Chapter 6

Using Video-Enhanced Performance Feedback for Student and Instructor Reflection and Evaluation

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ABSTRACT

Reflection is an essential component of experiential learning. Traditional means of reflection rely on memory of experiences, which can be incomplete or even faulty. Video-enhanced performance feedback (VPF)—the use of video to as supporting evidence in the reflective process—has the potential to transform reflective practice. In this chapter, the authors describe how VPF has been utilized by 13 instructors across two higher education institutions for the purposes of noticing, self-reflection, and evaluation/feedback. Results of an exploratory case study on perceptions of using VPF to support reflection indicate approximately 90% of students found Vosaic, the technology used at these institutions for VPF, easy to use and helpful to notice strengths and areas for improvement in their professional practice. Implications and considerations for incorporating VPF across disciplines are also addressed.

INTRODUCTION

Programs in higher education aim to equip their students with a vast array of skills that are readily transferable and applicable in real-world settings. Higher education faculty tasked with teaching these skills must also be able to accurately evaluate the degree to which students can proficiently execute skills within specific courses, as well as throughout students’ program of study. While the goal of facilitat-
ing students’ application of field- or task-specific behaviors is widely seen as essential, the approaches instructors use to accomplish these critical learning outcomes can vary widely. Certainly, practice is a central element instructors leverage to ensure students acquire important skills, but learners also require ample and robust opportunities to reflect on their own practice, as well as the practice of others (Bandura, 1989), in order to develop nuanced understandings and an ability to execute critical skills.

When matched with effective pedagogy (Fullan, 2011), recent advances in video annotation software hold promise for transforming feedback, reflection, and evaluation in higher education classrooms (Rock et al., 2016). Video annotation technology can be utilized to increase learner engagement when observing, evaluating, and reflecting on performance-based learning outcomes. The authors refer to this type of engagement with technology as video-enhanced performance feedback (VPF). This term overlaps with a range of similar terms used throughout the literature (e.g., video reflection, video debrief, video-assisted assessment, video analysis). Some of these related terms have different meanings across fields, so VPF is used here to clarify the manner in which video is used for student engagement throughout this chapter. At the authors’ institutions, students engage in VPF using a web-based tool called Vosaic (https://vosaic.com). Within special education teacher preparation courses (the authors’ instructional context), VPF is used for four primary purposes: (a) to help students notice and evaluate others’ use of specific practices, (b) to promote student reflection on their own execution of specific practices, (c) to provide specific feedback for student evaluation, and (d) to support instructor self-evaluation.

**REFLECTION FOR LEARNING**

Reflection is undoubtedly a powerful mechanism for learning. It is a central component of *Experiential Learning*, which recognizes the importance of both experience and deliberate thinking about our experiences (Kolb, 2015). Dewey (1933, 1938), commonly viewed as a founder of progressive education, emphasizes the importance of reflective thought for learning and refers to reflective experience as both the means and the goal of education. For learners in higher education, understanding how to facilitate experiential learning is of particular consequence because many programs incorporate practicum experiences as part of their course sequences. Inherent in these experiential components is the assumption that learners will improve their abilities through repeated opportunities to apply essential knowledge and skills. The importance of reflection within this improvement process, however, cannot be overstated. DiStefano, Gino, Pisano, and Staats (2014) found providing an opportunity to engage in deliberate effort to identify and reflect on key lessons from an experience is more important to learning (i.e., a change in how one approaches the same task later) than repeated experiences without that opportunity. In other words, reflection is an essential part of the learning process for clinical or applied experiences; without this critical component, experiential opportunities risk falling short of impacting learners’ future performance. Further, because novices may not reliably know how to focus their attention or interpret what they notice when they engage in reflection, it is essential to build common frameworks and shared language to help novices develop reflective skills (Benedict-Chambers, 2016). While reflection has long been regarded as an essential means by which to promote learning, the extent to which we structure and facilitate such reflections can have a strong impact on the ways learners respond to, and grow from, experiential learning.