E-Feedback – Blackboard Tools and Application

Fiona McCloy
Office for Digital Learning
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Session Outline

• Feedback in higher education
• Digital feedback
• Ulster perspective
• Blackboard tools and application
Session Aim

Educational benefit of digital feedback for learning and teaching in higher education and how this can be applied at Ulster.
Feedback

HE Perspective

Student are dissatisfied (NSS)

- Formative process
- Lead to improvement
- On-going dialogue
- Promote self-regulated learning

(Gibbs & Simpson; Black & William; Nicol & MacFarlane-Dick; Boud & Sadler)
Feedback

Should be:

- Understandable
- Selective
- Specific
- Timely
- Contextualised
- Non-judgmental
- Balanced
- Forward looking
- Transferable
- Personal

Potential Advantages of e-Feedback

Student Perspective

- Aware of feedback
- Detailed and helpful, e.g. video and audio
- Instant and automatic, e.g. MCQs
- Enriched, e.g. dialogue
- Authentic – real world
- Ipsative – personal best
- Personal, e.g. audio
- Accessible

- Opportunity to review
- Can be anonymous
- Student active partner – create feedback
- Self evaluation/regulation, reflect on feedback
- Reliable and secure
- Increase confidence
- Collate feedback
Potential Advantages of e-Feedback

Staff Perspective

- Cater for diverse student needs, e.g. video and audio
- Productivity, e.g. reuse comments, audio
- Manage and administrate feedback – esp. large groups and peer feedback.
- Anonymous, automatic, ipsative and authentic feedback
- Monitor feedback, e.g. student engagement with feedback
- Data to analyse feedback and inform future improvements in learning design
- Evaluate feedback from students, e.g. survey
Digital Feedback
Ulster Perspective

Moorhead & Hazlett Study, 2014

• Analysis of Blackboard tools for student feedback in small and large group teaching from staff and student perspectives. [n=314 students]
• Underpinned by Ulster’s seven Principles of Assessment and Feedback

Findings

• Blackboard tools – accessible, easy to use and effective for feedback
• Students prefer online feedback - Assignment, Test, Wimba, Rubric, Turnitin.
• Both students & staff preferred MCQs (Bb Test) – instant, helps revision
• The need for greater use of online feedback for students presents a challenge for staff.

Blackboard – Potential Tools

- Assignment
- Test
- Survey
- Journal
- Portfolio
- Group Assignment
- Video Streaming
- Rubric
- Wiki
- Discussion
- Turnitin GradeMark
- Wimba Voice
- ShareStream
- Self and Peer Assessment
- Mobile
- Email
- Blog

Ulster University
Bb Tools and Possible Application

- Detailed typed comments
- Annotated feedback
- Reuseable feedback
- Turnitin GradeMark
- Audio feedback
- Wimba Voice
- Peer feedback
- Turnitin PeerMark
- MCQs with automatic feedback
- Group Assignment
- Video feedback
- ShareStream Video Streaming
- Authentic feedback
- Personal feedback
- Self and Peer Assessment
- Accessible & portable
- Mobile
- Email
- Feedback dialogue
- Reflect on feedback
- Journal
- Portfolio
- Collaborative feedback
- Wiki
- Discussion
- Evaluate effectiveness
- Survey
- Rubric
Bb Tools and Possible Application

- **Detailed typed comments**
  - Annotated feedback
  - Reuseable feedback
  - Audio feedback
  - Peer feedback

- **MCQs with automatic feedback**
  - Group Assignment
  - Video Streaming
  - Personal feedback

- **Video feedback**
  - Test
  - Survey
  - Criteria based
  - Accessible & portable

- **Evaluate effectiveness**
  - Reflect on feedback
  - Collaborative feedback
  - Feedback dialogue

Formative process Lead to improvement
On-going dialogue Promote self-regulated learning
# Mapping to Ulster Principles

<table>
<thead>
<tr>
<th></th>
<th>Clarify good performance</th>
<th>Rubric (learning outcomes)</th>
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<tbody>
<tr>
<td>2</td>
<td>Time and effort on task</td>
<td>Assignment, GradeMark, Test, PeerMark, Self &amp; Peer Assessment, Wiki, Blog, Discussion, Mobile</td>
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<tr>
<td>3</td>
<td>Timely high quality feedback</td>
<td>GradeMark, PeerMark, Wimba, Self &amp; Peer Assessment, Assignment, Rubric, ShareStream</td>
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<td>4</td>
<td>Opportunities to act on feedback</td>
<td>GradeMark, Assignment (multiple submissions) PeerMark, Self &amp; Peer Assessment, Test, Rubric</td>
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<td>5</td>
<td>Positive motivational beliefs</td>
<td>Rubric, Test, GradeMark, Assignment, Portfolio, Wimba, Email, Journal</td>
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<tr>
<td>7</td>
<td>Interaction &amp; dialogue</td>
<td>PeerMark, Self &amp; Peer Assessment, Blog, Discussion, Wiki, Email, Wimba</td>
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Ulster Principles of Assessment and Feedback for Learning, Ulster University, 2011

http://ee.ulster.ac.uk/assessment_and_feedback/
Feedback using Rubric in Assignment tool (Hack, 2013)
Improved marks & reliability; clarify performance & self-assessment for students; time efficient and informative for e-Tutors.

Wimba audio feedback via Grade Centre (Carruthers, 2013)
Students favoured audio. Liked ease of access, convenience, detail, and ability to re-access and feed-forward.

Reflect on feedback using ePortfolio tool (McPeake, 2013)
Students motivated to engage with feedback, positive experience, allowed them to identify areas to improve.

Annotated & typed feedback via GradeMark (Wightman, 2013)
Students favoured e-feedback over written. Liked ease of access, personalisation, timeliness, clarity, quality, quantity, re-access.
e-Feedback

Resources developed by Clare Carruthers, Una McMahon-Beattie, Heather Farley, Christine Wightman and Steve McPeake, Ulster Business School
Turnitin GradeMark Tool

Document Viewer

Layer feedback
- Strikethrough
- Highlight
- Inline comments
- QuickMarks
- Audio (max 3 mins)
- General comments
- Rubrics

Student can download compiled version.

Activity
Reflection

How could you use digital feedback to enhance your teaching practice?