Incorporating Multimodal Feedback in Higher Education

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Overview:

1. Idea of the project:
   a. Literature on providing feedback
   b. Reasons for this project

2. Aims of this project:
   a. Design of study
   b. Technology used in this project

3. Educational outcomes: Results so far (Quantitative and Qualitative data)

4. Conclusion and next step

5. Q & A
i. Inform learners of:

(Parr and Timperley, 2010; White, 2008)
ii. Quality feedback:

- It must be timely.
- It must be specific.
- It must allow the student to act on the feedback (think, practice, and revise practice).
- It must be understandable to the receiver.

(Wiggins, 1997)
iii. Most importantly…FEEDFORWARD

Provide ‘feedback forward so that it can improve students’ learning and enhance their future performance on assessed tasks.

(Carless, 2006, 2007)
1b. Reasons for this project: Process of writing

English for Academic Purposes Writing Course:

- **Essay**
- **Draft 1** (Peer Review)
- **Draft 2** (submit for feedback)

**Written Feedback: Return draft to students**

- **Draft 3** (revised based on feedback, then use for conferencing)

**Feedback: Conferencing (30-minute slots)**

- **Draft 4** (Final draft) (Assessed)
Feedback:

- Content: Development of ideas (include using appropriate acknowledgement of sources)
- Structure: Organisation of ideas (within and across paragraphs)
- Language: sentence structures and grammatical items (e.g. tenses, vocabulary, word forms, verb forms)
Traditional methods of giving feedback

English for Academic Purposes Writing Course:

Draft 2

Written Feedback: Return draft to students

Students revise draft

Draft 3

Take Draft 3 to conferencing

Result:

Many comments + Comments are brief = Students do not know what to do with the feedback
Feedback Issues…Conferencing: Students lack engagement:

Deep learning occurs ONLY learners must receive input that they can 'notice' what it should be and what the 'gap' is (Schmidt, 1990).

Teacher-centric

Explicit

Overwhelming

Outcome:
Students do not know how to make changes
If/how can technology enhance students' academic writing skills through feedback?

1. Giving feedback:
   i. Does multimodal feedback reduce marking time?
   ii. Does multimodal feedback enhance students’ accuracy in making changes?
   iii. Does written / multimodal feedback promote higher order thinking and feedforward?

2. Students:
   i. What are students’ general perceptions of using multimodal feedback (e.g. level of engagement)?
   ii. What forms of feedback are most useful for students?
   iii. Do students perceive they are more able and confident in making changes?

3. Conferencing sessions:
   i. Does it save time?
   ii. Does it change the way conferences are conducted?
2a. Aims of this project: Design of study

- **Essay**
  - Draft 1 (Peer Review)
  - Draft 2 (Assessed)
  - Draft 3
  - Draft 4 (Assessed)

**Group 1:** Online written

**Group 2:** Multimodal

**Feedback:** Conferencing (30-minute slots)

- Group 1: Audio feedback if necessary after the conference

5-7 days before the conferencing
How can technology be used?

Feedback
2b. Technology used in this project

Explain Everything™
(iPad Screencasting software)
Why 'Explain Everything™ (iPad Screencasting software)?

- Easy to download and access
- Inexpensive
- Easy to use
- No time restriction on the length of video recording
- No video size limitations
- Very portable—can record on iPad anytime and anywhere

And…best of all…

- Can write/type comments on the work in Microsoft Word or Explain Everything™, while providing audio narration simultaneously in the video recordings
- If you make a mistake, no need to redo the whole video
- Export file as a movie
- Email video to students, students can replay anytime and anywhere—smart phones / laptop / computer
- Upload: Youtube / IVLE / Google Drive / Dropbox
Process of providing feedback:

Step 1: Download students' online submissions of written work via Dropbox, either as a Word file or a PDF.

Globalisation has led to the emergence of English language as an international language (Chin, 2012). The purpose of this essay is to examine advantages and disadvantages of having an international language in the context of globalization. Two main aspects that will be discussed are the cultural and economic factors that were affected by international language.

Firstly, an international language brings about positive and negative cultural changes to a group of people. Based on a case study on the effects of English in Singapore, a positive change is that there was a reduction of intra-group differences among the various ethnic groups – Chinese, Malay and Indians (Chin, 2012). This is evident because the differences were reduced with the implementation of English as one of the four official languages and it was used as a single language for communication among the groups according to Clammer (1985, cited in Chin, 2012). However, a negative change is that cultural discrimination developed towards Chinese speakers. This is reported because the enrollment rate to Chinese-medium schools decreased as parents had preferred to send their children to English-medium schools due to the better economic aspects English could offer (Chin, 2012). As Singapore is a multi-racial society, racial harmony is crucial in ensuring the peace, diversity and stability in Singapore. With the reduction of intra-group differences among the ethnic groups, it seems that the advantage of having English as an official and international language outweighs its disadvantage.

Secondly, an international language also has advantages and disadvantages to economic aspects of globalization, more specifically, trade. Having an international language allows speakers of different languages to communicate and trade in one language. Economic growth has greatly contributed to trade, especially in developed countries. Knowledge and education is a key factor in this. This is because the more educated people are, the more they know about the international languages. More people around the world are learning English, and this is one reason why it is an international language.
Step 2: In Explain Everything™:

Write comments and provide audio explanation
Encourage students to look at questions on students’ work

Thanks to the drastic development of communication and transportation technologies, the world has become an interconnected ‘global village’. Globalization has infiltrated into our daily lives. Most noticeably, the use of one international language – English has been widely observed. While the prevalence of English world-wide brings both boom and bane, it is more harmful to the world as a whole. This essay aims to examine the effects, both positive and negative, of one unified language on people around the world culturally and economically.

The prevalence of English as the global language imposed huge impact on cultures all around the world. Having one unified language certainly helps promote the interaction between different cultures. People of diverse cultural backgrounds are now able to communicate and share their cultures through English more effectively. Furthermore, being one of the most frequently and widely used languages, English, allows many minority cultures, which otherwise might not be easily understandable in native languages, to be appreciated by more people. This is evident in hundreds of cultural tours and forums around the world every year. However, the dominance of English and the Western culture represented by it has marginalized many native cultures, even leading to their demise. The English language is the carrier of Western cultures. The prevalence of it embodies the triumph of Western cultures around the world. People, with increasing standard of English, are more exposed to and more able to absorb western values and lifestyles. Insidiously, they worship less for their native cultures but more for western cultures. This has damaging effects on indigenous and minority cultures as fewer people are practicing them, which could eventually lead to the demise of these cultures. Take Singapore as an example (Ng). After the government put English as the official language, there has been declining usage of Chinese language and cultures among the native Chinese. This trend has resulted in a loss of the Chinese identity as people behave and think in a more western-like manner. In the Singapore context, the loss of identity could be devastating as without a sense of rootedness towards the country and its culture, people will just treat Singapore as a platform for success rather than a home where they are nurtured. Hence, globalization could be potentially dangerous in cultural aspects.

The usage of English among the world has greatly affected the global economic landscape. Having one common language among trading partners has facilitated trading between countries. It allows more countries to participate in global economic transactions and benefit from the interconnectedness among them. According to a 2007 survey (Kohut and Wike),...
Alternatively, write brief notes and provide audio recording simultaneously.

How successful was Stresemann in dealing with the problems faced by the Weimar Republic in the years 1924-29? Explain your answer.

Then in 1929 Stresemann agreed the Young Plan in which the total reparations debt was reduced from £6.6 million to £2 billion. Germany was also given a further 59 years to pay. The reduced payments made it possible for the German government to reduce taxes and this gave people more money to spend – which boosted German industry. So we can say that the Young Plan was a very successful part of Stresemann’s work.

Firstly, he knew that restore confidence in the German currency he would need to replace it with a new currency. So he introduced the Rentenmark. Then he set up a new independent bank, the Reichsbank and gave it control over the new currency. These measures brought a clean break from the period of hyperinflation and restored confidence in Germany at home and abroad. So this was obviously successful in dealing with the problems created by hyperinflation.
Step 3: Exporting files

- Screencasting can be exported as MP4 movie files.
- Files are compatible with *ipads, ipods, iphones*, Androids, PCs and Macs.
- Audio files are easily accessible, and students *can revise anytime, anywhere*. 
ii. Data Collection (analyses in progress):

Data to support this research question could come from:

a) **analysis of students’ writing**

b) Interviewed selected students

c) focus group discussion with selected group of students

d) **questionnaire** with specific questions on how students feel about the verbal feedback provided through the software *(perceived confidence and accuracy)*

e) **few selected students’ written reflections throughout the study**
3. Educational outcomes: Results so far

If/how can technology enhance students' academic writing skills through feedback?

1. Giving feedback:
   i. Does multimodal feedback reduce marking time?
   ii. Does multimodal feedback enhance students’ accuracy in making changes?
   iii. Does written / multimodal feedback promote higher order thinking and feedforward? *

2. Students:
   i. What are students’ general perceptions of using multimodal feedback (e.g. level of engagement)?
   ii. What forms of feedback are most useful for students?
   iii. Do students perceive they are more able and confident in making changes?

3. Conferencing sessions: (NOT THE FOCUS)
   i. Does it save time?
   ii. Does it change the way conferences are conducted?
ii. Does multimodal feedback increase students’ accuracy in making changes?

Written feedback: \text{vs} Multimodal feedback:

\text{YES}

especially... References across text
Organisation: average student (60% in Draft 2)

Multimodal feedback:

hindered speech freedom, where the Americans are not informed and are hence unable to voice their opinions.

Today, the rise of the internet has allowed for the dissemination of information and this alleviates the hindrance on speech freedom. Although the issue of widening of income gap in America is not reported by the American media, much information can be found in foreign online reports and news. For example, the Economist, a London based press, had reported about America’s rising income inequality in 2013, and with the internet, the Americans could access this report through the Economist webpage. As such, online publications have enabled people to be better informed, thus allowing them to gain more perspectives and voice their opinions. However, certain limitations have diminished the effectiveness of the internet in providing information to the public. Although studies can be done by foreign organisations on such social issues, some information will not be disclosed by the country of interest and hence not accessible to the foreign press. As such, the hindrance caused by self-censored media on speech freedom is not completely alleviated.

In view of the limitations of the current solution, the American government can intervene in the media sector to restrain self-censored media and encourage dialogue with the public. This

Point: Disseminate info = promote freedom of speech...

Point: Illogical jump from disseminate info / speech freedom TO report on income inequality
Organisation of ideas: average student (60-65% in Draft 1/Inter-rater marking)

Multimodal feedback:

Today, the rise of the Internet has allowed for the dissemination of information. Although the issue of widening of income gap in America is not reported by the American media, much information can be found in foreign online reports and news. For example, the Economist, a London based press, reported about America’s rising income inequality in 2013, and with the Internet, the Americans could access this report through the Economist webpage. As such, online publications have enabled people to be better informed, thus allowing them to gain more perspectives and voice their opinions. However, certain limitations have diminished the effectiveness of the Internet in providing information to the public. Although studies can be done by foreign organisations on such social issues, some information will not be disclosed by the country of interest and hence not accessible to the foreign press. As such, the hindrance on people’s rights to information is not completely alleviated.
iii. Does written / multimodal promote higher order thinking and feedforward?

YES
Furthermore, minority wealthy corporations that dominate the information production and communication will challenge democracy within a country, drowning out the voice of local media. For example, when General Electric Company (GE) bought National Broadcasting Company (NBC), naturally, political ideas and biases of GE can be seen in NBC. Although GE expels criminal amounts of pollution, pollution is not covered by NBC (Pappas, 2004). Robert McChesney, in a documentary titled Orwell Rolls in His Grave, stated that the income for the wealthiest 1% of Americans has risen 141% over the past twenty years, and American middle class has risen 9%, but these statistics are largely unnoticed by the Americans because they are not handed over to us by media (Pappas, 2004). This results in Americans being ignorant of the data collated and information is controlled totally by the multi-national media corporations.

Long topic sentence
Lacks explanation on topic
Two eggs unexplained

• Student(s) can explain main point.
• Identify the purpose of eggs
Comment from students who received written feedback (60-65%): Made fewer, minor changes but do not necessarily fix the problem.

The first part of the article is readable and valid but lacks some elaboration on the thesis statement. After presenting the topic sentence, the author didn’t provide explanation about how the media corporation can influence a country’s democracy. In another word, the writer jumped to the example part too eagerly. Besides, the other example shown by him after the first one about GE seems not supporting his view point. The other example is indicating that many of Americans are ignorant of some information because the media is owned by certain company. But the writer didn’t provide any correlation between the ignorance and democracy.

(D07 sz)
Furthermore, minority wealthy corporations dominate information production and communication in an attempt to challenge democracy within a country by imposing censorship on local media. For example, political ideas and biaseness of General Electric Company (GE) can be seen in National Broadcasting Company (NBC) when GE bought NBC. The high amount of pollution that GE emits is not covered by NBC (Pappas, 2004). Robert McChesney, in a documentary titled Orwell Rolls in His Grave, stated that the income for the wealthiest 1% of Americans has risen 141% over the past twenty years and American middle class has risen 9%. These statistics are not broadcasted over the media and thus is largely unnoticed by the Americans (Pappas, 2004). As information is being controlled by the multi-national media corporations, Americans are ignorant of the data collated.
The monopoly of media content by wealthy corporations has threatened democracy – freedom of speech in media. According to Pappas (2004), there were some cases of intentional media censorship. It was discovered that the National Broadcasting Company, which is owned by General Electric Company, did not report on the news of pollution caused by General Electric Company. The second case was discovered when the striking difference in the statistics of Americans’ income level between the wealthiest and average was not reported. As such, these hidden truths have, indirectly, deceived the Americans.
2. Students’ perceptions:
   i. What are students’ general perceptions of using multimodal feedback?

Yes, I depended lesser on the audio feedback in the problem solution essay as compared to the summary and reader response tasks. In the beginning, I had to rely heavily on the audio feedback for additional explanation on the mistakes that I have made. As I progressed through the course, I am able to correct the errors in the problem solution essay as I knew what the errors were by reading the written comment, such as ‘be precise’ (comment #2) in the problem solution essay and the various grammatical errors throughout the essays. There were also comments which I did not understand such as working on transition (#11 in problem solution essay) and therefore I had to refer back to the audio feedback for additional explanations before I am able to make my corrections. (Herman)
For the essay, I depend a much lesser time on the audio than compare to the time when I do my summary and reader response. During the summary and reader response I used most of the time in listening to the audio feedback rather than just depending on the written feedback. The written feedback is too limited for me to understand as some of the explanation is not clear and there were a lot of uncertainty. However, with the support of the audio feedback and the written feedback, it becomes clearer and easier to understand for the errors.

OBY
iii. What forms of feedback are most useful for students?*

A. Cross referencing

I depended on the audio feedback more when correcting my essay as compared to the summary and reader response as there were more major errors in the second draft of my essay than the summary and reader response. Some of my body paragraphs did not explain my thesis and some ideas were not elaborated on clearly. For example, by reading comment [M2] in draft 2 of my essay per se, I would not understand why my paragraphs and explanations were not explaining my thesis. With the audio feedback, I gained a better understanding about the errors. Thus, the audio feedback was a great help in giving me an overall idea of my mistakes and it also prompted me to think about how I should go about to make the corrections. (Reiko)
iv. Do students perceive they are more able and confident in making changes?

Effectiveness of comment

Written feedback ss: 3.5
Multimodal feedback ss: 5

Ratings:
1 = Very difficult to understand the comment. I made the changes but I have no idea about what changes to make.
2 = Difficult to understand the comment. I had to guess what changes I made.
3 = Average. Quite easy to understand, but I guessed what changes I needed to make.
4 = Easy for me to make changes based on the comment. No need to guess when I made the changes.
5 = Very easy for me to make changes based on the comment. No need to guess when I made the changes.
Ratings

Perceived confidence that changes are accurate:

Written feedback ss: 3
Multimodal feedback ss: 3.8

Ratings:
1 = Not confident at all (0-10%)
2 = Little bit confident (25%)
3 = Somewhat confident (50%)
4 = Confident (75%)
5 = Very confident (100%)
Conclusion so far and next step

• Students benefit from feedback that leads to feedforward.

• Multimodal feedback is more effective in raising students’ awareness because of the depth of explanations.

• Multimodal feedback engages students, and gives them time to reflect on errors before refining errors.

• I will continue to provide multimodal feedback.

• Time-consuming: Select annotations in certain areas only
  -provide more general feedback (using screencasts on common errors)
  -provide audio on references across text.
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Q & A Discussion