EXECUTIVE SUMMARY

The quality of feedback in HE (higher education) generates an enormous amount of interest and debate amongst the educational community and interested parties, with continual reference being made to the supposed poor quality of feedback in the National Student Surveys (NSS 2013). Indeed, students report that this is one area of their student experience which they are least satisfied with (e.g. HEFCE 2005). The innovation we outline is based around the use of screen capture (SC) technology to provide feedback. It offers a way of providing more personalised feedback and building a stronger sense of social presence between tutor and student, thereby improving the quality of feedback provision. We believe that SC feedback provides more detailed feedback and is more natural in its delivery. If used well, SC feedback can provide more engagement and dialogue between the tutor and student, SC feedback has certainly been well received by both students and educators in a variety of HE contexts (e.g., Chen 2012) and this case study will contribute further to the discussion.

DOI: 10.4018/978-1-5225-2724-4.ch005
INTRODUCTION

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Background

Screen capture is a piece of software that allows you to record the screen of your computer as if a camera is pointing at it. Everything the user does on the screen including writing on the screen, opening different pages, highlighting the screen etc is simply recorded as a video. The technology is widely used in technology training, since a trainer can record himself/herself using a technology and then save the video. This same technology could also be used to provide feedback to students. A students work can be opened onto a computer, the SC software can be turn on and the tutor can record himself/herself correcting the students work. The resulting video can then be shared with the student.

Our case study focuses on the use of SC feedback in a series of online teacher training courses delivered to language teachers (from now on referred to as participants) across the world. The courses are short 3-week intensive courses that include an initial online webinar followed by the delivery of 2 weeks of learning content delivered on the Moodle platform. The last week of the course focuses on the final assignment, and SC feedback is used to deliver the feedback on this final course assignment. Participants are required to watch the videos and then make further improvements to their work based on the feedback. They are also provided with a final questionnaire related specifically to the use of SC feedback on the course and their feelings about it. In this way they get the chance to both experience SC feedback and engage in a dialogue about its possible implementation in their own teaching context.

The course was the result of collaboration between two teacher training organisations, both with previous experience in the online domain. Teacher Training
Pre-Service Teachers’ Perceptions of Learning a Foreign Language Online: Preparing Teachers to Work with Linguistic, Cultural, and Technological Diversity
[www.igi-global.com/article/pre-service-teachers-perceptions-learning/67124?camid=4v1a](http://www.igi-global.com/article/pre-service-teachers-perceptions-learning/67124?camid=4v1a)