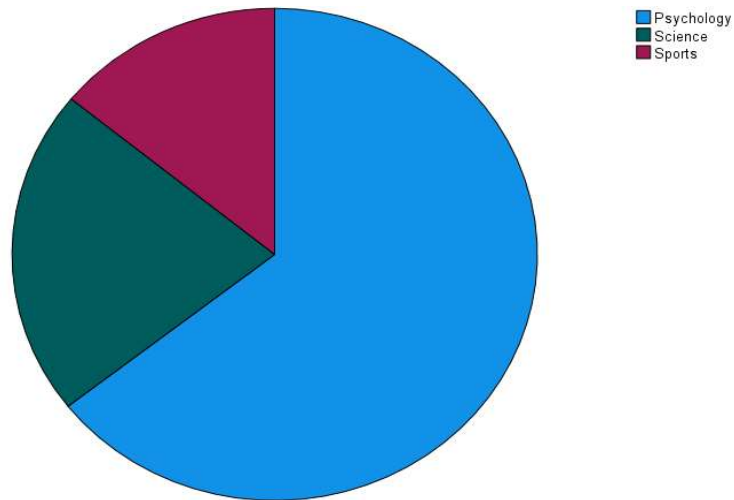


JISC Online Survey Bournemouth University (2006-2022)

THE STUDENTS : 163

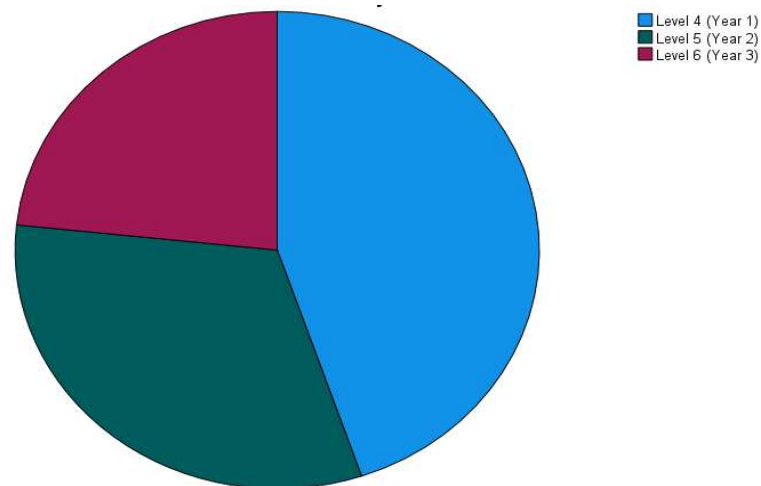
Name of undergraduate course

	N	%
Psychology	105	64.4%
Science	35	21.5%
Sports	23	14.1%



Level of your studies

	N	%
Level 4 (Year 1)	73	44.8%
Level 5 (Year 2)	52	31.9%
Level 6 (Year 3)	38	23.3%

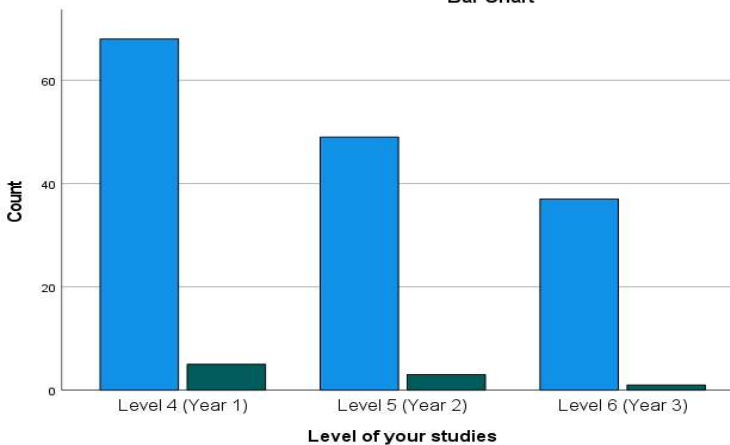


FEEDBACK: What is important to students

EASY TO ACCESS & LEVEL

		Important	Not important	Total
Level of your studies	Level 4 (Year 1)	72	1	73
	Level 5 (Year 2)	51	1	52
	Level 6 (Year 3)	37	1	38
Total		160	3	163

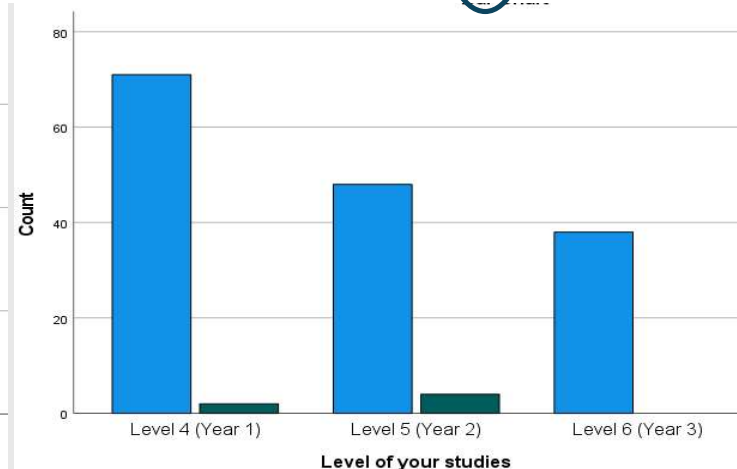
Bar Chart



PERSONALISED & LEVEL

		Important	Not important	Total
Level of your studies	Level 4 (Year 1)	71	2	73
	Level 5 (Year 2)	48	4	52
	Level 6 (Year 3)	38	0	38
Total		157	6	163

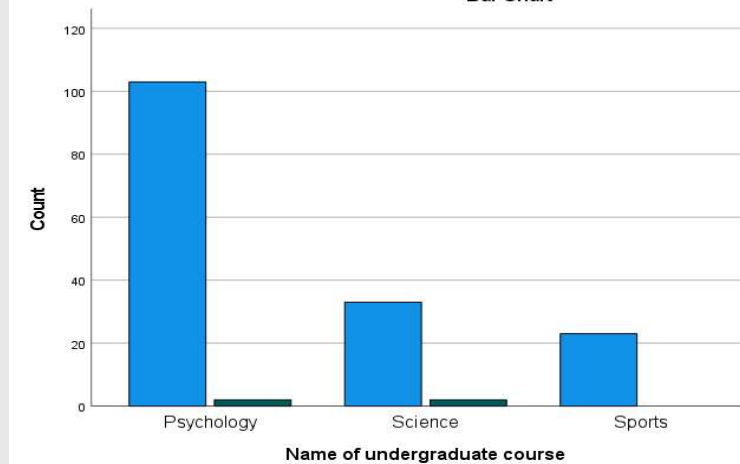
Bar Chart



TIMELY & COURSE

		Important	Not important	Total
Name of undergraduate course	Psychology	103	2	105
	Science	33	2	35
	Sports	23	0	23
Total		159	4	163

Bar Chart

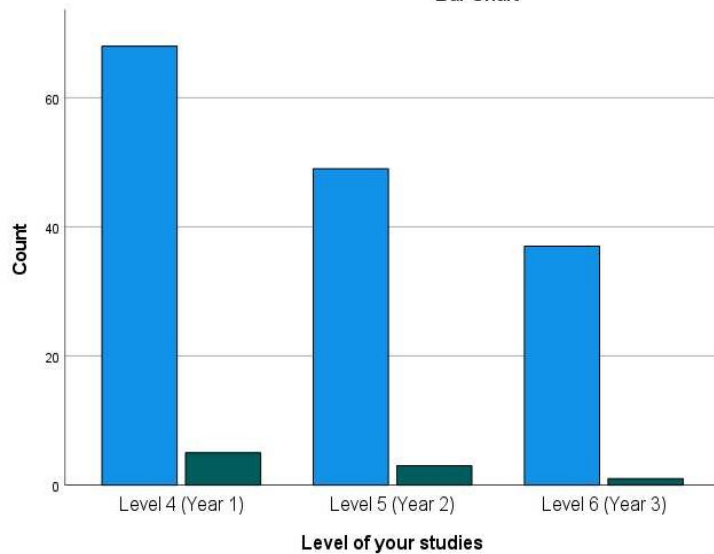


■ Important
■ Not important

FEEDBACK: What students expect....

CONCISE & LEVEL

Bar Chart

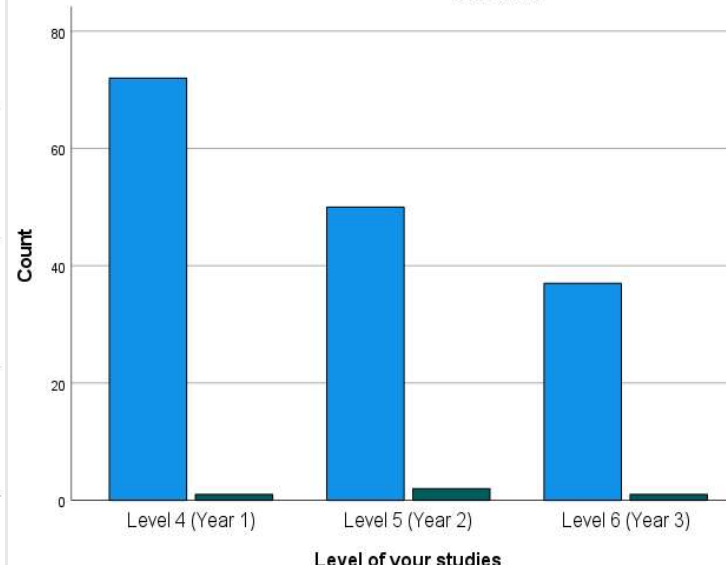


Level of your studies

		Important	Not important	Total
Level of your studies	Level 4 (Year 1)	68	5	73
	Level 5 (Year 2)	49	3	52
	Level 6 (Year 3)	37	1	38
Total		154	9	163

TIMELY AND LEVEL

Bar Chart

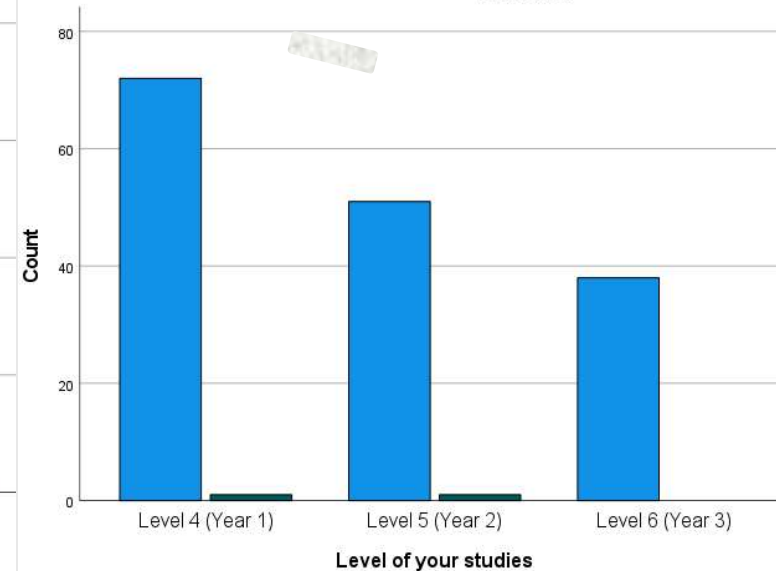


Level of your studies

		Important	Not important	Total
Level of your studies	Level 4 (Year 1)	72	1	73
	Level 5 (Year 2)	50	2	52
	Level 6 (Year 3)	37	1	38
Total		159	4	163

DETAIL AND LEVEL

Bar Chart



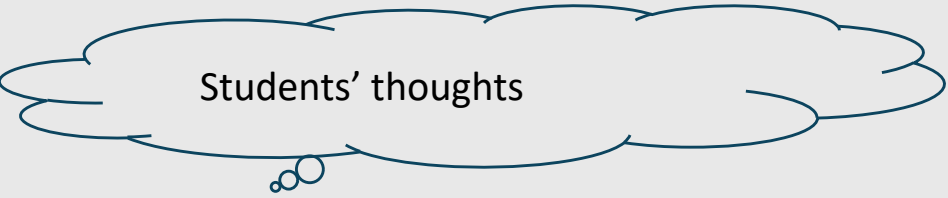
Level of your studies

		Important	Not important	Total
Level of your studies	Level 4 (Year 1)	72	1	73
	Level 5 (Year 2)	51	1	52
	Level 6 (Year 3)	38	0	38
Total		161	2	163

■ Important
■ Not important

ACCESSIBILITY OF AUDIO FEEDBACK

Statements (5 Strongly Agree – 1 Strongly Disagree)	N	Mean	Std. Deviation
I listened to each recorded piece of audio-feedback all the way through.	163	4.47	0.898
It was easy to find and play the recorded audio-feedback.	163	4.26	0.947
I could hear and understand what the marker(s) were saying clearly.	163	4.04	1.032
I listened to each recorded piece of audio-feedback several times .	163	3.87	1.112
The marker(s) providing my recorded audio-feedback sounded interested .	163	3.61	1.162
I took notes when listening to my recorded audio-feedback.	163	3.12	1.335



Students' thoughts

- Some markers sounded disinterested ('sigh' and feeling 'condescended') (5 comments)
- Hard of hearing could not use audio-feedback effectively (3 comments)
- Sometimes cuts off (5 comments)
- Sometimes too quiet (10 comments)

Technical matters

- Can't skip to part of recorded feedback for quick access (10 comments)
- Not as easy to refer back to and difficult to take notes (10 comments)



STUDENT ENGAGEMENT WITH AUDIO FEEDBACK

Statements	N	Mean	Std. Deviation
<i>(5 Strongly agree – 1 Strongly Disagree)</i>			
The recorded audio-feedback made clear the weaknesses of my work.	163	3.77	1.156
The recorded audio-feedback made clear the aspects of my work I need to pay attention to in my future assessments.	163	3.69	1.147
I am more likely to contact my lecturer to discuss recorded audio-feedback than written feedback.	163	3.02	1.105
I am more likely to act on recorded audio-feedback than on written feedback.	163	2.85	1.245
I am more likely to review recorded audio-feedback than written feedback when I'm working on my next assessment.	163	2.83	1.283

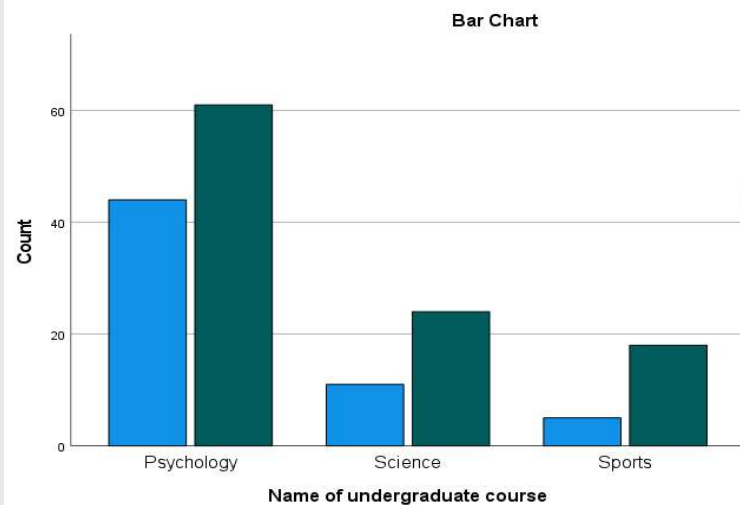
QUALITY OF AUDIO FEEDBACK

Statements (5 Strongly agree – 1 Strongly Disagree)	N	Mean	Std. Deviation
The sound quality of the recorded audio-feedback was very good.	163	3.91	1.015
The recorded audio-feedback is more personalized than written feedback.	163	3.26	1.230
Recorded audio-feedback goes into more detail than written feedback.	163	2.92	1.370
It depends on the assessment type which type of feedback I prefer (recorded audio-feedback or written feedback).	163	2.82	1.151

WOULD YOU RATHER HAVE FEEDBACK THAT...

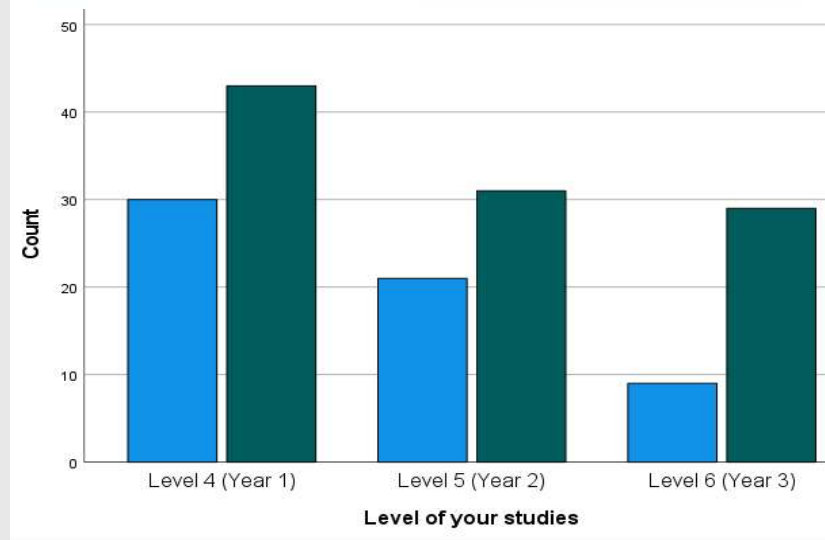
- Emphasizes general aspects.
- Focuses on details.

		Emphasizes general aspects.	Focuses on details.	Total
Name of undergraduate course	Psychology	44	61	105
	Science	11	24	35
	Sports	5	18	23
Total		60	103	163



$X^2(2, N=163) = 3.8, p = .15 \text{ NS}$

		Emphasizes general aspects.	Focuses on details.	Total
Level of your studies	Level 4 (Year 1)	30	43	73
	Level 5 (Year 2)	21	31	52
	Level 6 (Year 3)	9	29	38
Total		60	103	163

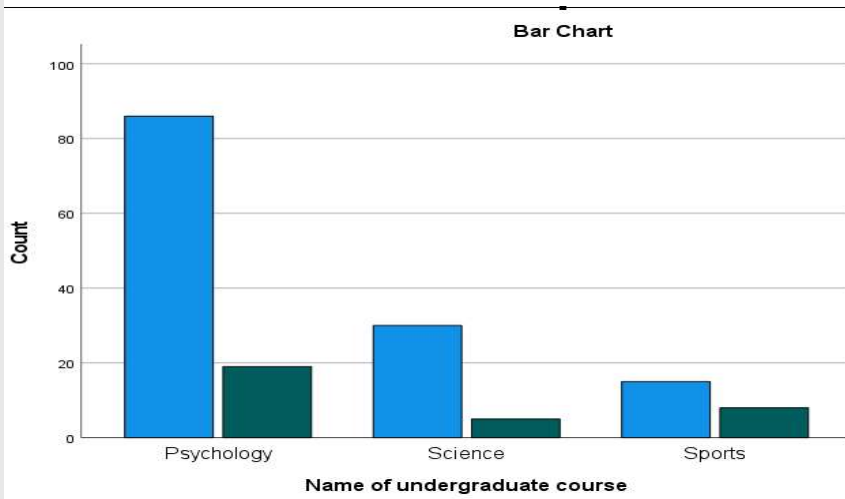


$X^2(2, N=163) = 3.7, p = .16 \text{ NS}$

WOULD YOU RATHER HAVE FEEDBACK THAT EMPHASISES..

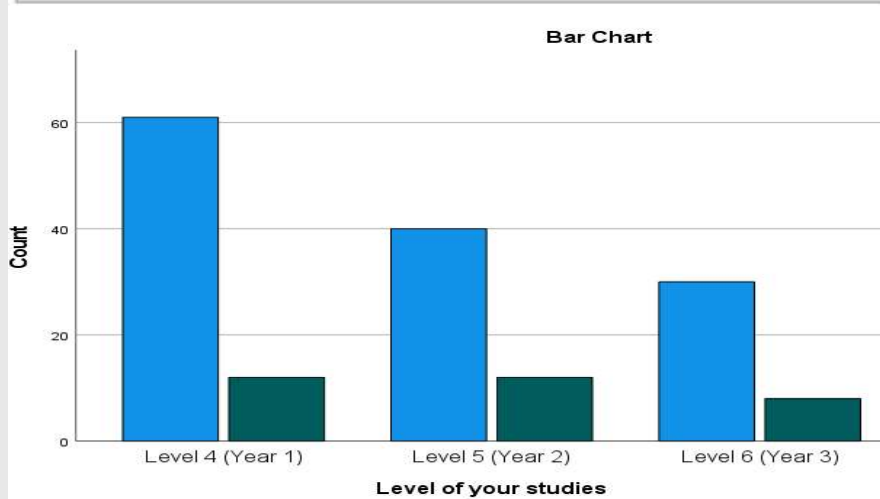


		Shortcomings	Strengths	Total
Name of undergraduate course	Psychology	86	19	105
	Science	30	5	35
	Sports	15	8	23
Total		131	32	163



$X^2(2, N=163) = 4.1, p = .13 \text{ NS}$

		Shortcomings	Strengths	Total
Level of your studies	Level 4 (Year 1)	61	12	73
	Level 5 (Year 2)	40	12	52
	Level 6 (Year 3)	30	8	38
Total		131	32	163



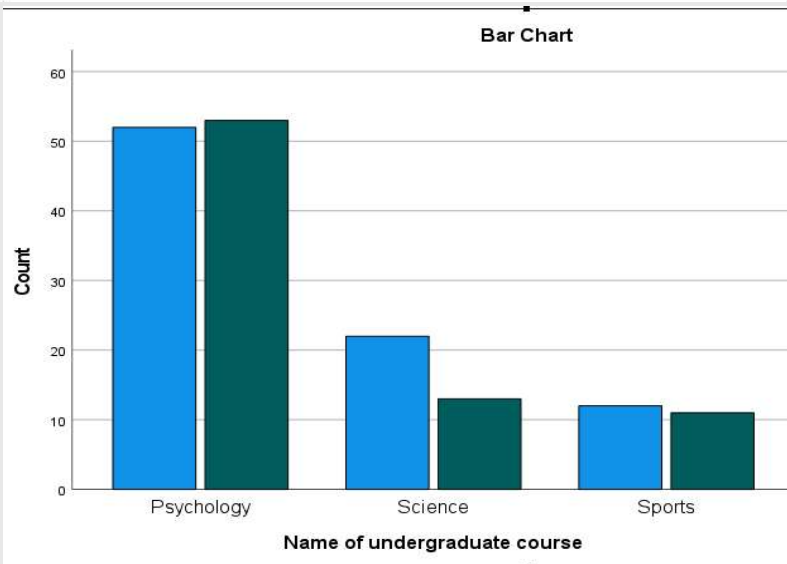
$X^2(2, N=163) = .91, p = .63 \text{ NS}$

WOULD YOU RATHER HAVE FEEDBACK THAT IS..

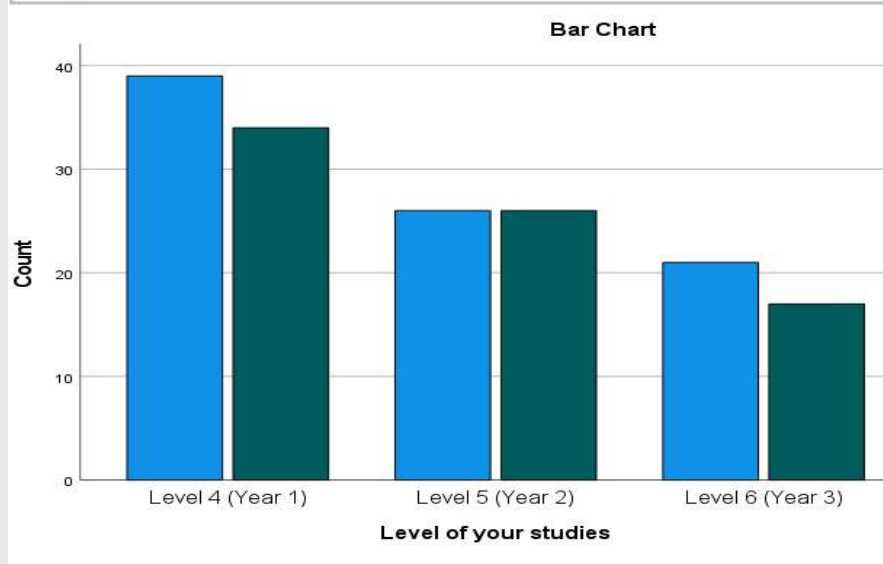
- More formative, less summative
- More summative, less formative

		More formative, less summative	More summative, less formative	Total
Name of undergraduate course	Psychology	52	53	105
	Science	22	13	35
	Sports	12	11	23
Total		86	77	163

		More formative, less summative	More summative, less formative	Total
Level of your studies	Level 4 (Year 1)	39	34	73
	Level 5 (Year 2)	26	26	52
	Level 6 (Year 3)	21	17	38
Total		86	77	163



$\chi^2 (2, N=163) = 1.9, p = .39 \text{ NS}$



$\chi^2 (2, N=163) = .27, p = .87 \text{ NS}$

PREFERRED FEEDBACK

Students do not have a particular preference for **when** formative and summative feedback is provided. Opinion is divided.

Formative feedback prior to submission is slightly preferred by science students. This is not statistically significant.

Students		More formative feedback prior submission without a mark: and less summative feedback explaining the mark %	More summative and less formative feedback at submission %	Total
Undergraduate Course	Level 4	53.4	46.6	100
Undergraduate Course	Level 5	50	50	100
Undergraduate Course	Level 6	53.3	44.7	100
Psychology students		49.9	50.5	100
Science students		62.9	37.1	100
Sport students		52.8	47.2	100

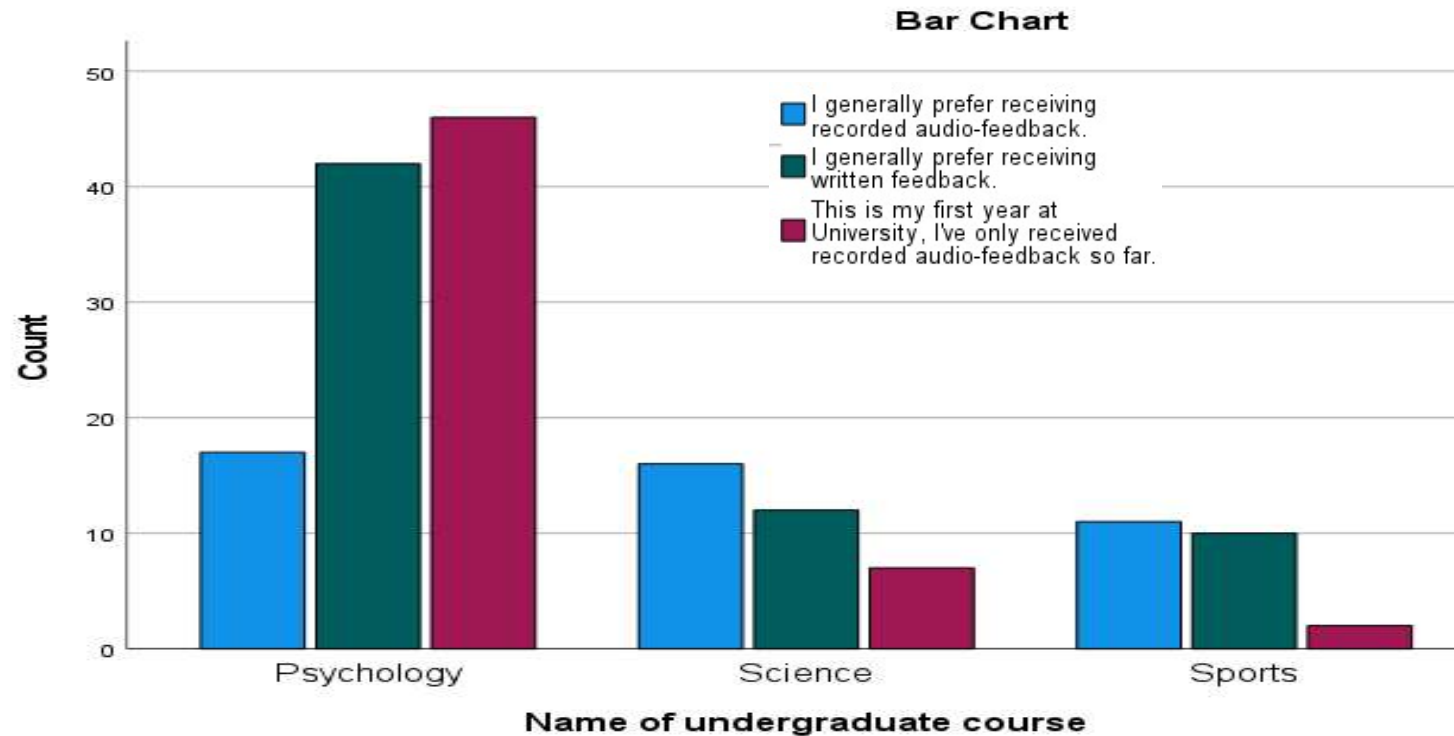
PREFERRED FEEDBACK by course

$\chi^2(4, N=163) = 3.8, p < .001^*$

There is a slight preference for written feedback by the students (N=64)

Psychology students prefer written feedback - this is statistically significant*

Psychology Students experienced audio feedback for the first time more than other courses



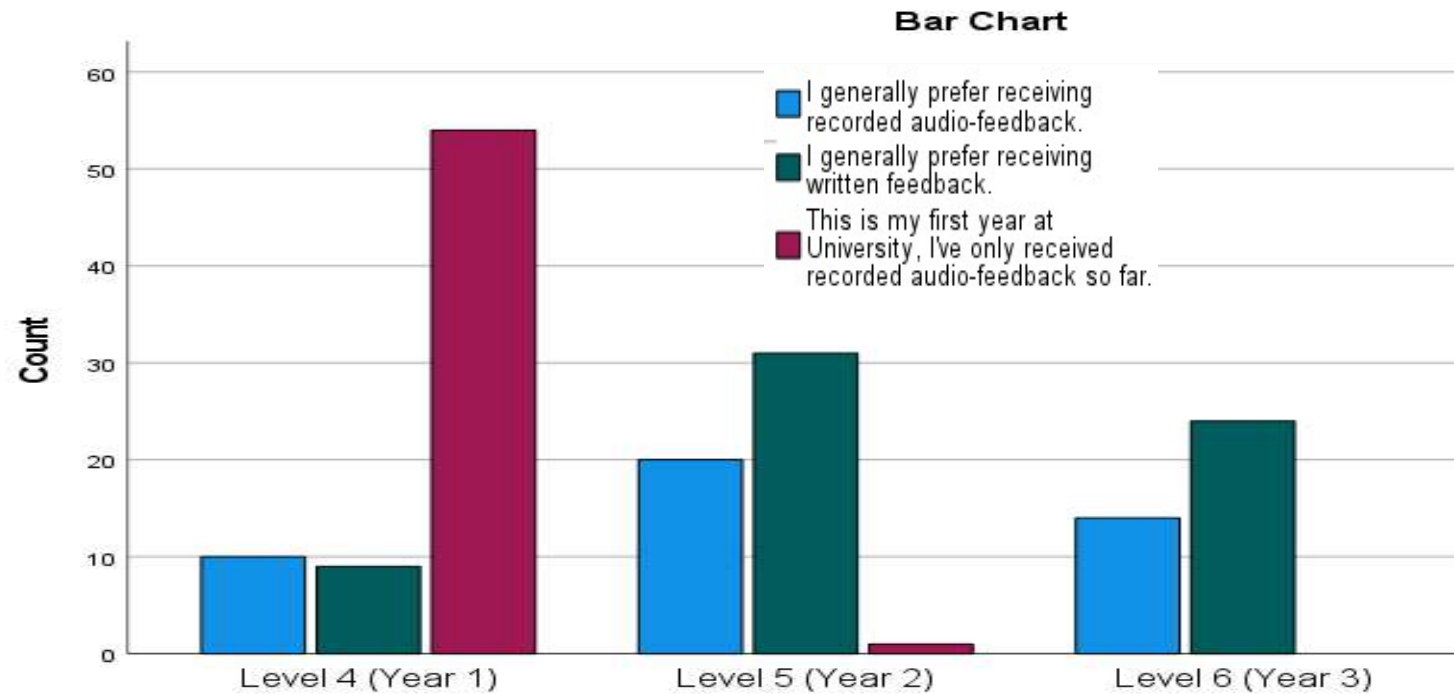
Name of undergraduate course		I generally prefer receiving recorded audio-feedback.	I generally prefer receiving written feedback.	This is my first year at University, I've only received recorded audio-feedback so far.	Total
Name of undergraduate course	Psychology	17	42	46	105
	Science	16	12	7	35
	Sports	11	10	2	23
Total		44	64	55	163

PERSPECTIVES ON FEEDBACK by level of study

$\chi^2(4, N=163) = 96.6, p < .001^*$

A high amount of **Level 4 students experienced audio feedback for the first time** and the rest were split with their preferences for audio and written feedback.

Level 5 and level 6 students prefer written feedback and this is statistically significant*



Level of your studies		I generally prefer receiving recorded audio-feedback.	I generally prefer receiving written feedback.	This is my first year at University, I've only received recorded audio-feedback so far.	Total
Level 4 (Year 1)		10	9	54	73
Level 5 (Year 2)		20	31	1	52
Level 6 (Year 3)		14	24	0	38
Total		44	64	55	163

EVALUATION OF STAFF EXPERIENCE: AUDIO FEEDBACK

STAFF- JISC SURVEY

46 Participants (30%)

Open-ended questions

- *Using the audio feedback template*
- *Time to complete audio feedback*
- *Recording the audio feedback*

STAFF -FOCUS GROUP ON AUDIO FEEDBACK

6 opt in participants

Semi structured questions on

- *Use of template*
- *The process and technical matters*
- *Time to complete audio feedback*
- *Perceptions of audio feedback and written feedback*



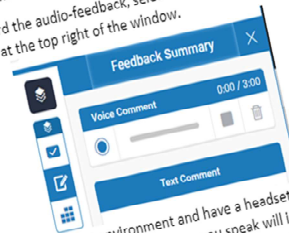
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AUDIO FEEDBACK TEMPLATE

- Some inconsistency in use
- Three points (positive, negative, feed-forward) useful to provide focus

Audio-Feedback guide for PLS

- 1.) Access Turnitin as usual
- 2.) Read through the assessment. Highlight text and/or place essential in-text comments that you will be referring to in your audio-feedback in the text, ideally using the 'QuickMarks' options. Keep these to a minimum – e.g. if you want to note that a student hasn't formatted their references properly, highlighting one such reference is sufficient. This will help students link comments in the audio-feedback to the relevant parts of the text.
- 3.) When ready to record the audio-feedback, select the 'Feedback summary' you will find the recording function at the top right of the window.



- 3.) Ideally, you will be in a quiet environment and have a headset/microphone connected to your computer. The blue line that appears when you speak will indicate the recording level of your microphone – if the blue bar extends all the way most of the time while you speak, your microphone volume is too loud and the recording will distort. If the blue line is too short, your volume is set too low. Ideally, the blue line will extend 80%-90% of the way when you speak at your loudest.

- 5.) Record feedback along these lines, mentioning the in-text comments you have made at the relevant points. Avoid overt expressions of disappointment (e.g. loud sighs). **Do not** state the mark in the audio-feedback:

Hi (name), this is your timely audio feedback for assessment Please listen all the way through, ideally a few times.

- 1) Strengths
- 2) General Feedback (what could have gone better)
- 3) Key points to support your next assignment

Best wishes
Lecturer

- 6.) **Once you have completed the recording, click the 'save' icon to save the recording.**
- 7.) Use the marking rubric embedded in Turnitin to indicate the levels students have achieved in each of the categories of the rubric as usual.
- 8.) Copy/Paste one of the two statements below into the general text comment box (replacing the red text as appropriate) depending on whether the student passed or not:

Pass:
Please click on the blue arrow above to play your verbal feedback, read any comments on the script, and refer to the marking rubric to access the various forms of timely feedback on your assignment.

This assignment equates to x% of your overall module grade.
If you have any questions or would like to schedule a tutorial to discuss the feedback and make full use of the academic support available to you, please email me at: your.name@canterbury.ac.uk

Did not pass:



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AUDIO FEEDBACK TEMPLATE

STRUCTURE

- Works fine
- Provides personal tone
- Similar to what we already had for written feedback
- Works well for essay type assignments but not for exercises and research reports
- Makes you focus on specific feedback
- Coherent and consistent approach to each student
- Standardised feedback quality across modules

FEEDBACK

- “Did not use template”
 - too formal and long introduction
 - to utilise a more personal approach using a format more natural for each assignment
- Not as detailed as written feedback ... with annotations in text.
- Modified feedback to suit our needs/programmes ... resulting in inconsistency
- Harder to use for low achieving students...; higher level modules ... and dissertations



TIME: AUDIO-FEEDBACK & WRITTEN FEEDBACK

SURVEY: 17 QUICKER

COMMENTS: THE SAME / QUICKER

- Made notes of S-W-KP and recorded feedback in one take
- Still made comments in text / highlighted good practice
- Process quicker than written feedback
 - No intext comments
 - Did not write formative feedback in text
- Was very frustrated .. To change from written to audio feedback... it is more time efficient than the written comments. I really enjoy it.. Happy to use it in the future.

SURVEY: 13 LONGER

COMMENTS: LONGER

- Repeated recordings but got better at recording
- 3 minutes not enough to do the full S-W-KP
- Easier to type written feedback, and templates can be copied and pasted in written feedback.. Text can be edited
- I had to write
 - a script
 - Comments in text for weaker students
- Second marking/ moderation takes longer
- Write feedback in words for students with hearing impairment



EXPERIENCE OF DELIVERING RECORDED AUDIO-FEEDBACK

TECHNICAL ISSUES

- Files there but **no sound**
- **Background noise** when working from home
- Audio feedback **not downloadable** for students or External Examiners
- ... some colleagues that **apparently forgot to press the Save button**
- **RE- Recording!**
-staff receive **proper training**, particularly for modules with large amounts of **sessional markers**.

PROFESSIONALISM AND STAFF AUTONOMY

- Prefer the **freedom to use it in combination** with in-text comments and quick marks
- audio feedback is not always the most appropriate format and should not be required as a default. To **force all staff to use audio feedback removes any professional autonomy** to chose the most appropriate feedback mechanism for the assessment strategy being implemented.
- it would be nice to have **flexibility**



EXPERIENCES AND PERSPECTIVES OF STAFF: What they heard from the students

POSITIVE

- *(Audio feedback)* **valuable alongside in text comments**
- Students appreciated the “personalised” feedback.
- More likely to **listen to it and engage** with the feedback
- Student e-mailed to thank me

NEGATIVE

- Audio feedback alone prompted students to request a tutorial ...
- they could **not understand where in their work they fell down on marks** nor how it related to the audio-feedback
- Feedback was **vague**
- Level of **detail was reduced** ... generic and not specific to their work
- *(Audio feedback)* could run **completely counter to anonymity (of marking)**.
- Felt bad that I **did not write in text comments** and the External Examiner picked up on this.

Students

- Students value
 - detailed, timely and personalised assessment feedback
 - concise feedback that emphasises areas for improvement
 - formative and summative feedback
- There is a slight preference for written feedback by the students
- Further investigations on “how” and “when” formative feedback will benefit students is recommended for different types of assessments.

Staff

Staff value

- Guidance (templates) for consistency of practice of audio feedback for summative assessments
- Support through training, resources, workshops and technical support to use audio feedback.
- Professional judgement of staff and flexibility of use of audio and written feedback.



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CONCLUSIONS

Recommendations and follow up study

Further studies on

- staff and student efficacy of summative and formative assessment feedback in higher education
- staff and student perceptions of summative and formative assessment feedback and different types of assessments

Follow up study

- Student questionnaire, with additional questions on student emotional processing during feedback situations circulated in Jan-Mar 2024
- Student focus groups completed in April 2024



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REFERENCE LIST

Cann, A. (2014) Engaging Students with Audio Feedback, *Bioscience Education*, 22:1, 31-41.

Carruthers, C., McCarron, B., Bolan, P., Devine, A., McMahon-Beattie, U., and Burns, A. (2015). "I like the Sound of That' – An Evaluation of Providing Audio Feedback via the Virtual Learning Environment for Summative Assessment." *Assessment & Evaluation in Higher Education* 1 (3): 353–370.

Morris, C., and Chikwa, G. (2016) Audio versus written feedback: exploring learners' preference and the impact of feedback format on students' academic performance. *Active Learning in Higher Education*, 17 (2), 125-137.



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