

Leveraging Technology to Provide Feedback on Student Work

Feedback is a powerful tool for encouraging students to take an active role in their learning. Effective teacher feedback helps students correct misconceptions and deepen understanding during the learning process.¹



Effective feedback is...²



Focused on the task rather than the student



Constructive to help students improve their work



Clear and specific



Not too complex



Offered in manageable amounts



Linked to learning goals



Delivered when there is still time to use it



Tailored to meet students' varying needs

Strategies to Provide Effective Feedback

Using technology to provide feedback to students can be engaging and efficient. Research shows that audio and video feedback may be as effective as written feedback.³

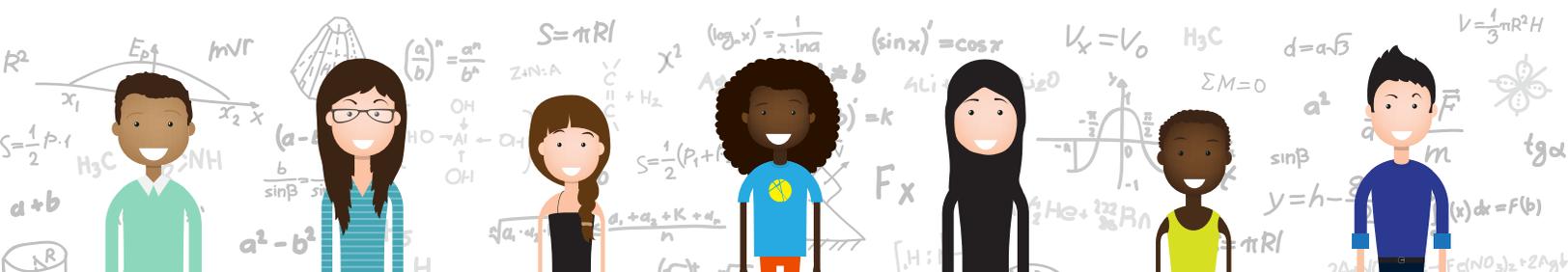


Students have positive perceptions of audio and video feedback—they find it motivating, feel comfortable receiving it, and find the feedback to be more personal than written feedback.⁴



Teachers need not invest a lot of time into the production value of audio and video feedback. Students prefer receiving prompt, unedited feedback rather than waiting a long time for edited feedback.⁵

Not sure where to start? Consider recording and screen capturing tools you already use, such as those used to deliver virtual instruction, or access one of many free online platforms. For more information, see REL Appalachia's workshop, [Monitoring Academic Progress and Providing Feedback to Students](#).



^{1,2} Shute, V. J. (2007). *Focus on formative feedback*. Educational Testing Service. <https://www.ets.org/Media/Research/pdf/RR-07-11.pdf>

³ Morris, C., & Chickwa, G. (2016). Audio versus written feedback: Exploring learners' preference and the impact of feedback format on students' academic performance. *Active Learning in Higher Education*, 17(2), 125–137. <https://eric.ed.gov/?id=EJ1103023>

⁴ Anson, I. G. (2015). Assessment feedback using screencapture technology in political science. *Journal of Political Science Education*, 11(4) 375–390. <https://eric.ed.gov/?id=EJ1081729>

⁵ Parkes, M., & Fletcher, P. R. (2017). A longitudinal, quantitative study of student attitudes towards audio feedback for assessment. *Assessment & Evaluation in Higher Education*, 42(7), 1046–1053. <https://eric.ed.gov/?id=EJ1153238>