



November 10, 2022



Leveraging Panopto (Screen Recorder) for Feedback and Reflection

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Leveraging Panopto (Screen Recordings) + Video for Feedback and Reflection

Problems with Feedback

- Findings from these studies mostly demonstrate that students often find written feedback to be **unhelpful**, some describing it as **illegible**, **too vague** and **impersonal** (Higgins et al., 2001), while others discuss how the feedback they receive is generally **lacking in guidance** or **too focused on negative aspects** (Weaver, 2006).

Marshall, David T., et al. "It's Not Like He Was Being a Robot: Student Perceptions of Video-Based Writing Feedback in Online Graduate Coursework." *International Journal for the Scholarship of Teaching and Learning*, vol. 14, no. 1, Jan. 2020. EBSCOhost, <https://search-ebSCOhost-com.libdatabase.newpaltz.edu/login.aspx?direct=true&db=eric&AN=EJ1256273&site=ehost-live>.

Problems with Feedback: More

Findings also suggest that what instructors perceive as helpful feedback differs from students' ideas of helpful feedback (Carless, 2006), with college students perceiving effective feedback as that which is **encouraging, demonstrates instructor engagement, and has clear suggestions** for improvement (Lizzio & Wilson, 2008).

Marshall, David T., et al. "It's Not Like He Was Being a Robot: Student Perceptions of Video-Based Writing Feedback in Online Graduate Coursework." *International Journal for the Scholarship of Teaching and Learning*, vol. 14, no. 1, Jan. 2020. *EBSCOhost*, <https://search-ebSCOhost-com.libdatabase.newpaltz.edu/login.aspx?direct=true&db=eric&AN=EJ1256273&site=ehost-live>.

What is feedback?

In sum, feedback is a **social process** in which elements, such as *discourse, power and emotion, impact on how messages can be interpreted.*

Carless, David. "Differing Perceptions in the Feedback Process." *Studies in Higher Education*, vol. 31, no. 2, Apr. 2006, pp. 219–33. *EBSCOhost*, <https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ734530&site=ehost-live>.

What do students perceive as being helpful?

. . . these studies help demonstrate the importance of providing **clear, concrete, text-specific comments, including both praise and constructive criticism, and engaging with students and building relationships with them** (Goldstein, 2004; Hyland & Hyland, 2001).

Marshall, David T., et al. "It's Not Like He Was Being a Robot:' Student Perceptions of Video-Based Writing Feedback in Online Graduate Coursework." *International Journal for the Scholarship of Teaching and Learning*, vol. 14, no. 1, Jan. 2020. *EBSCOhost*, <https://search-ebSCOhost-com.libdatabase.newpaltz.edu/login.aspx?direct=true&db=eric&AN=EJ1256273&site=ehost-live>.

Element of "just in time" feedback

. . . **videos combined with timely feedback** seemed to provide greater opportunity for increased immediacy and presence . . .

Bialowas, Anne, and Sarah Steimel. "Less Is More: Use of Video to Address the Problem of Teacher Immediacy and Presence in Online Courses." *International Journal of Teaching and Learning in Higher Education*, vol. 31, no. 2, Jan. 2019, pp. 354–64. *EBSCOhost*, <https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1224346&site=ehost-live>.

Audio Feedback Alone

Students perceive audio feedback in different and more meaningful ways than written feedback because of the following reasons ([Merry and Orsmond, 2008](#)):

it is easier to understand because handwriting is often illegible

it has more depth because possible strategies for solving problems are included rather than just stating what the problems are,

it seems 'more genuine' indicating that speech is received in a more personal way than writing. (p. 101)

BUT: 'I am a visual learner and prefer the written word'---68% elected to receive written instead of audio (Morris and Chikwa, 2016).

Video Feedback (Talking Head)

- Specifically, research has demonstrated the ways in which asynchronous, one-to-one, video feedback is advantageous to building student-teacher relationships, with students claiming that watching video feedback felt: **personal . . .** and **valued them**. Students have also reported that it **was easier to understand** their instructor through video than through text (e.g. Borup, West & Thomas, 2014; Parton et al., 2010), and that video feedback **made instructors feel more real**, which motivated them to complete assignments (Borup et al., 2014; Harper et al., 2012; Henderson & Phillips, 2015). Instructors also reported that it was **easier to give encouragement** and communicate authentically with the students in video feedback as opposed to text comments (Harper et al., 2012).

Marshall, David T., et al. "It's Not Like He Was Being a Robot:' Student Perceptions of Video-Based Writing Feedback in Online Graduate Coursework." *International Journal for the Scholarship of Teaching and Learning*, vol. 14, no. 1, Jan. 2020. EBSCOhost, <https://search-ebSCOhost-com.libdatabase.newpaltz.edu/login.aspx?direct=true&db=eric&AN=EJ1256273&site=ehost-live>.



Other Types of Video Feedback

Screen Cast (focus
is on student essay)
with Instructor
Narration

Screen Cast +
Talking Head

Course: ENG170 (Second Semester Writing Course)

Assignments were exactly the same in one instance and similar in term of length in the other two instances

Hybrid

- Business First Year Interest Group
- T/F: in person
- W: asynchronous work
- Brightspace

Asynchronous

- General group—focus was: How can we improve higher education?
- M/W/F schedule for assignment due dates
- Brightspace

Video Style 1: Talking Head with Brightspace Video Note + Written Comments: Low Stakes (but Important) Assignment

Back to Submissions

M4 Lesson 6: The Outline
22FA ENG170-11 WRITING AND RHETORIC 1076

User 3 of 21

TC  Persuasive Essay Outline Tem... 


Back to User Submissions

Page 1 of 1

Persuasive Essay Outline Template

Directions: Please fill this out and submit it. **Yes**, you can move areas around and change headings as you wish. This template is based upon the outline I provided to the class, but it may not fit your particular topic exactly, of course. **You can use bulleted lists.**

Do not attempt to complete this outline until you have watched my video. At the end of this outline, I ask you to comment on the video example of bringing dogs to campus.

Claim: Write out your claim: identify the problem + solution (see the video)
SUNY New Paltz should offer more opportunities for therapy and  h. They should provide areas and resources that could help student improve their mental health or make it so that it wouldn't make students feel uncomfortable or scared to ask for help.

Background Information: contextualizing the problem (again, refer to my video)
After the pandemic there has been an increase in mental illness which plays a big role in

long term ???





They do already, though, right?


Include data,

Overall Grade

85 / 100

Overall Feedback

Par... **B**    



Video Style 2: Screencast w/ Panopto Narrated by Instructor + Written Comments + Rubric: Graded Assignment

TC [redacted] ent.pdf

Back to User Submissions

Page 1 of 2

Professor Rachel Rigolino
ENG 170, Sec. 11
October 14th, 2022

Source:
Iarovici, Doris. *Mental Health Issues and the University Student*. John Hopkins University Press, 2014. ProQuest Ebook Central.
<https://ebookcentral.proquest.com/lib/newpaltz-ebooks/detail.action?docID=3318797>.

Summary:
In the book, "Mental Health Issues and the University Student" Doris Iarovici discussed the importance of a Psychiatrist in college mental health and how the mental hygiene movement initiated the focus on students mental health. Doris also discussed how the role of a psychiatrist may vary depending on location of appointment as well as the institution. She discussed the

If you wind up using one chapter from each book, there is a way to cite just the chapter. This is a common practice. Also, be sure to put the titles of books in italics and not in quotation marks.

I wish you had gone into a bit more detail about each source, but I can see that both of these sources are quite solid.

Finally, I wanted students to create hyperlinks on the authors' names, linking to pages with professional information about the authors.

Grade: 88

Remember: when summarizing, use the present tense: Iarovici discusses...

Minor Assignment 2 The Annotated Bibliography
Scored
Level achieved: Meets (High)

Overall Grade
/ 100

Overall Feedback
Paragraph
Lato (Recom...
19px...
Please listen to this video:

newpaltz.hosted.panopto.com is sharing your screen. Stop sharing Hide

Update Retract

48°F Cloudy 10:28 AM 10/17/2022

0:01 -2:58 1x Speed Quality

Video Style 3: Screencast w/ Panopto Narrated by Instructor + Talking Head in Box + Written Comments + Rubric: Draft of Major Assignment

New Paltz Powered by Panopto Major Rough Draft > Oliver Feedback on Draft

The video player interface includes a top navigation bar with the New Paltz logo, 'Powered by Panopto', and the current recording title 'Major Rough Draft > Oliver Feedback on Draft'. On the right side of the top bar are icons for download, settings, share, edit, volume, help, and a sign-out link.

The main content area is split into two parts. On the left is a 'Talking Head' video of an instructor with long brown hair and glasses, speaking into a microphone. On the right is a document titled 'Imagine you are an incoming college student who has had trouble in the past with alcohol or other substance abuse and you're ready to turn your life around. Now you enter college and are filled with individuals around you participating in the exact activities you were trying to get away from. This is exactly the situation many incoming freshmen are put into. It's no surprise that alcohol and drugs are very prevalent on college campuses today. No college is immune to this, including SUNY New Paltz. Students who attend college are here to get an education and alcohol/drugs can get in the way of that. Recovery residence halls and sober living dormitories are important facilities that SUNY New Paltz should incorporate onto their campus to combat drug/alcohol abuse and provide supportive living options for students who are in recovery. Alcohol on college campuses has always been a prevalent issue. An issue that is quite concerning when you consider the statistics behind it. One study alone has shown that 44% of students from 140 colleges were considered to be binge drinkers and 19% were considered to be frequent binge drinkers (Wright 1). This is such a large percentage of students who have openly admitted to having an issue with alcohol. Overall, studies suggest that "severe intoxication was particularly prevalent among freshman students"(Wright 1) Freshman could be prone to this for a number of reasons. Being in a new environment, wanting to fit in, having past trouble with alcohol, the list goes on. With this amount of drinking, students are prone to face consequences that can be dangerous. Just speaking upon the medical side, the same study looked upon medical

The document is annotated with blue handwritten notes and arrows. Some notes include: 'you're living on campus, surrounded by', 'even among those under twenty-one', 'While college students', 'their goals. In order to address this reality, recovery', 'Revise your claim:', 'widespread problem and one that', 'one considers', 'So, how many students attend college in the US? How many people is this?', 'focusing on', and 'at'. There are also blue circles around the words '1' in '(Wright 1)' and '(Wright 1)'. A red bracket is drawn on the left side of the document, spanning several paragraphs.

Below the video player is a search bar labeled 'Search this recording'. To the left of the search bar is a table of contents:

Details	Oliver Dvorak	0:13
Contents	filled-with individuals around-yen participating in the...	0:29
Discussion	provide supportive living options for students who are in...	0:57
Notes		
Bookmarks	came, laceration, extremity fractures, intentional overdose,...	1:06
	(Knox).	1:11
	(Knox). This-is	1:46
	students who have struggled in the past with substance abuse...	2:29
	It's perfect because students can still experience what...	3:02

At the bottom of the video player is a playback control bar showing a play button, 10-second rewind and fast forward buttons, a progress bar at 0:39, a stop button, a volume icon, and a speed control set to 1x. Below the playback bar is a thumbnail strip showing five preview images of the document with their respective timestamps: 0:01, 0:13, 0:29, 0:57, and 3:02.

Inserting a Brightspace Video Note*

User Submissions

Step One: In Grade Book Select Insert Stuff

2022 3:13 PM

udies Report Working Draft

4.6 KB

Step Two: Record and Insert Video

Insert Stuff

- My Computer
- Course Offering Files
- Add Video Note**
- Video Note Search
- Media Library
- YouTube
- Flickr

Equation

Table

Insert Stuff

Insert Quicklink

Insert Image

Great! BUT my one question is---- how do you propose to expose the doctors? Just a thought in terms of expanding this a bit.

*Check with your campus' OIT staff---longer videos take up space on Brightspace. You may be directed to keep these to no more than 3 minutes.

Inserting a Panopto Video (or Other Integrated Screen Capture Video Software): After You Have Recorded the Video

User Submissions

Step One: In Grade Book Select Insert Stuff

2022 3:13 PM

udies Report Working Draft
4.6 KB

Step Two: Insert the video

Insert Stuff

- Video Note Search
- Media Library
- YouTube
- Flickr
- Insert Link
- Enter Embed Code
- Panopto - NEW**

Equation

Table

Insert Stuff

Insert Quicklink

Insert Image

+

Great! BUT my one question is----
how do you propose to expose the
doctors? Just a thought in terms of
expanding this a bit.

Length of Videos: Asynchronous Class

Low-Stake Writing: 2-3 min. Average

Graded Assignments 1 and 2: 5-6-minute average when giving a grade

- Less written comments
- Commented on the essay as I scrolled through it, noting strong ideas and making suggestions for how the assignment might build into the research paper

Draft of research paper: 4-5 minute average when discussing a draft

- More inline comments on the essay itself
- I spent some time interpreting "tricky" or potentially unclear comments (anticipatory)

Length of Videos: Hybrid Class

Graded Assignments 1 & 2: 5-6-minute average when giving a grade

- Less written comments
- Commented on the essay as I scrolled through it, noting strong ideas and making suggestions for how the assignment might build into the research paper---very similar to the Asynch students.

Graded Assignment 3: 2-3-minute average when giving a grade

- Nature of the assignment: SWOT chart—less writing
- Did leave inline comments

Annotated Bibliography*

ENG170 Hybrid Course:
17 Responses

Was the video feedback helpful? (Screencast)

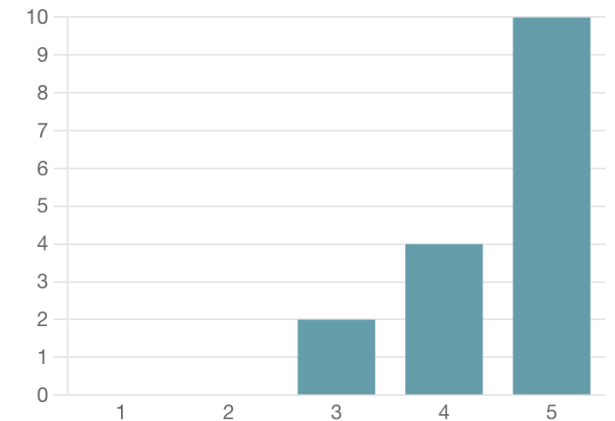
*Graded

3. Was the video feedback helpful? (1 star is lowest rating; 5 stars is highest rating)

[More Details](#)

[Insights](#)

4.50
Average Rating



Annotated Bibliography*

ENG170 Asynchronous Course: 12 Responses

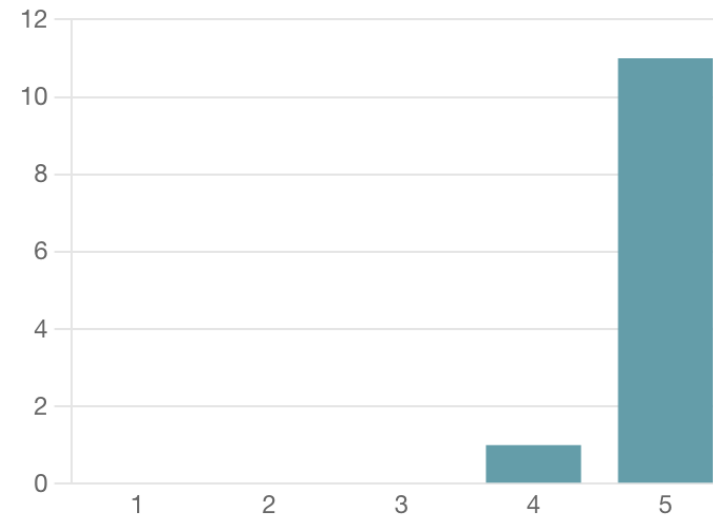
3. Was the video feedback helpful? (1 star is lowest rating; 5 stars is highest rating)

[More Details](#)

 Insights

4.92
Average Rating

*Graded



Annotated Bibliography

ENG170 Hybrid Course: 17 Written Responses

4. Do you find the video feedback more helpful or less helpful than written feedback? Please explain in 2-3 sentences.

[More Details](#)

 Insights

17
Responses

Latest Responses

"I feel like the video feedback was more in our face and less avoidable. Ho...

"more helpful"

"I find it more helpful because you get to really hear what you are lacking ...

10 respondents (59%) answered **video feedback** for this question.



A word cloud of responses to the question. The most prominent words are "video feedback" and "feedback is very helpful". Other visible words include "directly hear", "oral feedback", "inline feedback", "ways", "feedback from my last project", "step by step", "exactly what could be fixed", "errors and suggestions", "types of feedback", "able", "saw what I did wrong", "assignment", "clear", "work", "easier", "certain errors", "future work", "error", and "ways".

Hybrid Class: Part I

10	anonymous	Initially I was confused when you said that everything in the summary paragraph should be in the present tense because my mental grammar said otherwise (when describing what happened in the study as opposed to just describing the study itself). After I got your feedback on the assignment, I realized that I just read your directions wrong, and the video feedback made fixing it quite obvious.
11	anonymous	I think that the feedback is very good. I think the corrections are explained well and the length of the videos are not bad at all.
12	anonymous	I think your video feedback is a great idea and I love it! I've never had a professor do that before.
13	anonymous	I honestly do not have any suggestions. It is very helpful for me, I can fix up & understand the issues with my work.
14	anonymous	To be honest, what you're doing now is effective for me. I cannot speak for my classmates but there's not much else that I can think of.
15	anonymous	A way to improve student feedback is to show the rubric on how we were graded and do a brief explanation on why we got that certain grade.
16	anonymous	not sure
17	anonymous	I feel like what I got was good for feedback.

Hybrid Class: Part II

11	anonymous	I find the video feedback more helpful than written feedback because it is easier to understand. The reasoning behind the corrections is made much more clear and I am able to use the corrections in my future work. I have already improved some of my recent work based off the feedback from my last project.
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6	anonymous	I find the video feedback more helpful than the written feedback because it's more visual and helps me understand more what I did wrong and what I can improve
7	anonymous	I find the video feedback more helpful because I can hear exactly what you mean and can see what points you are exactly talking about.

13	anonymous	I find the video feedback more helpful than written feedback. This is because I can directly hear about the feedback and you go through step by step through the feedback. I find it more clearer than just highlighting the errors. I prefer oral feedback.
14	anonymous	Video feedback is way more helpful than written feedback. Hearing it explained on a video and being able to pinpoint certain errors with a mouse cursor is more effective at showing feedback.
15	anonymous	I find it more helpful because you get to really hear what you are lacking or need to improve on in your assignment. Another reason is that there is a bigger likelihood that I will see the feedback compared to written feedback.

Annotated Bibliography

• ENG170 Asynchronous Course: 12 Written Responses

4. Do you find the video feedback more helpful or less helpful than written feedback? Please explain in 2-3 sentences.

[More Details](#)

 Insights

12
Responses

"I like written feedback beti

"I found it more helpful th:

"The video feedback provic

6 respondents (50%) answered **video feedback** for this question.



A word cloud of responses. The most prominent words are "video feedback" and "feedback more helpful". Other words include "literally shows", "personal video", "visual", "step by step", "process", "feedback because with the videos", "thoughts", "easier way", "able", "specific", "specifically went", "video helpful", "visual learner", and "harsh over video".

← Back

1 respondents (8%) answered **harsh over video** for this question.

Name ↑

Responses

anonymous

I find it to be helpful along with the written feedback, I'd rather have both. I can skim over written feedback but its good to listen to your thoughts as you went along the paper, as well as suggestions. Also this is just personal but seems less harsh over video maybe thats just me haha.

Asynchronous: More

6	anonymous	I like the video feedback because I can see your thinking process as you scroll through my video. However, I find myself more likely to return to written feedback.
7	anonymous	I think the video feedback is just as helpful as the written feedback. It allows you to walkthrough your thought process and follow along.
8	anonymous	I find the videos very helpful. I think having the visuals while you explain it really engrains it in my memory and I used prior feedback videos to help me complete this assignment. So going back and being able to rewatch is so helpful.
9	anonymous	I found them helpful in equal amounts but in different ways if that makes sense. Having the visual and verbal parts combined in the video is useful, but the annotations in the written feedback are also very well done.
10	anonymous	The video feedback provided me with a more specific description of what you meant in the written feedback. I think it is very helpful to watch through, but after one or two viewings, I can figure it out from just the written feedback. That being said, I think it's incredible that you, as the professor, go through and do this for every student (when I first saw a personal video, I was shocked)!

Asynchronous: Clearing up questions about the assignment

10	anonymous	Initially I was confused when you said that everything in the summary paragraph should be in the present tense because my mental grammar said otherwise (when describing what happened in the study as opposed to just describing the study itself). After I got your feedback on the assignment, I realized that I just read your directions wrong, and the video feedback made fixing it quite obvious.
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Question: Asking students to compare screencast vs. talking head approach

4. When I provided feedback on your Annotated Bibliography, I created a video, where I shared my screen with your Annotated Bibliography on the screen. When I provided feedback on your SWOT Report, I shot a video of me talking to you. Of course, in both cases, I also left written comments on both documents.

Which type of video feedback did you find more valuable? *

- The video feedback where the instructor shares her screen of the student's essay and talks about it. (Annotated Bibliography)
- The video feedback where the instructor is talking directly to the student about the essay. (SWOT Report)
- I have no real preference when it comes to these approaches.
- Can you combine both approaches, with the instructor's face in a little box and the essay on the main screen, while the instructor talks?





Screen Cast + Talking Head Feedback: Hybrid Course

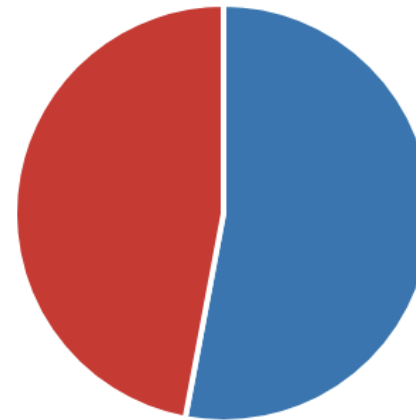
4. When I provided feedback on your Annotated Bibliography, I created a video, where I shared my screen with your Annotated Bibliography on the screen. When I provided feedback on your SWOT Report, I shot a video of me talking to you. Of course, in both cases, I also left written comments on both documents.

Which type of video feedback did you find more valuable?


[More Details](#)

 Insights

-  The video feedback where the i... 9
-  The video feedback where the i... 0
-  I have no real preference when i... 0
-  Can you combine both approach... 8



Blue = The screen cast
Red = Can you combine the two? Screen cast + talking head



Screen Cast + Talking Head Feedback: After Asynchronous Students Experienced This Version

6. You may have noticed that I not only showed the text of your draft but I also was able to include a video of me speaking. Do you think having that video of me speaking is...

7 Responses

ID ↑	Name	Responses
1	anonymous	I think both will be more effective.
2	anonymous	I think that having both aspects of the video and written comments helped me understand why you made the critiques you made.
3	anonymous	yes, I personally enjoyed the way the feedback was set up because in a weird way, it reminds me of the people who have their camera in the corner of youtube videos.
4	anonymous	I think having both will be beneficial to students.
5	anonymous	In future semesters, I do think you should include BOTH the video of you speaking and the text of the essay. It is helpful to see which part of the assignment you are talking about as well as getting your real life advice and explanation. I think having both the video and text is the best way to offer helpful feedback.
6	anonymous	I think that, especially with videos regarding revising essays and comments you've made on them, that a video of both you and the text is very helpful. I find that it's easier to engage in the video when I can see both you and the work on the screen.
7	anonymous	I believe that having both is a really good idea, as it helps a wider demographic of people.

How Student Can Access Feedback

The screenshot shows a Blackboard course interface for 'DEVSITE-76_Student_Rachel'. At the top, the New Paltz State University of New York logo is visible. The navigation bar includes 'My Home', 'Course Home', 'Communication', 'Course Content', and 'Support'. The 'Course Content' dropdown menu is open, showing options: 'Content', 'Panopto', 'Grades', 'Class Progress', and 'Assignments'. A blue arrow points to the 'Grades' option. Below the navigation bar, there is an announcement titled 'Modules 4 & 5 Dates & Assignments' posted by Rachel Rigolino on Sep 30, 2022. The announcement includes the text: 'Module 4: Drafting and Revising Your Research Project: Fri. Oct. 14- Fri. Oct. 28'. On the right side, there are two progress cards: 'Course Orientation: Start Here' (0% of 11 Topics Completed) and 'Main As Projects' (0% of 1).

What **Screen Cast (Panopto Video)** Looks Like on the Student End

Minor Assignment 1: Final Copy

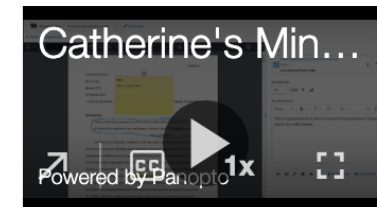
86 / 100


8.6 / 10

B

Overall Feedback

This is a good start but there is room for improvement. Please watch the video below.



 [View Inline Feedback](#) for
Charlton_SpringhillMines.pdf

 [View Graded Rubric](#)

What **Brightspace Video Note** Looks Like on the Student End

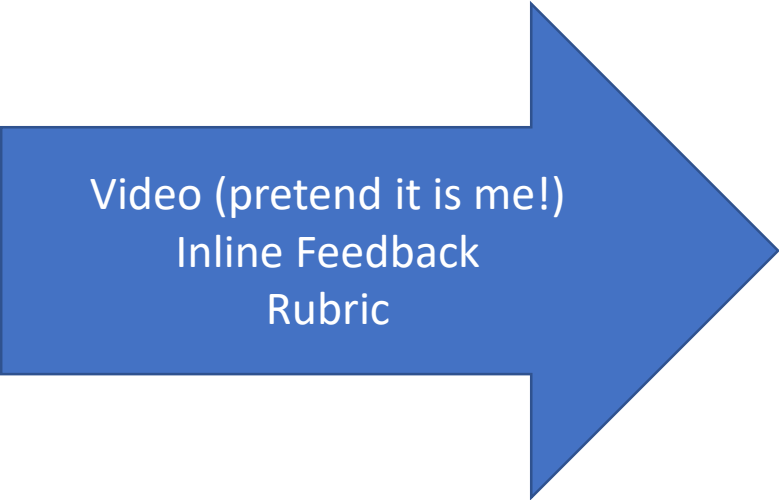
Minor Assignment 2: Final Copy

86 / 100

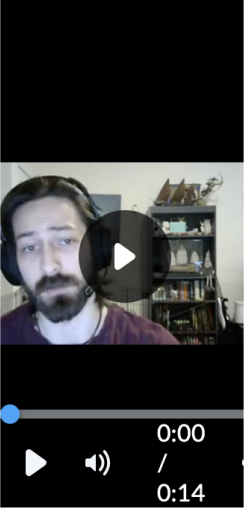
8.6 / 10

B Overall Feedback

This is a good start but there is room for improvement. Please watch the video below.



Video (pretend it is me!)
Inline Feedback
Rubric



0:00 / 0:14

[View Inline Feedback for Charlton_SpringhillMines.pdf](#)

[View Graded Rubric](#)

How Long Does It Take to Leave Feedback? (Marshall, David T., et al)

- On average, papers receiving written feedback took approximately **20 minutes to grade**.
- Papers receiving video-based feedback received **considerably less written feedback**. Here, the written comments that were provided served as markers for portions of the paper that were discussed in the video-based feedback.
- Videos were between 5 and 10 minutes in length, with an average of six and a half minutes, and papers graded using video-based feedback took approximately **25 minutes to grade**, including the time it took to record the video. By the end of the semester, video-based feedback times improved, **although these papers still tended to take a little longer to grade than those that only received written feedback**.

Marshall, David T., et al. "It's Not Like He Was Being a Robot:' Student Perceptions of Video-Based Writing Feedback in Online Graduate Coursework." *International Journal for the Scholarship of Teaching and Learning*, vol. 14, no. 1, Jan. 2020. EBSCOhost, <https://search-ebSCOhost-com.libdatabase.newpaltz.edu/login.aspx?direct=true&db=eric&AN=EJ1256273&site=ehost-live>.

Can video save time?

One preliminary finding, according to the instructor, was that producing **equivalent written feedback** in comparison to video would take significantly more time. Similar reports were made by instructors in the studies by Jones et al. (2012) and Merry and Orsmond (2008).

Denton, David W. "Using Screen Capture Feedback to Improve Academic Performance." *TechTrends: Linking Research and Practice to Improve Learning*, vol. 58, no. 6, Nov. 2014, pp. 51–56. EBSCOhost, <https://search-ebSCOhost-com.libdatabase.newpaltz.edu/login.aspx?direct=true&db=eric&AN=EJ1042916&site=ehost-live>.

Potential for Saving Time

- Use to anticipate questions, saving time in the long run
- Bring in websites, library searches, other online material
- When screen casting software is integrated into Brightspace, no need to upload a video file---can insert into assignment box
- Can rely on rubric to tell the grading story and use more indirect feedback* instead of line editing

*feedback received by the students on their papers in which the teacher only indicates the errors without fixing them (Ellis, 2009)

Aridah, Aridah, and Weningtyas Parama Iswari. "The Effect of Indirect Feedback on Students' Writing Performance across Different Learning Strategies." *Cypriot Journal of Educational Sciences*, vol. 16, no. 3, Jan. 2021, pp. 1021–35. *EBSCOhost*, <https://search-ebSCOhost-com.libdatabase.newpaltz.edu/login.aspx?direct=true&db=eric&AN=EJ1309584&site=ehost-live>.

Questions about the Assignment?

8. Finally, do you have any specific questions about the SWOT Report?

[More Details](#)

 Insights

17

Responses

Latest Responses

"no"

"no"

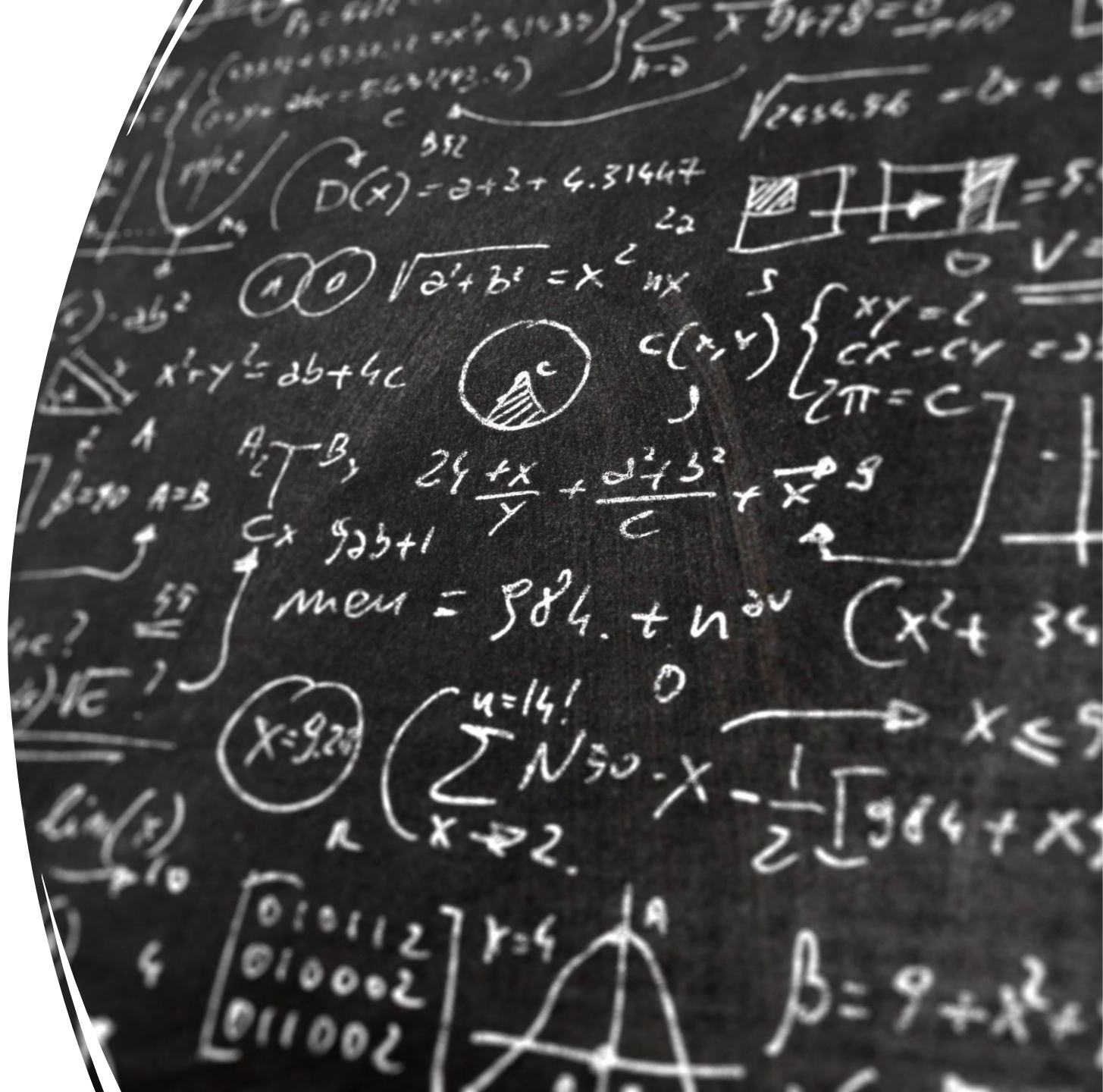
"No"

8 respondents (47%) answered **No** for this question.

tutor
information
None
No
Nah
paragraph
questions

More

- Use screen casts for peer critiques---why not?
- Move away from so much line editing (just don't do it) towards indirect feedback + narration



Finally---a Warning about Brightspace!

Do NOT click on Record Video

If you leave a comment this way, the students cannot access it readily through the gradebook.

The screenshot shows a mobile interface for a Brightspace comment. At the top right, there are three dots. Below that, the 'Overall Grade' is displayed as '96 / 100' with a key icon and a signal strength indicator. The 'Overall Feedback' section contains a rich text editor with a toolbar including options for paragraph style, bold, list, and indent. The comment text reads: 'Great draft! Do open it up and see my comments in various places.' At the bottom of the comment box, there is a toolbar with icons for undo, redo, link, unlink, and a 'Record Audio' button. The 'Record Video' button is circled in red.



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