

Effective Feedback

Practices that Promote Social Presence Online



Heather Garcia

Instructional Designer
Oregon State University

Holly Fiock

Instructional Designer
Purdue University

Presentation Topics

- Effective feedback practices
- Research on audio and video feedback
- Social presence and feedback
- Audio and video feedback tools
- Q&A

Presentation Outcomes

1. Describe different forms of feedback and effective feedback practices.
2. Identify common problems with feedback.
3. Recognize the role audio feedback has in promoting online social presence.

What is Feedback?

- Information about how one is doing in effort to reach a goal
- Types of Feedback
 - a. Written
 - b. Audio**
 - c. Video**
 - d. Face-to-face
- Forms of Feedback
 - a. Formative**
 - b. Summative
 - c. Peer Review



What are

some effective

feedback

practices?

Audio Feedback: Research Process

Our Process:

- Met with our respective University librarians

Search Terms:

- audio feedback, online, distance, feedback (response), social presence

Date Range:

- Last 12 years

Search Results:

- 12 articles

What We Learned



- Enables students to:
 - Better detect nuance
 - Understand content more thoroughly
 - Engage with instructor at a more personal level (Ice, Curtis, Phillips, and Wells, 2007)
- Better for “global commentary” (Ice, Curtis, Phillips, and Wells, 2007)
 - However, this split is not “purely predictable” (Cavanaugh & Song, 2014)



- Faculty may save time, but there is a learning curve
- More feedback overall when using audio
- Less research on video
 - Students indicated a higher preference for video over audio and written (McCarthy, 2015)
- Effective way to promote social presence and 1:1 connection

Audio Feedback & Social Presence



Paula Bronstein/The Verbatim Agency/Getty Images, CC BY-NC 4.0, 2017.

Social presence is “the ability to present oneself as a real person online”

- Rourke, Anderson, Garrison, & Archer
(2001)











Audio Feedback Benefits

1. Increased social presence
2. Better course evaluations
3. Time saving for faculty
4. Increased quantity of feedback to students
5. Student interest

LMS- Specific Tools

LMS System	Features
D2L	Audio caption feature built-in (access via Assignment Grader)
Canvas	Audio/video comment feature built-in (access via Speedgrader)
Blackboard Ultra	Audio and video feedback built-in (access via Feedback to Learner)
Moodle	-Allows for 2 minute audio clips built-in -Podll is a Moodle plugin that can be added for audio/visual feedback

Other Feedback Tools

Free	Paid
<p data-bbox="338 431 656 480">Soundcloud</p>  <p data-bbox="705 496 884 524">SOUNDCLOUD</p>	<p data-bbox="1255 431 1593 480">VoiceThread</p> 
 <p data-bbox="386 562 608 611">Vocaroo</p>	 <p data-bbox="1342 562 1516 611">Snagit</p>
<p data-bbox="154 704 550 764">SCREENCAST</p>  <p data-bbox="705 704 898 764">MATIC</p>	<p data-bbox="1304 693 1555 748">Camtasia</p> 
<p data-bbox="396 824 598 879">Kaizena</p> 	 <p data-bbox="1323 824 1690 922">PanoptoTM</p>
 <p data-bbox="318 960 676 1015">Screencastify</p>	<p data-bbox="1265 960 1593 1015">Hippo Video</p> 

Conclusion

- Feedback can take many forms
- Not a one-size-fits-all approach
- Many different techniques and tools

Audio/video feedback can:

- increase student satisfaction
- promote instructor-student connection
- enhance social presence online



Q&A

Contact Info:

Heather Garcia

heather.garcia@oregonstate.edu

Holly Fiock

hfiock@purdue.edu

References

- Boud, D., & Molloy, E. (2013). Rethinking models of feedback for learning: The challenge of design. *Assessment & Evaluation in Higher Education*, 38(6), 698-712.
- Caparula, D. (2014). Benefits of using audio feedback. Retrieved from <https://kcctlc.wordpress.com/2014/10/27/benefits-of-using-audio-feedback/>
- Cavanaugh, A. J., & Song, L. (2014). Audio feedback versus written feedback: Instructors' and students perspectives. *Journal of Online Learning and Teaching*, 10(1), 122-138.
- Chalmers, Charlotte, MacCallum, Janis, Mowat, Elaine and Fulton, Norma (2014). Audio feedback: richer language but no measurable impact on student performance. *Practitioner Research in Higher Education*, 8 (1). pp. 64-73.
- Cuthrell, K., Fogarty, E., Smith, J., & Ledford, C. (2013). Implications of Using Peer Audio Feedback for the College Learner: Enhancing Instruction. *Delta Kappa Gamma Bulletin*, 79(4), 13-21.
- Dixon, Stephen. (2015). The Pastoral Potential of Audio Feedback: A Review of the Literature. *Pastoral Care in Education*, 33(2), 96-104.
- Graves, J., Goodman, J., Hercinger, M., Minnich, M., Murcek, C., Parks, J., & Shirley, N. (2015). Evaluation of embedded audio feedback on writing assignments. *The Journal of Nursing Education*, 54(1), 41-4.
- Ice, Philip, Curtis, Reagan, Phillips, Perry, & Wells, John. (2007). Using Asynchronous Audio Feedback to Enhance Teaching Presence and Students' Sense of Community. *Journal of Asynchronous Learning Networks*, 11(2), 3-25.
- Ice, P., Swan, K., Diaz, S., Kupczynski, L., & Swan-Dagen, A. (2010). An Analysis of Students' Perceptions of the Value and Efficacy of Instructors' Auditory and Text-Based Feedback Modalities across Multiple Conceptual Levels. *Journal of Educational Computing Research*, 43(1), 113-134.

References

- Johnson, Genevieve Marie, & Cooke, Audrey. (2016). Self-Regulation of Learning and Preference for Written versus Audio-Recorded Feedback by Distance Education Students. *Distance Education*, 37(1), 107-120.
- Kelly, R. (2013). Selecting feedback techniques. *Online Cl@ssroom*, 13(1), 1-8.
- Leibold, N., & Schwarz, L. M. (2015). The art of giving online feedback. *The Journal of Effective Teaching*, 15(1), 34-46.
- McCarthy, Josh. (2015). Evaluating Written, Audio and Video Feedback in Higher Education Summative Assessment Tasks. *Issues in Educational Research*, 25(2), 153-169.
- Murphrey, Theresa Pesl, Arnold, Shannon, Foster, Billye, & Degenhart, Shannon H. (2012). Verbal Immediacy and Audio/Video Technology Use in Online Course Delivery: What Do University Agricultural Education Students Think? *Journal of Agricultural Education*, 53(3), 14-27.
- Parkes, M., & Fletcher, P. (2017). A longitudinal, quantitative study of student attitudes towards audio feedback for assessment. *Assessment & Evaluation in Higher Education*, 42(7), 1046-1053.
- Portolese Dias, Laura, & Trumpy, Robert. (2014). Online Instructor's Use of Audio Feedback to Increase Social Presence and Student Satisfaction. *Journal of Educators Online*, 11(2).
- Rourke, L., Anderson, T. Garrison, D. R., & Archer, W. (2001). Assessing social presence in asynchronous, text-based computer conferencing. *Journal of Distance Education*, 14(3), 51-70.
- Wood, K., Moskovitz, C., & Valiga, T. (2011). Audio Feedback for Student Writing in Online Nursing Courses: Exploring Student and Instructor Reactions. *Journal of Nursing Education*, 50(9), 540-543