Online Students’ Feedback Preferences in Multimedia-Rich Writing Courses

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Proposal

As Knoblauch and Brannon’s study suggests, the most valuable facet of a writing teacher’s practice seems to be “commenting on individual student texts in order to facilitate improvement” (285). There are several methodologies instructors can use to provide feedback, but the most widespread practice is to make comments in-between the lines of the student’s text and at the end of the paper. Online instructors can choose from a variety of digital tools to teacher commentary, including text-, audio-, and video-based technologies. Instructors who provide text-based feedback usually use Microsoft Word’s Track Changes or Comment functions or mouse over annotations (screen tips). The latest technology innovations allow instructors to insert audio or video comments in students’ written assignments. Video-based feedback can be delivered via screen-capture, iTunes, Tegrity, or YouTube. The question is which of these options do online students perceive as the most helpful? Which option results in maximum learning, enhanced performance, and increased learning satisfaction? This presentation is geared towards answering these questions and make recommendations for the use of technology for teacher commentary in web-based courses. Besides the demonstration of feedback technologies, the presenter will share preliminary survey results of a one-semester mixed methods study which examines online students’ feedback preferences.

150 words for Abstract Book

The focus of this session is instructor feedback on student papers which is provided by a variety of technologies including text, audio, and video. Besides the demonstration of feedback technologies, the presenter will share the preliminary survey results of a one-semester mixed methods study which examines online students’ most preferred feedback delivery technology in a web-based environment.