

Chapter 2

The Student Experience of Video-Enhanced Learning, Assessment, and Feedback

James McDowell
Lancaster University, UK

ABSTRACT

Evaluating the impact on the student experience of the integrated model of video-enhanced learning, assessment, and feedback discussed in the previous chapter, qualitative data collection employed anonymous online questionnaires, semi-structured interviews, and dialogic interviewing techniques, drawing on summative results data to inform methodological triangulation of the findings. Data analysis combined thematic analysis, constant comparison, and direct interpretation within a grounded theory framework. Illustrative cases present the findings as thick descriptions of the influence of video-based interventions on the experience of six purposively and representatively selected participants. The chapter concludes that an integrated model of asynchronous video-enhanced learning, assessment, and feedback can promote increased reflexivity, enhance learner autonomy, and encourage meta-cognitive self-awareness, while affording greater inclusivity for students affected by dyslexia or Asperger's Syndrome.

INTRODUCTION

Background and Context

This chapter discusses the student experience of the video-enhanced learning, assessment and feedback interventions developed and integrated over the three cycles described in Chapter 7. Employing the data collection and analysis strategies outlined in Design-Based Research Cycles 2 (DBRC2) and 3 (DBRC3), purposive sampling led to the development of a series of illustrative cases which highlight key findings emerging from the investigation, with emphasis placed on the presentation of raw data derived from semi-structured and dialogic interviews conducted with participants towards the later stages of the study. The participant group was comprised of undergraduate first-year students, all of whom were male in the

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18-25 age range, and it is important to note that the six illustrative cases found in this study therefore describe the experience of male participants only. Section 2 introduces the cases of Robert and Keith, two students affected by dyslexia whose experience of the initial video-enhanced assessment (VEA) and video-enhanced feedback (VEF) activities in DBRC2 provided strong direction to the development of the integrated model of video-enhanced learning, assessment and feedback developed in DBRC3.

In Section 3, a further four illustrative cases highlight the impact of this integrated model, with the presentation of interesting and unusual cases including those of one student affected by dyslexia, one student affected by an autistic spectrum condition, and two of their neurotypical peers.

It should be noted that undergraduate students in the UK enter higher education following completion of either A-Levels, which are predominantly assessed by examination, or alternative qualifications approved by the Business and Technology Education Council (BTEC), which are predominantly assessed through coursework; the latter are referred to using the acronym BTEC.

SECTION 2 ILLUSTRATIVE CASES FROM DBRC2

1. Illustrative Case 1: Robert (VEF)

Robert, a 21-year-old male design-stream student from a BTEC background, self-reported the impact of dyslexia as mid-range, although expert witness accounts from the School's Disabilities Coordinator suggested that the impact of Robert's dyslexia placed him in the upper range of the mid-range spectrum. Although Robert's dyslexia had been formally recognised following clinical assessment aged 5, he had struggled with even simple spelling throughout school, and it had taken him an additional two years to complete the qualifications required for university entrance.

Despite having no previous experience of learning using video, Robert accessed all the instructional tutorial videos (ITVs) developed in DBRC1, commenting: "*Found it much easier to pick up - would have struggled a lot without the tutorials*". He also displayed a keen enthusiasm for using video in the assessment and feedback process when the conceptualisation of the Video-Feedback Loop (VFL) was outlined to the cohort at the start of DBRC2. Pre-empting the implementation of the Video-Enhanced Assessment and Feedback (VEAF) interventions, Robert conducted self-directed research into cost-free options that might enable students to engage in VEF activities outside the studio environment. Finding that *screencast-o-matic.com* offered web-based screen capture functionality that facilitated the production of learner generated content, Robert employed his personal *YouTube*® account to host the output.

Thus, Robert became the first participant to engage in the learner-tutor VFL, proactively creating a video that highlighted an issue causing problems in a programming exercise, and emailing a private link to this content on *YouTube*® with a request for feedback. This short video (01m:31s) highlighted the area of concern with a visual demonstration of both the code and its compiled output, and briefly outlined attempts to overcome the problem. This provided sufficient detail from which to identify the source of the problem, and, using *Camtasia*® to capture the screen as the *YouTube*® video was played, a short video-feedback (01m:34s) artefact incorporating webcam video of the tutor's head and shoulders as a picture-in-picture was recorded which pinpointed the area of the code requiring attention.

In order to sustain dialogue around the issue as an asynchronous video-based conversation, this video-feedback artefact ended with a request to provide follow-up video evidence of how the feedback had

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