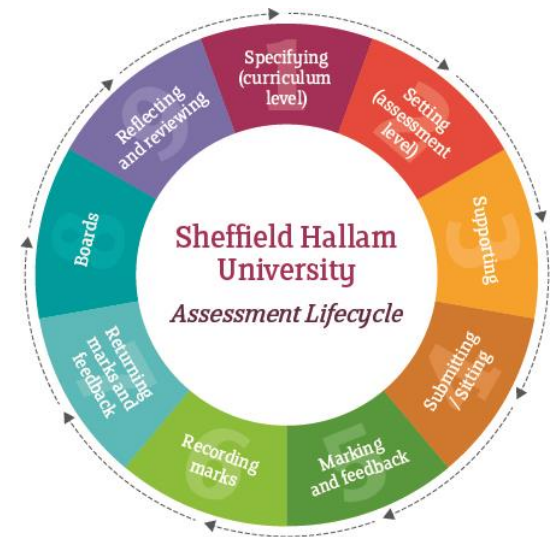


Electronic Feedback Guide

This guide will help you to understand the main options available to you for creating electronic feedback. It will help you identify methods that fit well with your needs, your students' requirements and the assessment type that you need to provide feedback on. Links are provided to relevant case studies to enable you to find out more about the different options.

From the next slide, you can move around the guide by clicking the relevant button on each page.



What feedback would you like to give?

Typed annotations
(against specific points in
the student work)

Grid-based feedback

Screencast feedback

Audio feedback

Video feedback

Typed feedback
(using voice-recognition)

Typed annotations

What does this mean?

- Feedback can be positioned 'inline' against specific points in the student's original paper.
- Feedback is editable, and adjustments as a result of internal moderation can be easily made.
- It can often be quicker to type more detailed comments than handwritten comments in the same amount of time.
- Electronic submission of student work is required.

To continue, please choose one of the following options:

I prefer to do my marking
online

I prefer to do my marking
offline

Or to return to the main menu, click:

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Typed annotations (marking online)

Use the inline grading tool in Blackboard, **New Box View**.

What does this mean?

- Feedback can be positioned 'inline' against specific points in the student's original paper.
- A summary of feedback can be typed at the end of the student's work or in the separate 'Feedback to User' box in the grading panel.
- Student work does not have to be downloaded from Blackboard – all marking takes place online.
- Save comments regularly to avoid timeouts.

Submission requirements:

- Student work must be submitted online via Blackboard.

Equipment requirements:

- You must be connected to the internet at all times.
- You will require a desktop PC, laptop, tablet with a web browser or iPad to use [Bb Grader](#).
- Optionally, a large screen may help in providing a greater area in which to view and annotate the student work or view additional documents.

Where can I find out more?

- [How to use the inline grading tool \(New Box View\)](#).
- Read about the [limitations and workarounds for New Box View](#).
- Speak with your [Faculty TEL](#).

Alternatively:

View options for typing annotations against specific points in the student work offline

[Return to the main menu](#)

Typed annotations (marking offline)

Use word-processing or annotation software that you have available on your desktop PC, laptop or tablet (e.g. Microsoft Word, PDF editor)

What does this mean?

- Feedback can be positioned against specific points in the student's original paper ...
- ... and/or a summary of feedback can be typed at the end of the student's work.
- Spelling and Auto Correct options can be used to automatically correct work.
- Feedback can be spell-checked and is editable.
- Feedback can be copied from a separate document of frequently occurring comments to facilitate faster marking or inserted via Quick Parts/AutoText.
- Student work must be downloaded and saved to a local drive and feedback files uploaded to Blackboard.

Submission requirements:

- Student work must be submitted online.
- Work must be submitted in a format for which you have the necessary software to open and annotate it.

Equipment requirements:

- You will require a desktop PC, laptop or tablet with word-processing or annotation software (e.g. Microsoft Word, PDF editor), and a web browser to download student work/upload feedback files.
- Optionally, a large screen or two screens may help in providing a greater area in which to view and annotate the student work or view additional documents.

Where can I find out more?

- Read the [Using annotated comments to provide targeted summative feedback online](#) case study.
- How to [download student work](#) from, and [add feedback](#) to, Grade Centre.
- Speak with your [Faculty TEL](#).

Alternatively:

View options for typing annotations against specific points in the student work online

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Grid-based feedback

What does this mean?

- Engages students with assessment criteria and enables students to see a summary (or have a visual overview) of how they met the requirements of each criteria.
- Where the entire grid is returned, students can see what they would need to have done to improve – this can help with identifying ‘development actions’.
- Where each criteria is weighted and the marker includes a mark against each criteria, this offers transparency of how the overall grade is calculated.
- A summary paragraph of feedback personalised to the student can often be included.
- Supports consistency between multiple markers, and students may feel a ‘sense of security’ in terms of consistency when comparing feedback with peers.
- Feedback is editable, and adjustments as a result of internal moderation can be easily made.

To continue, please choose one of the following options:

I prefer to do my marking **online**

I prefer to do my marking **offline**

Or to return to the main menu, click:

Return to the main menu

Grid-based feedback (marking online)

Use Feedback Rubrics in Blackboard

What does this mean?

- Students can view the Rubric while completing their work.
- Standard feedback comments can be accompanied by individual comments and a personalised summary.
- Criteria weightings and weighted marks can be shown or hidden from student view.
- An overall mark can be automatically calculated or manually input.
- Time is invested upfront in creating Feedback Rubrics, but they can be re-used, shared and modified for different assessments.

Submission requirements:

- Rubrics can be used for any assessment.

Equipment requirements:

- You must be connected to the Internet at all times during the creation of, and marking using, Rubrics.
- You will require a desktop PC, laptop or tablet with a web browser.
- Optionally, a large screen or two screens may help if viewing/annotating the student work electronically at the same time as completing the Rubric.

Where can I find out more?

- Read the [Using feedback rubrics to provide consistent and efficient feedback](#) case study.
- How to use [Feedback Rubrics in Blackboard](#).
- Speak with your [Faculty TEL](#).

Alternatively:

[View options for generating grid-based feedback offline](#)

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Grid-based feedback (marking offline)

Use a self-generated spreadsheet-based marking grid, or an existing one such as the **HWB Feedback Spreadsheet***

What does this mean?

- Feedback to a student can be a combination of criteria-based automatic comments (based on a comment grid) and free-text feedback.
- Feedback files are generated and saved locally ready for upload to Blackboard.
- The automatic elements of the spreadsheet can improve speed of marking and feedback, including the calculation of marks.
- The HWB Feedback Spreadsheet can make use of existing marking grids and student lists.

Submission requirements:

- Spreadsheet-based marking grids can be used for any assessment

Equipment requirements:

- *The HWB Feedback Spreadsheet can be accessed at: go.shu.ac.uk/hwbfeedbackspreadsheet
- You will require a desktop PC, laptop with Microsoft Excel.
- Optionally, a large screen or two screens may help if viewing or annotating the student work electronically at the same time as completing the grid.

Where can I find out more?

- Read the [Generating consistent feedback using Excel spreadsheets](#) case study.
- How to use the [HWB Feedback Spreadsheet](#).
- Speak with your [Faculty TEL](#).

Alternatively:

[View options for generating grid-based feedback online](#)

[Return to the main menu](#)

Audio feedback

What does this mean?

- Speaking can often be quicker than typing/writing and therefore more detailed and in-depth feedback can be created in the same amount of time.
- Tutor voice can make feedback feel personal.
- Tone of voice can emphasise key points.
- This format can also be useful to record formative dialogue between students and tutors that is not normally captured and later forgotten.
- Audio feedback files are produced offline and saved locally for later upload to Blackboard.

Where can I find out more?

- Read the [Providing audio summative feedback](#) case study.
- Speak with your [Faculty TEL](#).

Submission requirements:

- Audio feedback can be used for any assessment.

Equipment requirements:

- Either: a portable audio recording device with built-in microphone or portable recording device with separate microphone. This can include tablets and smart phones.
- Or: a desktop PC or laptop with audio editing software (e.g. Audacity) installed, and a headset or separate microphone/speakers.
- You will require a desktop PC, laptop or tablet with a web browser to upload the audio feedback files.
- Students will need access to a desktop PC or laptop with headphones, speakers or a MP3 player. This can include tablets or smart phones.
- Quiet spaces, free from distractions, for both creating and listening to the recordings.

Considerations:

- Feedback may seem disjointed from the original work unless specific pointers are included in the recording.
- Listening is a slower process than reading and it is less easy to 'scan' the feedback.
- The optimum recording length can vary significantly.
- Alternative formats of feedback must be considered where necessary (e.g. for students with hearing impairments).
- It can take longer to look at sample and make adjustments as a result of internal moderation than with text-based forms of feedback.

Where can I access the equipment I need?

- Speak with your [Faculty TEL](#) or [IT Help](#).

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Video feedback

What does this mean?

- Highlighting specific points or demonstrating specific actions in the student's original work while providing detailed verbal feedback – students see the work as the marker discusses it.
- More detailed and in-depth feedback comments can be provided than is possible with typed/handwritten comments.
- Useful for providing whole class or group feedback (e.g. recording dialogue between tutors and students in lab sessions or observations that is not normally captured and later forgotten).
- Video feedback files are produced offline and saved locally for later upload to Blackboard.

Where can I find out more?

- Speak with your [Faculty TEL](#).

Submission requirements:

- Video feedback can be generated for any assessment.

Equipment requirements:

- Either: video recording equipment with built-in microphone (e.g. camcorder, webcams) and video editing software installed on a desktop PC or laptop. Separate microphone and speakers may also be required.
- Or: a portable video recording device with built-in microphone. This can include tablets and smart phones and flip cams.
- You will require a desktop PC, laptop or tablet with a web browser to upload the video feedback files.
- Students will need access to a desktop PC or laptop with headphones, speakers or a MP4 player. This can include tablets or smart phones.
- Quiet spaces, free from distractions, for both creating and viewing the recordings.

Considerations:

- Unless highlighting or demonstrating actions on screen, annotations on the original work may be handwritten and illegible.
- Viewing/listening is a slower process than reading and it is less easy to 'scan' the feedback.
- What might be the optimum recording length, and how will the resulting large files be managed?
- Alternative formats of feedback must be considered where necessary (e.g. for students with visual/hearing impairments).
- It can take longer to look at sample and make adjustments as a result of internal moderation than with text-based forms of feedback.

Where can I access the equipment I need?

- Speak with your [Faculty TEL](#) or [IT Help](#).

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Screencast feedback

Use online screencasting software, such as **Screencast-O-Matic**

What does this mean?

- Student work is displayed on screen, and you can use your mouse and keyboard to highlight specific points or demonstrate specific actions in the student's original work while providing verbal feedback.
- A video (MP4) file is created and saved locally for later upload to Blackboard.
- More detailed and in-depth feedback comments can be provided than is possible with typed/handwritten comments.
- Tutor's voice can make the feedback feel personal and tone of voice can emphasise key points.

Where can I find out more?

- Read the [Using screencasts as an effective feedback assessment tool](#) case study.

Submission requirements:

- Electronic submission of student work.
- All file formats are supported, providing the marker has the software available to open the file.

Equipment requirements:

- A desktop PC, laptop or tablet with a web browser to access student work and upload screencast feedback files, and to access and use [Screencast-O-Matic](#).
- If you are using a desktop PC or laptop you will require a headset or separate microphone/speakers.
- Students will need access to a desktop PC, laptop, tablet, smart phone or MP4 player with headphones or speakers.
- A quiet space, free from distractions, for both creating and viewing the recordings.

Considerations

- Listening/viewing is a slower process than reading and it is less easy to 'scan' the feedback.
- What might be the optimum recording length, and how will the resulting large files be managed?
- Consider alternative formats of feedback (e.g. for students with hearing or visual impairments).
- It can take longer to look at sample, and make adjustments as a result of internal moderation would potentially take more time than with text-based feedback.
- A constant Internet connection is required.

Where can I access the equipment I need?

- Speak with your [Faculty TEL](#) or [IT Help](#).

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Typed feedback (using voice recognition)

Use voice recognition software that you have available on your desktop PC, laptop (e.g. Speech Recognition*) or tablet

What does this mean?

- Voice recognition software is used to create feedback on a blank document, separate from any other assessment material.
- The separate feedback document may seem disjointed and out of context from the original work therefore specific pointers should be included back to the student's work.
- More detailed feedback can be given simultaneously as you are reading through the document.
- Some time may be required to configure and 'train' the voice recognition software, and learn basic software commands.
- Feedback files must be saved to a local drive and uploaded to Blackboard.

Submission requirements:

- Voice recognition can be used to create a separate feedback document and so can be used for any assessment.

Equipment requirements:

- *Speech Recognition software is available on university managed Windows desktop PCs. From the Start Menu, type 'Speech Recognition' in the search box.
- You will require a desktop PC, laptop or tablet with voice recognition software and a web browser to upload feedback files.
- If you are using a desktop PC or laptop you will require a headset or separate microphone/speakers.
- Quiet space, free from distractions, for creating the feedback.

Where can I find out more?

- Read the [Providing effective feedback through voice recognition software](#) case study.
- Speak with your [Faculty TEL](#).

Where can I access the equipment I need?

- Contact [IT Help](#) if you require a headset and request a 'Skype set'

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