E-FEEDBACK: EFFECTS ON ACHIEVEMENT, PERSISTENCE AND LEARNERS' SATISFACTION

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Cégep à distance

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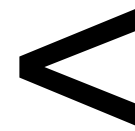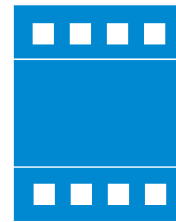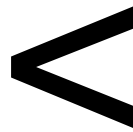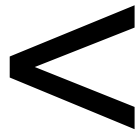
Track 5 *Changing Models of Assessment*

Technologies serving feedback

Written feedback: takes time, space and learners have troubles to read or to understand what it is meant

E-feedback:

- Less time consuming
- More feedback
- Facilitates appropriation
- Richer feedback
- More social presence feeling
- Learners more satisfied but is there an impact on academic results?
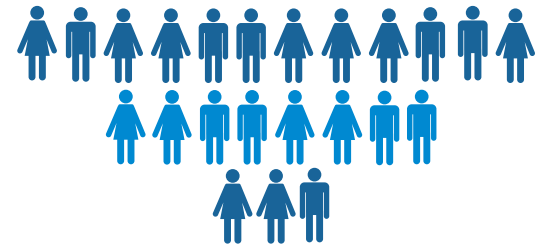- Mixed results in distance education and few quantitative studies with experimental design

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DEVOIR +

602 E-feedbacks

62%

23 years
(SD = 6.2)

$N = 236$
experimental group
$N = 381$
control group

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Significant impact on achievement and on drop out rates
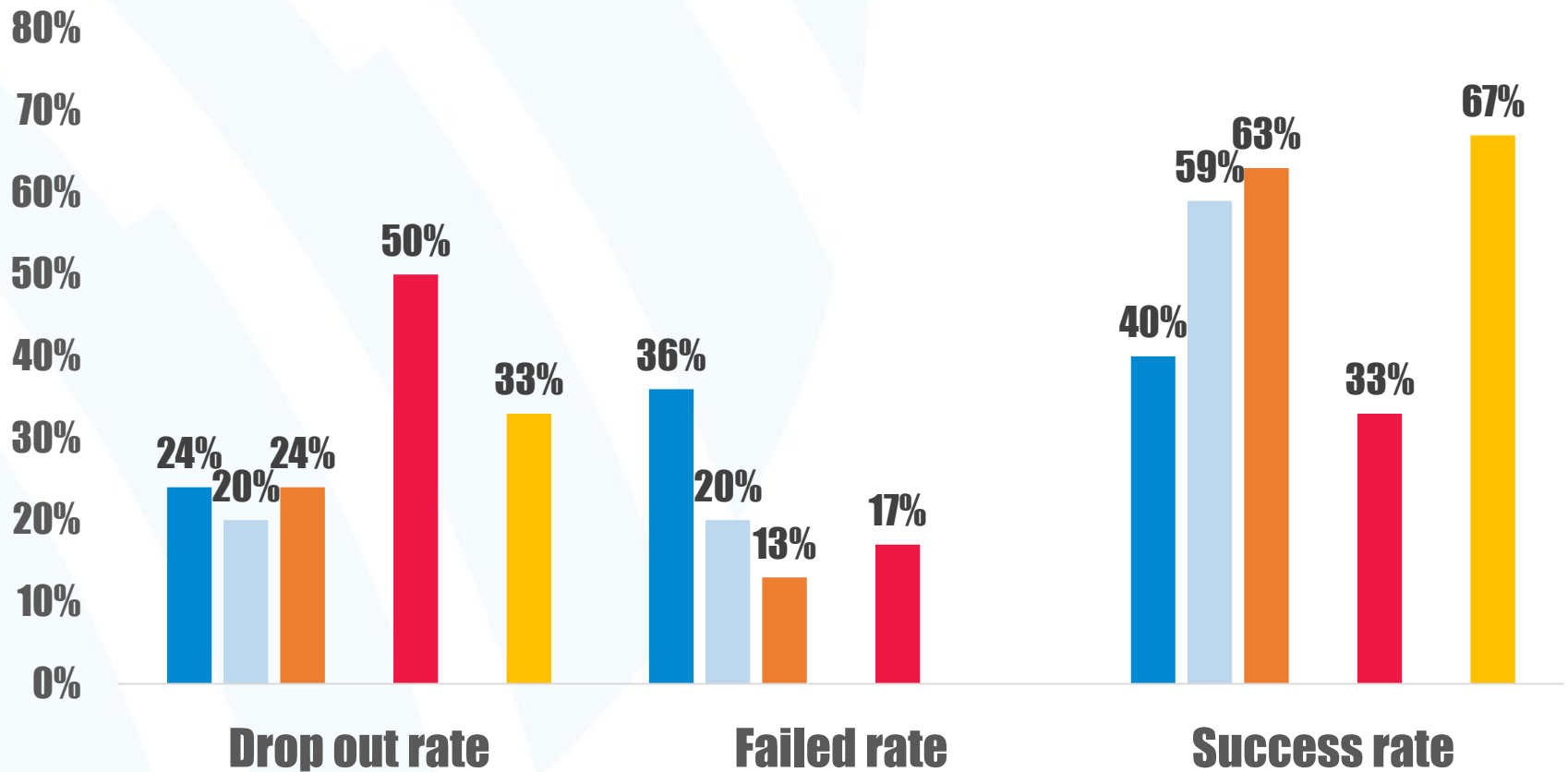
χ² (4, *n* = 168) = 10.30, *p* = .04, *phi* = .25   χ² (2, *n* = 113) = 6.27, *p* = .04, *phi* = .24

Significant differences on grades

F (1, *n* = 255) = 6.22, *p* = .01

F (1, *n* = 186) = 6.95, *p* = .01

	Devoir1	Devoir2	Devoir3	Devoir4	Examen	Note au cours
Devoir+	81.35	83.65	82.05	80.69	57.39	58.56
Group control	75.93	82.08	79.71	74.18	55.06	53.6
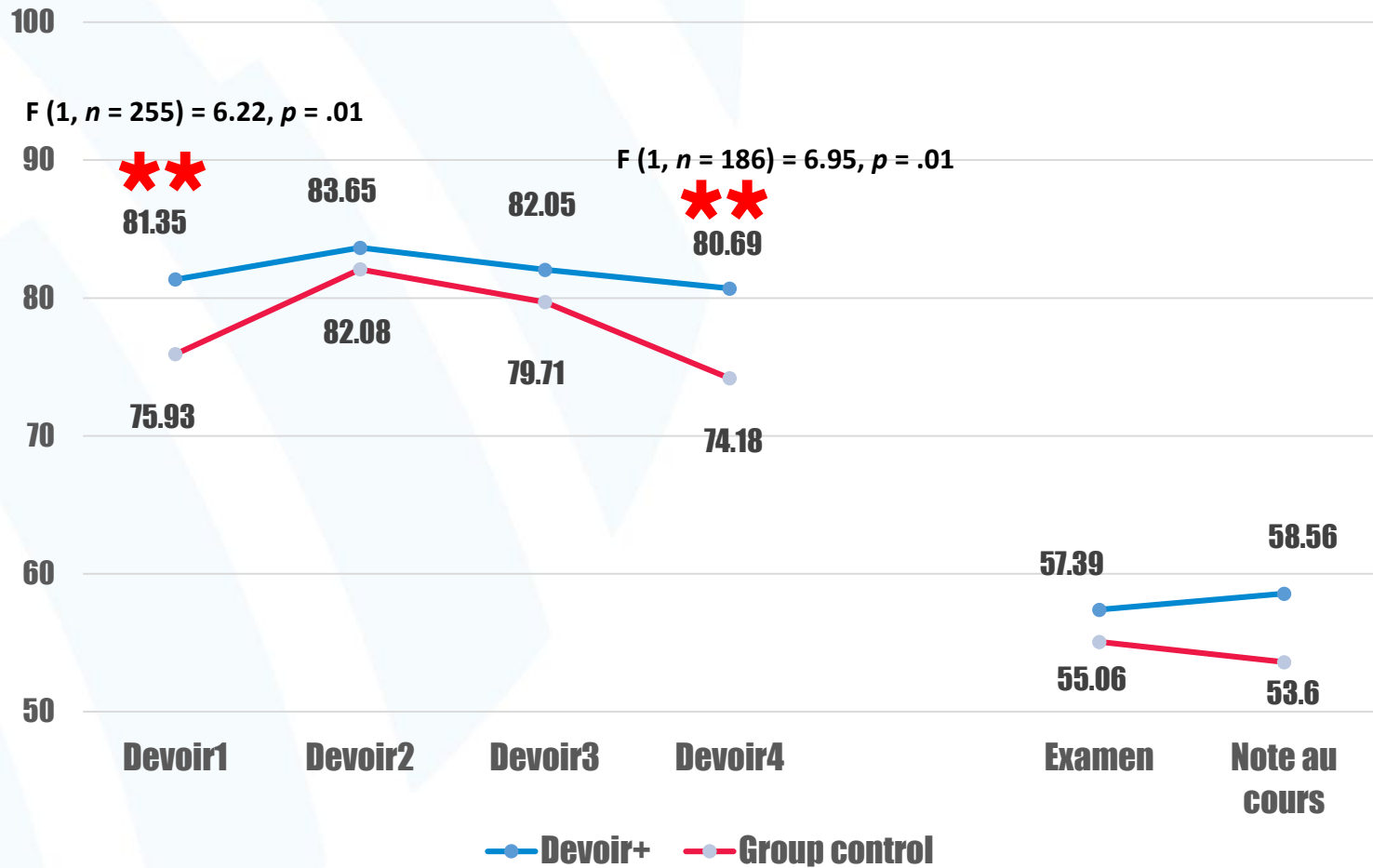
Learners' satisfaction

Preference for a combination of video and written feedback

- Audio only 7%
- Video only 7%
- Written only 6%
- Video and written 53%
- Audio and written 27%
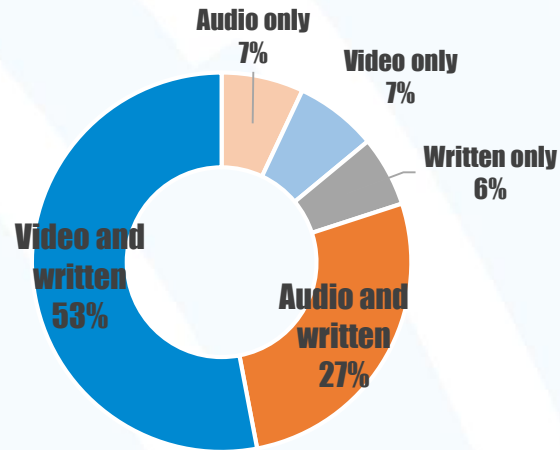
To what extent are you satisfied with e-feedback?

- Not at all; 3%
- a little; 3%
- Moderately; 9%
- Absolutely; 31%
- Rather; 55%
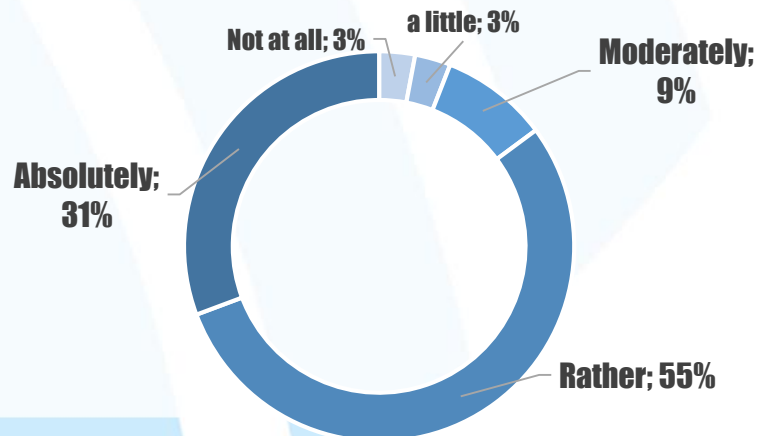
It is a faster way to hear about your work

It really allowed me to understand my mistakes and to correct myself for the exam.

This is of course due to the fact that Devoir + is still at a young stage, but it would be nice to film the assignment and point out errors at the same time that the tutor explains the mistakes I made. So, it would be as if our teacher was next to us. (learners with audio only)

Access to feedback

Sound or image quality (Camera Ziggy)

Good Internet service

Download file rahter than streaming

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Good practice for e-feedback

To foster listening and receptivity:

- Be brief, no more than 5 minutes
- Start with salutation
- Clearly indicate where your comments relate to
- Sum up good points and weaknesses
- End with a question to invite student to reflect
- Be natural!

To foster editing process:

- Quiet place
- Prepare your comments before strating recording
- Do not spend time on redoing your recording
- Ensure to have a good speed of Internet connection
- Keep a copy of your recording and name the file with a unique code pertaining to each learners

To foster the impact of feedback on academic results:

- Feed Up (where I am going?), Feed Back (How I am going?), Feed Forward (Where to next?) (Hattie & Timperley, 2007)
- Go further than academic correction
- Give explanations on why it is wrong and right
- Give examples
- Specify if the goals (competencies) are achieved
- Comments also have to be related to the task rather than on the motivational side only

Finally

As E-feedback is within everyone's reach and give siginificant results on academic achievement,
E-feedback is on the way to become a sustainable practice within our new tutoring system.

BUT
Always remember that it is the content of feedback that makes the difference rather than the medium you use to convey your message!

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Comments

Questions

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