

A guide to Panopto for audio-visual feedback



What is audio-visual feedback?

Audio-visual feedback is probably the closest you can get to giving students a 1:1 feedback session. You are basically creating a screen cast which captures student work and your voice over (or a voice over with a video) of you talking through the students' work.

Why should I consider it?

Mahoney (2019) provides a detailed literature review of what video feedback is and what has been explored so far. Overall the evidence suggests that it has the potential to provide richer, more detailed feedback that better supports student learning.

Comparing audio and audio-visual feedback

From my own experience audio feedback is more suited for providing summary comments once you've provided some feedback about specific aspects of the work (usually in writing). Turn it in has this function built in into their feedback studio. Video feedback is much more suitable if it's a longer piece of work and you have some specific things to say about different paragraphs. Using video will show the student specifically what part of the work you are referring to and is therefore more specific and less frustrating.

Formative or summative?

Audio-visual feedback, just as with a 1:1 feedback meeting has the potential to generate rich feedback. I have only been using this form of feedback for formative assignments as the students still has the potential to use this feedback for their summative assignment. Hence the richness of the advice makes sense in this context and therefore is more useful for formative assessments.

How do I go about giving audio-visual feedback?

Download Panopto desktop

Make sure you have Panopto desktop app installed on your computer so that you can record your feedback.

Decide how you want to record and adjust your settings

There are a couple of ways how you can go about it:

1. A talking head video – this basically a video of you talking to the student about their work. This has the same disadvantages as the audio feedback, i.e. the student might not know what part of their work you are referring to so you will need to explain it well but with the added benefit of getting your facial cues which can carry some additional information.
 2. A screencast – i.e a video of the students' work displayed on your screen and your voiceover – this is the option that I usually go for as I feel this is most beneficial for the student
 3. A combination of the video of you talking and the screencast
- I would recommend option 2 or 3 as this is where the value of video over audio is most apparent.

Read the assignment beforehand and highlight some of the aspects you want to bring to students' attention

This is essentially a similar process you would go for when giving written feedback on a feedback sheet. Some people want to make notes but this adds more work. I usually just highlight the aspects of work I want to draw the student's attention to (both good aspects and things requiring further development) and record straight after so that I remember what I wanted to say. Remember that your comments should contain both areas for development as well as things that were particularly good about an assignment. There is some evidence that suggests that lecturers giving video feedback include more praise than those providing written feedback (Mahoney, 2019)

Start with an introduction

Greet the student and tell them what this experience will look like. I usually advise them in class that this is what I'm going to do and explain why we're trying this form of feedback. If you didn't have an opportunity to do that start with an explanation of how you will go about giving them feedback and why this is a useful way.

Speak naturally

There is no need to practise and rehearse. Record it as if you had the student in front of you and you were talking to them. There are bound to be pauses and mistakes and that is natural. I never edit it out. The research suggests that students appreciate a conversation tone in feedback (O'Donovan et al, 2019) and I feel like this adds to it. Also editing and re-recording will significantly increase the time you spend on it and the focus should not be on perfection but rather on being informative and useful for learning.

Make sure you refer to the marking criteria

This is good practice in any kind of feedback – as you explain what was good and what needs improvement make sure you refer to the criteria the work is assessed against.

Don't make the recording too long

Just like with the written feedback too much can be overwhelming. As Winstone and Carless (2019) recommend feedback should be actionable, always think about what you want your student to do with it and if this is achievable.

Offer an opportunity to ask questions and discuss further

Our current understanding of feedback says that it should establish a dialogue – a dialogue between a student a teacher but also an inner dialogue within the student. For the former offer opportunities to ask questions and further engage in a conversation. Panopto has a discussion option that can be useful for that as it records a time stamp where the comment was made. This gives you a good understanding what part of your feedback the student's questions relate to. For the latter, try to ask questions that will trigger students' thinking.

Make sure you amend your settings when sharing

If you want this to be extra secure you should only share it with the specific person. I usually use the option of 'share with anyone at the organisation with a link'. This means that only people who have the actual link will be able to listen to the feedback. This still makes it secure but also makes it easier to share the feedback with the marking team if needed.

What about a feedback form?

I always use a feedback form anyway but with very minimal feedback against the marking criteria. For example I would simply say 'Intended Learning Outcome (ILO)/ criterion met' or 'not met' or 'partially met' and reiterate from the audio-visual feedback the main points that the student should be working on. This is also where I would write a generic introduction at the beginning of the feedback form to say that the majority of feedback will be given in an audio-visual form with a short explanation why. There are two reasons why I still provide something written:

1. Marking – audio-visual feedback is provided on a formative submission. The student is supposed to apply the feedback that they were given on a draft to their final submission. We double mark the summative and look at what was the advice for the student at the formative/ draft stage. We basically check to what extent they took the advice on board as my course is pass/ fail. Having this short written feedback makes life easier to the markers of the summative submission as they don't need to listen to the recording but can just look at the summary of the main points to improve. Overall, regardless of the course structure – be it pass or fail or fully graded, the form provides a useful summary of key points to other tutors.
2. Quality assurance - we send samples of formative feedback to our external examiner and again it's an easier way for them to check what we're doing. They have the link to the recording pasted on the feedback form and can have a look at it if the wish to.

Sharing with external examiners

If your external examiner requests samples of your audio-visual feedback you have some options for sharing. If they have access to institutional Panopto (if they have ic.ac. account) then you just set your settings of your sample to 'share with anyone at the organisation with the link'. If this is not possible you can always download your recording and send it as a video output file.

How long does it take?

A common misconception is that this kind of feedback takes much longer than the usual written form. If you get over the fact that it needs to be perfect it can be quicker than typing a full feedback form. For me it is whatever time it takes me to read an essay and highlight the aspects I want to comment on and then a recording of 6-10 minutes depending on what needs to be improved. For me typing comments would take longer than 10 minutes.

What kind of work is this type of feedback more suitable for?

It all depends on the piece of work you are feeding back on. If it's something short and straightforward then it might be more efficient to just give quick written feedback. If you have a more complex piece of work that would require a lot of effort to feed back on in writing (I think), and still this feedback could be less specific, then audio-visual feedback is the way forward. You know your assessment well and you need to make a decision about where this makes sense to use and where it doesn't.

Evaluate this method

Panopto has learning analytics attached to it so you can see who looked at the feedback, whether they watched the entire recording or which parts they watched repeatedly. This is a very useful insight into your students' engagement with feedback or at least the first step of engagement. You can always evaluate further by asking students whether they found it useful, which will give you further indication of how successful this method is. (I try to do this).

References

Mahoney, P., Macfarlane, S. & Ajjawi, R. (2019) A qualitative synthesis of video feedback in higher education, *Teaching in Higher Education*, 24:2, 157-179, DOI: [10.1080/13562517.2018.1471](https://doi.org/10.1080/13562517.2018.1471)

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O'Donovan, B. M., den Outer, B., Price, M. & Andy Lloyd (2019) What makes good feedback good?, *Studies in Higher Education*, DOI: [10.1080/03075079.2019.1630812](https://doi.org/10.1080/03075079.2019.1630812)