

# ASYNCHRONOUS VIDEO FEEDBACK: MAKING A CASE FOR UTILIZATION

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# OVERVIEW

- Adapting to online learning styles in the 21<sup>st</sup> century
- Stakeholder input, cost-benefit analysis, and research findings
- Considerations when utilizing asynchronous video feedback

# Learning Objectives

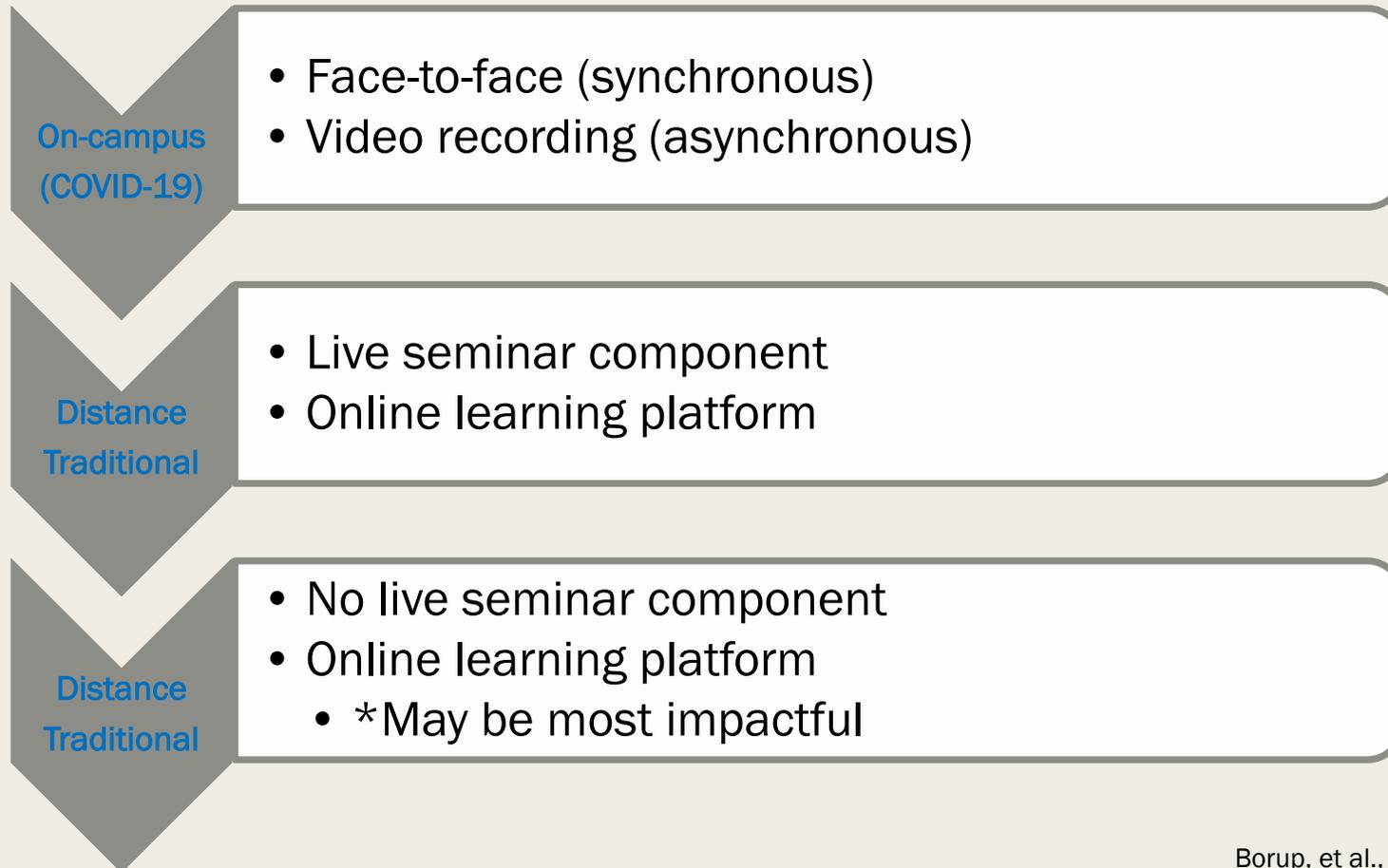
- Identify potential benefits resulting from the use of asynchronous video feedback related to student *preference*.
- Identify potential benefits resulting from the use of asynchronous video feedback related to student *performance*.
- Identify barriers and solutions faced by instructors in relation to the effective utilization of asynchronous video feedback.

# The Purpose of Feedback

- According to Ketchum et al. (2020) feedback guides learners towards increased expertise in the subject matter, promotes a productive instructor-student relationship, increases students' self-reflection, and provides students' with a sense of connectedness.
- According to Donkin et al. (2019) feedback is "positively related to mastery-approach goals such as hands-on skills. The educational alliance and the importance of instructor presence (whether online or face-to-face) to foster a feedback relationship and the learners' perceptions of the relationship is also important" (p. 10).

# Online Learning

## COVID-19 Effect



# Student Perception

- What students say about asynchronous video feedback:
  - *Feel more supported*
  - *Feedback is fully developed*
  - *Feedback is more personal*
  - *Feedback is efficient to receive*
  - *Enhanced social connection*
  - *Increases higher-order thinking while listening to instructor's feedback*
  - *Feel more connected to the instructor and course*
  - *Feel that instructor is advocating for and encouraging my success*

# Rationale – Online Learning

- Majority of online learning participation is in written form: textbook readings, discussion boards, assignments, quizzes and tests, etc.
- Feeling connected with instructors improves motivation to do well (accountability).
- Much of the student work is asynchronous with limited face-to-face interaction (Ketchum et al., 2020).
- Ability to see instructors' demeanor and hear their tone of voice supported the avoidance of misconceptions (Borup et al., 2014).
- COVID-19 Pandemic – Kaplan-Rakowski (2020) state that the psychological consequences of COVID-19 resemble the symptoms of post-traumatic stress disorder.
  - *Prioritizing student wellness, even if less efficient in academic instruction, is important*

# Student Experience and Outcomes

- Borup et al. (2014) indicated that, although not socially significant in a quantitative analysis, the following increased through the use of asynchronous video feedback:
  - *Instructor social presence to support their learning*
  - *Student motivation to improve in areas where feedback was provided*
- Ketchum et al. (2020) report that the following increased through the use of asynchronous video feedback:
  - *Student self-report on degree of learning achieved at end of course*

# Considering Correlation

- According to Ketchum et al. (2020) a connection exists between social presence and student perceptions of their learning, which can increase motivation to earn higher grades.
- **Student Evaluations of Teaching (SET's)**
  - *Increase in terms such as:*
    - Motivating
    - Helpful
    - Accessible
    - Expert
    - Caring

# Considering Correlation

- Borup et al. (2014) research found that student isolation in higher education programs can negatively impact learning outcomes.
- Delivery
  - *Supportive or Critical?*
  - *Encouraging or Discouraging?*

# Instructor Experience

- Allowed for elaborative feedback with value added context related to subject matter
- Increased feeling of being "present" in the students' learning process
- Allowed for more personalized delivery of feedback to students
  
- Mixed results on efficiency

# Barriers and Possible Limitations

- Time spent on technology: Uploading video and waiting for submission
- Requirement to “learn” a new system or video feedback platform to reach fluency
- Lack of certainty that effort will result in improved student achievement
  
- (8) instructors as participants:
  - *1<sup>st</sup> video feedback assignment took 2.05 hours longer than written*
  - *2<sup>nd</sup> video feedback assignment took 1.36 hours longer than written*

# Solutions and Strategies for Instructors

- Be strategic about when to use video feedback
- Offering formative feedback early in a course can promote higher-order thinking and increase the likelihood that performance will improve (social connectedness aside)
- Assignments that replicate applied practice skills are ideal for video feedback
- Keep asynchronous video feedback short and concise (**2-5 minutes**)
- Master your platform – efficiency can come with fluency

# Asynchronous Video Feedback Use

- Kaltura
- Canvas
- Blackboard

# References

- Borup, J., West, R., Thomas, R. & Graham, C. (2014). Examining the Impact of Video Feedback on Instructor Social Presence in Blended Courses. *International Review of Research in Open and Distributed Learning*, 15(3), 232-256. <https://doi.org/10.19173/irrodl.v15i3.1821>
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# Thank You!

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