


1-1-2016

The Face Of Feedback: Exploring The Use Of Asynchronous Video To Deliver Instructor Feedback In Multidisciplinary Online Courses

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**THE FACE OF FEEDBACK: EXPLORING THE USE OF ASYNCHRONOUS VIDEO TO
DELIVER INSTRUCTOR FEEDBACK IN MULTIDISCIPLINARY ONLINE COURSES**

by

NAIMAH NOELLE WADE

DISSERTATION

Submitted to the Graduate School

of Wayne State University,

Detroit, Michigan

in partial fulfillment of the requirements

for the degree of

DOCTOR OF PHILOSOPHY

2016

MAJOR: INSTRUCTIONAL TECHNOLOGY

Approved By:

Major Advisor

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Cognate Advisor

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DEDICATION

This work is dedicated to my mother and friend, Sheryl Denise Allen-Golden. Thank you for showing me that living your dreams is a choice that we must continue to choose, one day at a time. You embody strength and perseverance, two qualities that I repeatedly drew from you in this transition from student to scholar. You have always placed value on education, so naturally I inherited your love for learning. Thank you for this invaluable gift and for supporting me mentally and spiritually in this work.

This is also dedicated to my incredible husband and best friend, William J. Wade. Thank you for being an anchor for me and a constant voice of reason throughout this challenging process. Your ever-present support has been such a blessing. You offered a steady flow of enthusiasm and encouragement that kept me on track. You also moved mental mountains to make the path clear for me to accomplish this dream. Thank you for being an incredible, present spouse and father. For all of the days that I needed to go study, read, or write and you cooked, cleaned, or took the reins with the girls, know that I adore you. There is no way this doctorate could have been completed without you in my corner. It is without a doubt, OUR accomplishment. I look forward to the next chapter in our lives together.

Finally, to my darling daughters Sydney, my inspiration to start this journey, and Addison, who gave me the push I needed to finish strong. I worked through many nights, while you slept, so that my days could be spent enjoying all that is you. Your love, laughter, hugs, and kisses were the fuel I needed to continue the journey. May this accomplishment inspire you to press beyond human ability to strive for your divine potential. Be all you were created to be, and nothing short of it.

ACKNOWLEDGEMENTS

The doctoral journey is filled with uncertainty, intimidation and at times, loneliness... even when you are not physically alone. It absolutely takes a village to get to the finish line. I am eternally grateful to my village of friends, family and colleagues that formed the support system that cheered me on. With sincere gratitude and heartfelt appreciation, I acknowledge the following people for their unwavering support and encouragement as I progressed through this transformative journey:

- Dr. Monica Tracey. I admire your passion and the integrity with which you enthusiastically serve your college and students. Thank you for believing in me. Your coaching, candid feedback and the wealth of expertise that you contributed to my development were invaluable during this process. I am most grateful for your human transparency and patience with me. You helped to fortify my identity as a designer, *whose object of design is instruction*. Crossing this finish line would not have been possible without you.
- Dr. Ahmad Ezzeddine. It was a conversation with you that planted the idea of pursuing my doctorate and subsequent conversations that have encouraged me to finish it. To say that I feel fortunate that our paths crossed in the MBA program at WSU is an understatement. Thank you for being an invaluable mentor and guidepost. I continue to be inspired by your example and leadership.
- My remaining committee members, Dr. Ingrid Guerra-Lopez and Dr. Ke Zhang. Thank you for your input and feedback in the development of this dissertation.

- The instructors who graciously worked with me to conduct my study and allowed me to interrupt their normally scheduled courses to investigate a technological intervention.
- Colleagues Michele Norris, Dr. Sara Kacin, Dr. Tamme Quinn Grzebyk, Dr. Kecia Waddell, Minakshi Lahiri, Christina Chateauvert for being constant cheerleaders and allies in the doctoral process.
- Mom and Dad Wade, your support with the kids and willingness to step in at a moment's notice is deeply appreciated.
- Dr. Brandi Chin, Patience Ruffin and Tiffany Brown. You are phenomenal women and lifelong friends who have your own unique ways of challenging me to be my best self and never stop evolving.
- Tunesia Turner. Thank you for being a consistent source of inspiration and for reminding me to *stay low and keep moving*, when I felt I could not go on.

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CHAPTER 1 INTRODUCTION

The success rate of online students poses a significant challenge for higher education institutions, seeking to expand their instructional offerings through online programs. Student retention and success is vital to a university's sustainability (Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J., 2005), and is impacted by several factors of the higher education experience. One such factor, particularly for online students, is their interaction with faculty and instructors. According to Wosley (2008), the opportunity for students to interact with professors is a significant aspect of the university experience. That is, academic faculty and instructors provide a frequent and consistent interaction with students that can cultivate their learning experience and shape overall impressions about the institution. A core aspect of this teacher-student interaction lies in the feedback dynamic that exists within a course.

In higher education, face-to-face courses foster a feedback-rich learning environment that is more immediate and instantly engaging. As a result, this format can support student motivation and have significant implications for improved performance (Summers, J. J., Waigandt, A., & Whittaker, T. A., 2005). It also, streamlines the instructor's workload because of the synchronous or real-time nature of the student-instructor interactions. The traditional classroom allows students to develop rapport with a teacher, which can mitigate the feeling of criticism associated with formative feedback (Thompson & Lee, 2012). For online students, however this is not always the case. The psychological distance (Swan, 2001; Tu & McIsaac, 2002) from the instructor that is characterized by the context of online instruction presents a potential risk of a diminished learning experience. As a result of this limited face time, online learners are more likely to disengage with course content, assignments, and their

instructor and classmates, which often results in lower completion rates (Thompson & Lee, 2012).

Much of the research on instructor feedback appears to emphasize fragmented aspects for effectiveness (Hattie & Temperley, 2007; Bonnell, 2008; Getzlaf et al., 2009; Mathisen, 2012). Scholars contend that mechanisms for delivering feedback remain unclear (Kluger & DeNisi, 1996). This is especially true for delivering feedback to students in the context of the online learning environment, a relatively new, yet increasingly mainstream approach to education. In this realm, teachers and facilitators are challenged with effectively providing written feedback to students through electronic mechanisms, which can result in a faceless and isolated experience. Traditionally, faculty and instructors have relied heavily on text-based communication, which was sufficient to convey performance feedback to students. However, the research indicates that communication nuances are lost when online educators rely solely on text-based interactions (Ice, et al., 2007; Wosley, 2008; and Graham & Velasques, 2011). Additionally, the exclusive use of a text-based mode of feedback is labor-intensive (Collis, De Boer & Slotman, 2001) for instructors, increases their feedback cycle time and could potentially diminish student perceptions of interaction (Bernard et al., 2009) and teacher presence (Getzlaf et al., 2009; Wosley, 2008).

With the ever-expanding number of courses being offered online and in blended formats, the instructor's ability to provide meaningful feedback to a large number of students is increasingly challenging and time consuming (Mathisen, 2012). This modern context of online education includes asynchronous learning formats and requires a more sophisticated approach to delivering feedback to students. Accordingly, as online learning continues to evolve into a more permanent fixture in higher education, instructional strategies will also

have to advance to include more practical guidelines for providing effective feedback to students.

The use of video to deliver feedback to online students is an innovative strategy that has recently surfaced as a viable solution for enhancing the instructor's feedback effectiveness (Seror, 2012; Silva, 2012; Mathisen, 2012) and perceived closeness (Griffiths & Graham, 2010) to students. Recent empirical studies also reveal an overwhelming student preference for this form of feedback over written forms of feedback. Many of these studies focus on the learner's perspective, which is only part of the system. In order to further explore the efficiencies that can be gained or lost through the use of video for instructor feedback, it seems that the instructor's perspective of this strategy requires further investigation. My study balanced this equation through a close engagement with teaching practitioners to conceptualize, implement and document the impact of an asynchronous video strategy for delivering online instructor feedback.

Purpose & Research Questions

The literature regarding online instructor feedback presents several factors that should be considered when making course design decisions. Among these factors, feedback delivery method (Bonnell, 2008) or feedback mode (Jonsson, 2012), and feedback medium (York & Richardson, 2012) are aspects that appear to have an impact on student use of feedback messages, satisfaction and overall perceptions of online course effectiveness. Specifically, innovative feedback designs using modalities like audio (Middleton & Nortcliffe, 2010; Ice et al., 2007) and video (Stannard, 2008; Griffiths & Graham, 2010; Mathisen, 2012) are perceived as positive from both students and instructors. Similar to the research-based evidence about audio feedback and its potential for promoting dialogic engagement, one of the

most compelling arguments for the use of video feedback is that it works to signal the social construction of knowledge (Middleton & Nortcliffe, 2010).

Current research on video feedback in asynchronous online learning environments appears to focus primarily on student perceptions, as it relates to their preference for video over written feedback (Stannard, 2008; Silva, 2012), quality of feedback (Mathisen, 2012), teacher presence (Wosley, 2008), and immediacy (Griffiths & Graham, 2009). While student perception is an important aspect of the equation for feedback in online environments, it is not the only factor. Faculty and instructors also play a critical role in the process, yet little research has been conducted regarding their perceptions of asynchronous video as a mechanism for delivering feedback to students. To investigate the effects of this instructional strategy, my design-based research study drew upon principles from the literature on instructional design, instructor feedback, and asynchronous video feedback to a.) understand their implications in online teaching and learning in higher education and to b.) document a useful framework for effective asynchronous video feedback design. Through *retrospective analysis* (Middleton & Nortcliffe, 2010, p.213), academic practitioners shared personal reflections to describe and interpret the phenomena of instructor feedback via asynchronous video. To understand the implications of this innovative feedback design on online teaching and learning at a Midwest, Urban Research University, this study addressed the following questions:

Q1: What is the process of designing an asynchronous video feedback protocol for an online course?

Q2: What is the process of integrating an asynchronous video feedback protocol in an online course?

Q3: To what extent does the use of asynchronous video contribute to the feedback provision practices of online instructors?

Q4: What factors of the asynchronous video experience impact instructor perceptions of its educational potential, as an approach to giving feedback in online courses?

Instead of striving to test a law about video feedback, these questions implied a qualitative inquiry strategy, which sought to understand the perspectives of online practitioners who engaged with the intervention within a specific context (Merriam, S., 1995). This study included (a) the design of a video feedback delivery process; (b) coaching faculty and instructors through the implementation of the process; (c) determining challenges of successes of the intervention through reflection on (Schon, 1983) the phenomena in its natural setting; (d) making changes to the feedback design as indicated by the research findings.

Theoretical Constructs

One of the desired outcomes of my research study was to understand and interpret the individual human experience of using a video feedback intervention. Accordingly, this study was anchored in constructionism. Crotty (1998) defines constructionism as an epistemological lens through which humans construct personal meanings as they engage with the world they are interpreting. Crotty (1998) further makes the distinction between epistemology and theoretical perspective, which is “a philosophical stance informing the methodology” (p.3). Through an interpretivist perspective, my study utilized symbolic interactionism, as outlined by Crotty (1998), which explains that (a) human beings act toward things on the basis of the meanings that these things have for them, (b) the meaning of such things is derived from, and arises out of the social interaction that one has with one’s fellows, and (c) these meanings are handled in, and modified through, and interpretive process used by the person in dealing with the things encountered. Symbolic interaction is the most appropriate perspective for this study because it “provides a theoretical perspective to studying the way individuals interpret objects

and other people in their lives and how this process of interpretations leads to behavior in specific situations” (Benzies & Allen, 2001).

Theoretical Foundation

Several aspects of Learning Theory and Early Instructional Theory influenced this study. Social Cognitive Learning Theory posits learning as the acquisition of symbolic representations in the form of verbal or visual codes that serve as guides for future behavior (Bandura, 1978). In this study, the personalized monologue that students received about their assignments served as this kind of visual code and worked to impact their future performance in the course. Additionally, in Tyler’s articulation of the Principles of Curriculum and Instruction (1949), he suggests that the learning experience fundamentally consists of the interaction between the learner and the external conditions in the environment to which he/she can react. To that end, the learning experiences, including feedback messages, should be organized to support each other and produce a cumulative, long-term impact on learning. As it relates to this study, the key external condition was the feedback design and delivery mode that was integrated in an online course. Jerome Bruner, another early instructional theorist maintained this belief in his explanation of the Cognitive Theory of Instruction (1966). Specifically, the fourth principle discussed the importance of reinforcement and suggests that the nature and pace of feedback be arranged such that learners clearly understand whether or not their performance was satisfactory and why.

Definition of Terms

The following definitions support a foundational understanding of the language used in this study. The terminology and corresponding definitions are informed by the literature review that follows in section two.

Asynchronous Learning - A type of online course format in which students work cooperatively, toward a common goal at different times. (Ice, Curtis, Philips & Wells, 2010).

Feedback Design Strategy- A strategic and deliberate effort (Wosley, 2008) to facilitate an ongoing interaction between the instructor and student (Dannels & Martin, 2008), as it relates to performance on coursework.

Instructional Design – The science and art of creating detailed specifications for the development, evaluation and maintenance of situations, which facilitate learning and performance (Richey, Klein & Tracey, 2011).

Instructor Feedback - Communication of information from the course teacher or facilitator to the student that helps the student reflect on the information, construct self-knowledge relevant to learning, and set further learning goals (Bonnel, 2008). By informing the learner about how their present state of learning or performance relates to pre-defined goals or standards (Nicole & Macfarland, 2006), instructor feedback is intended to modify his or her thinking or behavior for the purpose of improving learning (Shute, 2008).

Personal Monologue – A direct message from an online instructor, regarding a submitted assignment, delivered to individual students via audio or video (Middleton and Nortcliffe, 2010). This direct message conveys a *think-aloud protocol* (Silva, 2012) through which instructors share their detailed interpretations of student assignments.

Synchronous Learning - An online course format in which students communicate and interact and work cooperatively at the same time.

Screencast - The broadcast of digital video-recordings of a computer's on-screen activities on the World Wide Web (Seror, 2012). These recordings are accompanied by voiceover narrations that address student assignments in any class where assignments are submitted in some sort of electronic format (Thompson & Lee, 2012).

Veedback- A term coined by Thomson & Lee (2012) to describe a file or link to an electronic recording (screencast message) containing video feedback on individual student assignments.

Instructor Presence - Social presence in distance learning is the extent that an instructor is perceived as a real, live person, rather than an electronic figurehead (Duvall et al., 2003).

Summary

This study sought to explore the potential of asynchronous video as a mechanism for delivering instructor feedback. The questions guiding this inquiry were: (1) What is the process of designing an asynchronous video feedback protocol for an online course? (2) What is the process of integrating an asynchronous video feedback protocol into an online course? (3) To what extent does the use of asynchronous video contribute to the feedback provision practices of online instructors? (4) What factors of the asynchronous video experience impact instructor perceptions of its educational potential, as an approach to giving feedback in online course?

Constructionism and symbolic interaction are identified as the epistemology and theoretical perspective of this study. This investigation of an innovative feedback strategy was significant because of the potential it has for enhancing online course design. The findings from this study could provide course designers, higher education faculty, and administrators with insights on how to shorten the interpersonal gap between instructors and online students in ways that improve learning outcomes. Finally, a list of key terms were identified and defined for the study. This terminology included, asynchronous learning, feedback design strategy, personal monologue, and veedback. A review of relevant literature follows along with a discussion of the methodology that was applied to this qualitative, design-based research study.

CHAPTER 2 REVIEW OF THE LITERATURE

The design decisions made by faculty and instructors can foster or impede the acquisition of learning in higher education. One such decision involves the degree of attention given to performance feedback. While face-to-face learning formats lend themselves to real-time interactions, the nature of online learning environments changes the culture of instructor feedback significantly. It also contributes to the general concerns raised about online students; higher rates of student anxiety, frustration and low retention rates (Shepherd & Martz, 2006). Improving the quality of student-teacher interactions can positively impact each of these concerns. Since these interactions are often derived from instructor feedback, design decisions about feedback mode, medium and process must be reconsidered when instructors are engaging with online students.

Teachers and facilitators of online courses are challenged with effectively providing feedback to a larger number of students with whom they only interact via online technology (Getzlaf et al., 2009). This makes the instructor's ability to provide meaningful feedback increasingly challenging and time consuming, which can decrease motivation and productivity. This is especially true in asynchronous learning environments. This modern context of online education requires a more sophisticated approach to feedback. Collis and his fellow researchers (2001) argue that the same stimulation for new forms of student activities that comes from online learning should also generate new forms of feedback. Accordingly, this review seeks to discuss and understand the considerations for online feedback design and feedback delivery processes in higher education. Current empirical studies that present relevant strategies for innovative instructor feedback design are presented, including the few that use asynchronous video as a delivery mechanism. These research-based practices are

particularly important because they serve as benchmarks for the design aspects of this research study.

Feedback in Education for Learning and Student Performance

Feedback is a multifaceted concept with a longstanding reputation for having a positive impact on learning. At the most fundamental level, feedback is information that is reciprocated after the execution of an action. Originally an engineering term, feedback is described as an event in which part of the output of a process or a system is fed back into the input (Talboy, 2008). This is done to reduce or eliminate any discrepancy that exists between a known performance standard and current output or performance (Carver, C., & Scheier, M. F., 1982).

As it relates to learning, Bonnel (2008) defines feedback as communication of information to the student that helps the student reflect on the information, construct self-knowledge relevant to learning, and set further learning goals. Early research related to feedback dates back almost 100 years and can be found at the core of the work published by seminal instructional design theorists including E.L. Thorndike, B.F. Skinner, John Dewey and Robert Gagne (Kluger & DeNisi, 1996). Since then, many researchers have contributed to the body of literature that aligns feedback with learning and student performance. As a result, definitions of instructor feedback are well-established in the literature (Dannels, D.P., Martin, K.N. (2008); Getzlaf, B., Perry, B., Toffner, G., Lamarche, K., & Edwards, M. (2009); Dennen, V. P., Aubteen Darabi, A., & Smith, L. J. (2007). Similar to Bonnel (2008), these definitions generally identify instructor feedback as communication to students about their performance on coursework that emphasizes deficiencies in actual performance as it compares to ideal performance. This is done to support student's efforts, guide their decision on future assignments, and promote learning.

Feedback's role in instructional design is linked to practice and assessment, which is essential in shaping student performance (Talboy, 2008). The literature consistently reflects the idea that instructor feedback influences student learning (Mulder, R. H., & Ellinger, A. D., 2013; Shute, 2008), performance (Mulder, 2012), as well as satisfaction (Bonnell, 2008). Seminal researchers in Instructional Technology consider feedback in education to be a pivotal component in the facilitation of learning and the enhancement of performance (Gagné, Briggs, & Wager, 1988; Gilbert, 1978, Dick & Carey, 1979; Skinner, 1958). More than thirty years ago, Sweller (1988) observed that those who advocate the supportive role of feedback in learning emphasize that providing extensive, frequent, immediate feedback during the acquisition stage frees the cognitive resources required for learning. More recently, Richey, Kline and Tracey (2011) concur that feedback provides learners with verification of results.

Instructor Feedback in Online Learning Environments

Despite the large volume of research on feedback and its relationship to learning, scholars contend that mechanisms for delivering feedback remain unclear (Kluger & DeNisi, 1996; Bonnell, 2008). This is especially true for delivering feedback to students in the context of the asynchronous online learning environment. At all levels of higher education; associates, bachelors, masters and doctorate, online learning is increasingly the delivery format of choice (Talboy, 2008). A report by the United States Department of Education's National Center for Education Statistics (NCES) found that over 90% of public colleges and universities offered "distance learning" or online courses during 2007 (Borup, Graham, & Velasquez, 2011). More than 6.1 million students in the United States took at least one online class in the fall of 2010, which accounts for thirty-one percent of higher education students (Hosler & Arend, 2012). The rise in demand for online offerings requires the enhancement of educator's course management skills, as the nature of online learning adds layers of complexity to normal

routines. One course management routine that is affected by the nature of online learning is the delivery of instructor feedback. For online students, instructor feedback is an essential exchange that helps to overcome isolation and provide reassurance that they are completing assignments according to course and faculty expectations (Bonnell, 2008).

The literature reveals a positive relationship between feedback interactions and student outcomes (Wolsey, 2008; Mulder, 2012). In 2008, Wolsey used critical action research to identify the types of feedback provided in online courses and to understand graduate students' use of instructor feedback. This qualitative study was conducted across four courses, each of which was taught by the researcher. Instructor feedback was provided to 50 students using the Track Changes and Comments features in Microsoft Word. His constant comparative analysis of survey data, student work examples and four student interviews resulted in the classification of nine types of feedback on written assignments. These included; simple affirmations, complex affirmations, clarifications, observations, corrections to content, exploratory, and personal. In addition to the types of feedback, this study also found that instructor feedback that was embedded into written assignments, rather than summarized at the end was most useful for students. Wolsey (2008) concluded that students value interaction with their instructors and detailed feedback that clearly links content and criteria. He also noted that time was a limiting factor for providing extensive individual feedback (Wolsey, 2008). This study provided several student opinions about the location of the feedback message and their interpretations of the instructor's stance in online courses. It also provided a useful list of the types of feedback that instructors could use in online courses. Conversely, the study did not clearly outline detailed procedures for using Microsoft features as a feedback strategy, nor did the study thoroughly address the perspectives of the instructor as feedback was provided.

While rich and rapid feedback in online courses is considered a standard, guidelines specific to implementing a technology for feedback and managing the feedback process are lacking (Bonnell, 2008). Feedback design strategies, in the context of online learning, require a more deliberate effort because the environment does not easily facilitate the same level of interaction that a face-to-face class does. The inherent social distance of online learning affects communication dynamics and requires careful considerations of an instructor's method of information transmission as well as the student's process for making meaning of received information and integrating it into a mental model.

Feedback Interactions: Face-to-Face vs. Asynchronous Online Courses

A recent descriptive, exploratory study of 30 graduate student perceptions suggests that some forms of feedback that are useful in face-to-face interaction are difficult or even impossible in asynchronous online environments (Getzlaf, B., Perry, B., Toffner, G., Lamarche, K., & Edwards, M., 2009). These common face-to-face interactions include real-time dialogue, after class discussions and non-verbal communication. Wolsey (2008) also explains that the context for verbal interaction that is naturally found in an informal discussion after a class meeting, questions asked and answered during the explanation of concept or assignment, body language or facial expressions displayed by students is not characteristic of the text-based nature of online learning. Rockinson-Szapkiw (2012), further argues that asynchronous text-based communication is devoid of traditional paralinguistic cues and the richness of face-to-face verbal communication. These empirical studies imply that communication nuances are lost in online courses that rely on text-based interactions only. When such nuances are lost in online courses, teacher presence and social presence is also negatively impacted (Borup, West & Graham, 2012; Getzlaf, et.al., 2009; Hosler & Arend, 2012). This, by extension effects student learning.

The use of traditional forms of teacher commentary alone, like marginal (handwritten or electronic), summative, and interlineal feedback, as indicated by M.L. Silva (2012), may provide a diminished experience for online learners. To address this matter, effective instructor feedback in online learning environments should use personal names in messages, be individualized, timely, and future oriented (Getzlaf et. al, 2009), while gently guiding (Wosley, 2008) students in the way of coaching rather than directing.

Feedback and Online Student Success in Higher Education

According to Swan, (2001) the structure and communication potential of course designs heavily impact students' satisfaction, learning, and retention in online courses. One element of course structure and communication potential involves interaction. The goal of interaction in online education is “the learner’s engagement with the course content, other learners, the instructor, and the technological medium used in the course (Thurmond and Wombach, 2004 as cited in Bernard, et al., 2009).” Additionally, Bernard (2009, as cited in Ravenna, 2012) asserts that increasing interaction positively affects student achievement. Instructor feedback is one form of meaningful interaction that fosters engagement in online courses. On the positive side, frequent contact and interaction with the instructor, and timely feedback significantly contribute to learner satisfaction (Hoslera & Arend, 2012). However, on the negative side, students felt discouraged when there was a lack of instructor feedback (Hoslera & Arend, 2012).

The deliberate creation of additional avenues for interaction can lead to increased student engagement (Ravenna, 2012). Similarly, feedback given to students by their instructors is an important component of providing an exemplary online education experience (Gatzlaf, et al., 2009). It appears that instructor feedback is positioned in the literature as having a cascading effect on the student’s online experience in that feedback practices

facilitate teacher-student interaction, interaction yields engagement and engagement promotes student success.

High Quality Online Learning Implies Increased Faculty Workload

Direct instruction via individual feedback is an essential aspect of the multi-faceted role of online instructor (Getzlaf et al., 2009). Educators addressing the issues of web-based education imply that developing and teaching web-based courses is labor-intensive requiring increased faculty time and effort (Andersen and Avery, 2009). Middleton and Nortcliffe (2010) concur with this and suggest that pressure points on faculty include: increased class sizes and teaching loads, modularization and constraints on resources. As it relates to feedback interactions, Mathisen (2012) maintains that the ability for faculty within higher education to provide quality feedback in a timely manner has also become a challenge due to larger class sizes and increased workloads. Faculty and instructors who do attempt to maintain high levels of individual student interactions quickly discover that it is functionally impractical because it requires one to constantly be online (Dunlap, 2005).

The online teaching workload has become a concern for both new and experienced instructors (Lehman & Conceicao, 2013). Because of less direct contact with students and a decreased ability to individualize instruction, online faculty are carrying heavier student loads (Ravenna, 2012). In a descriptive, comparison of teaching time in web-based and face-to-face nursing courses, Andersen and Avery (2009) found that faculty issues with online education are as important as student issues because instructors ultimately impact the student. The purpose of the study was to begin to understand how teaching with technology impacts faculty workload. The study was aimed at faculty productivity and sought to predict and measure time expenditures in teaching online course to support future planning and resource allocations (Andersen & Avery, 2009). The sample for this study involved 16 participants, including 11

faculty teaching an online course and 5 who taught a face-to-face course. Participants monitored the time they spent teaching during one semester and self-reported time in increments of minutes. Although the results were not statistically significant, the study concluded that average time spent teaching in face-to-face courses was 39.4 hours per course per credit and online courses was 46.1 hours per credit. Of particular interest was the participating faculty's account of the time spent evaluating student work. Online instructors reported spending 31% of their teaching time on assignment evaluation activities, while face-to-face instructors reported 21% of their time. This issue of increased workload for online instructor is especially important because it influences key interactions with students, including the provision of feedback.

A Rationale for Instructor Feedback via Asynchronous Video

Recent research conducted by Silva (2012) found that the mode and medium of teacher feedback could play a significant role in student interpretation of the information. Teacher feedback in different modalities and media (e.g., video feedback) mediates different social, cognitive, and affective responses in students (Silva 2012). To enhance teaching presence and the students' sense of community, a case study was conducted, in which audio feedback replaced text-based feedback in asynchronous courses (Ice, Curtis, Philips & Wells, 2007). Asynchronous learning is a type of course format in which students work cooperatively, toward a common goal at different times. The study implemented an audio feedback process into an advanced curriculum and instruction course using the *Record Audio Comment* feature in Adobe Acrobat 7. A total of 34 graduate students generated qualitative (survey, interviews and documents) and quantitative (survey) perception data (Ice et.al, 2007). Through document analysis, this mixed methods investigation revealed an overwhelming student preference for asynchronous audio feedback, as compared to traditional text based feedback, with no

negative perceptions of the technique (Ice, et. al, 2007). Students attributed their preference for audio over text feedback to an increased ability to understand tone and a deeper sense of involvement. Although this study also focused on student perceptions, the insight it provided on the impact of technology enhanced instructor feedback in online courses is significant.

Similar themes about the benefits of asynchronous video feedback have also emerged from other recent studies. In 2009, the ASSET project was funded to investigate the pedagogic potential of video to enhance engagement of staff and students with feedback processes, across a range of disciplines, at a higher education institution in the United Kingdom (Crook, Mauchline, Maw, Lawson, Drinkwater, Lundqvist, Orsmond, Gomez, & Park, 2012). Survey data was collected through questionnaires that included open format and five-point, Likert-scale questions (Crook, et al., 2012). Two sets of questionnaires were used to assess pre and post use perceptions. Pre-intervention responses were received from 27 academic staff members across the university and 287 students regarding their experience with video feedback. Post-intervention responses were received from 8 academic staff members and 105 students. The feedback loop or process used by the academic staff participants in this study is illustrated below.

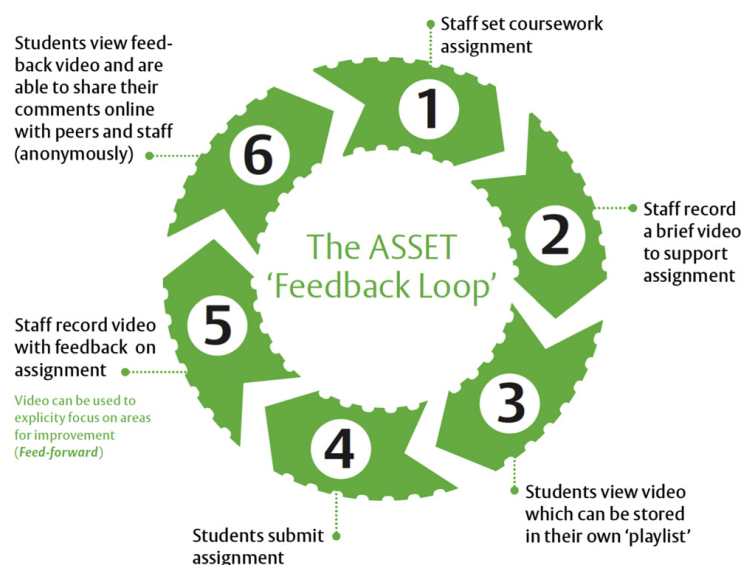


Figure 1. *The ASSET 'Feedback Loop'; showing the design of the ASSET video feedback resource (Crook, et al., 2012)*

Pre-intervention data identified concerns about providing feedback to students, which fell into four categories; engagement, efficiency, timeliness and quality. Post-intervention data from the academic staff identified several advantages to the use of video for feedback messages including, the ability to review video files as needed. The challenges noted included the amount of time it took to become acclimated with the ASSET online resource. As it relates to student data, 80% liked using video to receive feedback and believed that the main advantage to this feedback format was that it was more extensive, informative and easy to understand.

In 2010, Griffiths and Graham sought to understand the benefits of using asynchronous video in online classes to establish Instructor Immediacy and Closeness. They describe immediacy as close interaction in an educational setting and suggest that improved immediacy impacts student motivation, which ultimately improves student learning (Griffiths & Graham, 2010). The study examined 3 cases in an online Instructional Psychology and Technology course that was created for a pre-service education. In the course instructors sent feedback on assignments and students sent reply responses using asynchronous video clips (Griffiths & Graham, 2010). The learning management platform in this study was Moodle. The videos were recorded with Windows Movie Maker and stored on a university developed website for video blogs. Instructor data was produced using journals and notes, while student data was derived from scores and course rating comments. Not only did the result of this study indicate the ability to maintain the coveted flexibility of online education, but it also confirmed that video messages do convey many of the verbal and non-verbal elements that are often lost in text-based feedback interactions. Case 2 of this study addresses instructor perceptions, which include a reduction in time spent on grading and assignments, as compared to conducting these activities using text-based formats. Case 3 used a Facebook group as a platform and

reported a 2-hour timeframe for responding to 50 student video assignments that consisted of two reflective questions. Griffiths & Graham (2010) further conclude that feedback received from instructors in video messages is motivating and helps to build close and trusting relationships in the absence of physical proximity between students and instructors. It also gives the student an impression of being present during the marking process (Jones, et al., 2012). According to Griffiths and Graham (2010), one of the biggest lessons identified in this study was the need for a simple method of creating and managing asynchronous video mail. This is an important consideration for education researchers seeking to expound on this study. While the study did discuss several innovative platforms to create asynchronous video feedback, the use of an external site (Facebook) in case 3 presented some challenges, because the video message feature was disabled by the company for two-weeks. Consequently, it should also be noted that the exploratory use of external platforms that are not supported by the institution poses a formidable risk because course content is subject to external terms and conditions, including the interruption or discontinuation of a feature without warning.

Borup, West & Graham (2012) also account positive student perceptions, which include the fact that the fidelity of the video contained a type of visual self-disclosure that helped them to get to know their instructor. In a cross-case study, Borup et.al (2012) uses Garrison's (2000) community of inquiry framework (CoI) as a basis for exploring how social presence can be improved through the use of asynchronous video. Based on the CoI framework, teaching presence and social presence facilitate the student's cognitive presence, which improves their learning (Borup, et al., 2012). The following image illustrates the interconnectedness of the three elements of presence outlined in the framework:

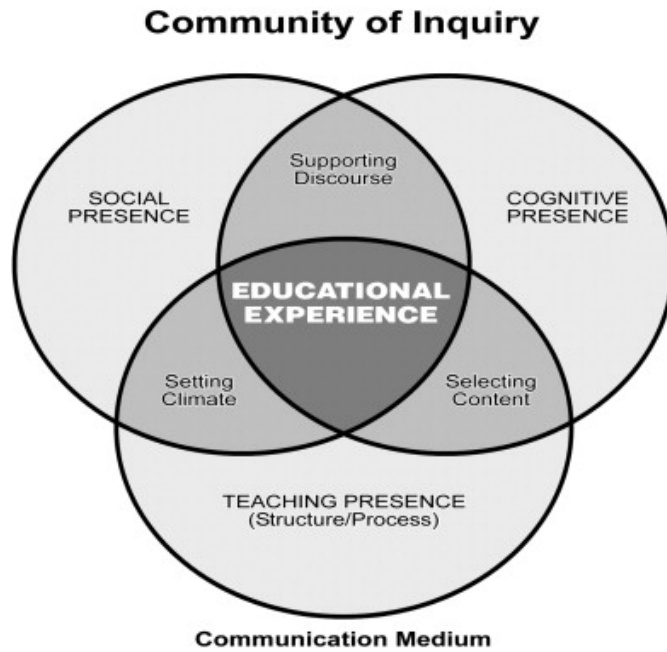


Figure 1. Community of inquiry framework
(Garrison, et al., 2010)

This case study involved 18 pre-service teachers (students) from three predominantly online sections of a teacher preparation program, taught by three different instructors. The student participants were required to discuss class topics via blog or video technology (VoiceThread or YouTube), while instructors could choose to use video technologies to deliver weekly content, facilitate small group interactions or to provide feedback on completed projects. Data from semi-structured interviews was analyzed using constant comparison to understand whether the use of the technologies made them feel more connected to instructors and peers. While this study revealed that video communication helped to establish a stronger degree of the social presence for both instructors and students, it was based on student's perspectives. Additionally, the authors note that knowledge about asynchronous video communication pedagogy is limited (Borup, et al., 2012). As a result, instructors experienced difficulty when implementing video tools into their courses. This presents a future research opportunity to use

instructors as a basis for extending knowledge about asynchronous video communication in online courses and clearly document the implementation process.

In addition to empirical findings, Media Richness Theory posits another strong rationale for the provision of instructor feedback through asynchronous video. Media Richness Theory maintains that the inherent characteristics of technology filter out some interpersonal cues and suggests four criteria be considered as a remedy: 1) availability of feedback; 2) capacity of the medium to transmit multiple cues; 3) the use of natural language; and 4) the personal focus on the medium (Shepherd & Martz, 2006). This classifies video feedback as a rich media interaction with potential to enhance the learning experience of students in online courses and create appeal for diverse learning types. Coupled with the evidence derived from recent empirical studies, video feedback appears to be positioned as an innovative alternative for enhancing communication potential, a key component that heavily impact students' satisfaction, learning, and retention in online courses, according to Swan (2001).

Perceptions of Instructor Feedback Asynchronous Video

The literature currently identifies student perceptions of instructor immediacy and presence as the core areas of emphasis, as it relates to asynchronous video feedback. Instructor immediacy factors like real-time verbal and non-verbal communications, including smiles, head nods, use of inclusive language, and eye contact, promote increased learning (Griffiths & Graham 2010). Although, text-based online courses can develop instructor immediacy through the use of humor, sharing of personal stories and encouragement they cannot include the visual and vocal cues that naturally occur in a classroom (Borup, et.al, 2011).

The other aspect that is frequently addressed is teacher presence. Teaching presence is generally understood as the extent to which students interact with instructors. Hosler & Arend (2012) add depth to this definition and discuss teaching presence as the design, facilitation,

and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes. Through this work, they also identified three subcomponents of teaching presence; instructional design and course organization, direct instruction, and facilitated discourse (Hosler & Arend, 2012). Here, the direct instruction aspect of teaching presence relates directly to instructor feedback and impacts quality. Students perceive courses with a high degree of teaching presence as high quality because of the instructor's ability to design learning, facilitate activities and interaction, and generally manage the environment (Swan, 2001; Hosler & Arend, 2012;). According to Silva (2012) the use of teacher feedback videos allowed for the creation of a teacher presence that existed both within and outside the physical space of the classroom. Because feedback is closely related to a student's impression of instructor presence (Wosley, 2008), and the use of asynchronous video to communicate feedback has proved beneficial for instructors seeking to improve their presence in online courses (Borup et.al, 2012), it becomes clear that the deliberate integration of video feedback can facilitate a sense of connectedness and instructor validation that had been compromised in online classes. Since existing research relies heavily on student reported data, a logical extension of the students' perceptions would be the detailed inclusion of instructor perceptions of video feedback.

Asynchronous Video Feedback and Course Management

Research on the perceptions of instructors has not received the level of attention that student perceptions has, but is an equally important part of the teaching and learning equation. The transactional distance between learners and instructors in an online learning setting leads to psychological and communication gaps that must be overcome by appropriate teaching procedures (Moore, 1991). Since instructors and course designers are primarily responsible for creating solutions to such challenges, the appropriateness of their selected teaching procedures

is often demonstrated through their course management practices. Fortunately, the literature reflects several efficiencies that can be gained in online course management through the use of video feedback. Primarily, video feedback facilitates a *'think-aloud'* protocol (Silva, 2012) for the instructor that articulates and captures both explicit and tacit knowledge. Secondly, the time flexibility benefit of online learning is retained through the use of video feedback (Griffiths & Graham, 2010). This valuable aspect of the asynchronous video feedback strategy occurs because video messages can be recorded at any time, and the receiver of the message can view it at any time, and as many times as they wish, according to his or her own schedule and availability (Griffiths & Graham, 2010). Finally, the most compelling reason for using video feedback as an asynchronous learning strategy is associated with time. Instructors in recent studies concur that video commentary sped up the time spent reading and responding to student essays (Silva, 2011) and that time required to provide feedback could be reduced by approximately 75% (Ice et.al, 2007). The perceptions discussed here suggest that asynchronous video strategies represent a potential paradigm shift in thinking, as it relates to giving students high-quality feedback on their academic work.

Design Considerations: Asynchronous Video Protocol for Instructor Feedback

The idea that feedback is a vital component of the learning process is well documented in the literature. Shute (2008) confirms this, noting that feedback is one of the more instructionally powerful and least understood features in instructional design. While all courses are not created equal for good feedback, a purposeful approach to feedback in course design can bring about new learning opportunities (Bonnell, 2008).

To be effective, feedback needs to be clear, purposeful, meaningful, and compatible with students' prior knowledge and to provide logical connections (Hattie & Timperley, 2007). In relation to a specific assignment or student-created artifact, Wosley (2008) suggests

that feedback should include the identification of positive aspects of the work, explanations, not simple ambiguous statements, perceptive statements, correction, compassionate commentary, useful ideas, attention to specific criteria and an indication of how to close the gap between expected and current performance. While this list of recommendations contains several useful elements for learning feedback in general, other considerations like delivery method must remain a priority in the context of online learning. Since empirical research has shown that online courses that lack substantive and meaningful interaction contribute to a sense of isolation and unsatisfying learning experiences (York & Richardson, 2012), strategies for enhancing interactions, including those related to instructor feedback delivery should be addressed.

According to Bonnel (2008) feedback needs to be a part of the teaching plan when structuring online courses. However, specific procedures for designing and implementing an effective video feedback protocol in an online learning environment are limited. Several recent studies that do address technological innovation in the delivery of instructor feedback via video employ the use of Screencasting software to effectively create and store video files. Although worded slightly differently by each researcher (Seror, 2012; Stannard, 2008; Jones et al., 2012), it is generally understood that a Screencast is a short broadcast of an individual's computer screen activity that is video recorded and disseminated over the internet. Using a case study methodology, Stannard (2008) tested the feasibility of using screen capture software to provide feedback in online courses and sought to observe student reactions to this innovative feedback. The first case involved nine English students and the second case fifteen students. The results of the study were informed by student perceptions and indicated the receipt of more information from instructors. The results also suggest that video feedback might be best suited for correcting concepts and ideas over grammatical errors.

Similarly, Jones, Georghiades and Gunson (2012) conducted a case study in the United Kingdom that produced screen capture video with Windows Media 9 to provide assessment feedback to undergraduate and graduate students. Using mixed-methods, interviews and surveys, student perceptions of feedback content and reactions to video feedback methods were explored. In total, data was gathered from 20 courses, which generated 75 student survey responses and fifteen post course interviews. To generate a model or theory, constant comparison was used with Grounded Theory in this study (Jones, et al., 2012). As it relates to feedback content, 100% of the students reported that seeing and hearing instructor feedback made it clear, helpful and easy to understand the improvements that needed to be made. The perceptions about the screencasting mechanism indicate a 98% preference for feedback online over text-based messages, with only 2% of the students desiring traditional forms of feedback. The authors also maintain that students value the personalized message and concur that this feedback mechanism encourages student engagement with the feedback (Jones, et al., 2012). One unique finding of this study came from a dyslexic instructor who appreciated the ability to avoid writing and reported that using screen capture technology for feedback relieved him of the social anxiety that came from the potential of misspelling words (Jones, et al., 2012).

Another screencasting platform that has been used in the literature for instructor feedback is JING. This is free downloadable screencasting software that allows the user to capture personal screen activity in 5-minute video increments. Seror (2012) used Jing to personalize feedback for Canadian students and visually respond to assignments. In a conceptual reflection on his four-year use of Jing, Seror (2012) provides a loose description of the process of creating a feedback video. Unlike other video services, like YouTube, a particularly attractive feature in Jing is the ability to retain the rights of the content that is uploaded by users (Seror, 2012). There is no mention of a specific learning management

system (LMS), however it is recommended that a link to video feedback be sent to students in an email that also summarizes the score in a rubric. An example of this email is provided below.

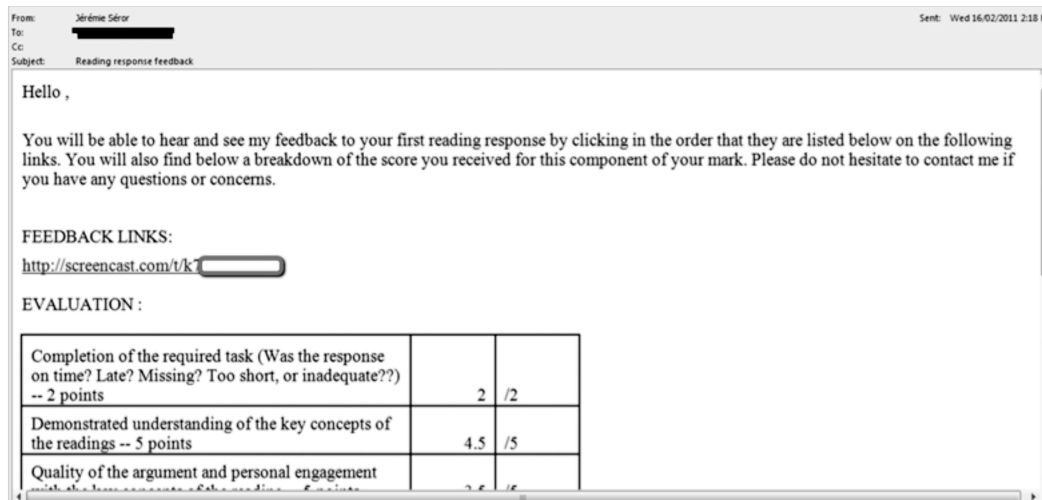


Figure 2. Sample of an e-mail sent to students. (Seror, 2012)

The author concludes that the use of screencasting requires students to listen to feedback and make their own revisions, rather than simply “accepting all.” From a pedagogical perspective this encourages students to remain active in the revisions process and reinforces learning (Seror, 2012).

Harper, Green and Fernandez-Toro (2012) also used Jing to enhance student feedback and improve student engagement with instructor feedback on written assignments in foreign language courses. The authors use the term *veedback* (Thomas & Lee, 2012) to describe video feedback. Nine instructors were required to provide veedback, using Jing, on a pre-determined assignment. Perception data from both students and instructors was collected in the form of questionnaires and interviews. As a result, all instructors in this study agreed that the use of Jing allowed for more rich and in-depth feedback, compared to written formats. The instructors also report that it took about an hour to get oriented to the video technology, after

which student feedback took 15 to 30 minutes to complete. Students appreciated the multi-sensory approach and found feedback to be motivating and less overwhelming than error correction in the margins of a paper (Harper, et al., 2012).

Camtasia, a more complex retail software, has also been used in an empirical study. In Silva's (2011) mixed-methods investigation student perceptions of video commentary versus Microsoft Word comments were examined. This study engaged seventeen student participants who positively regarded the use of video for feedback and attributed message clarity to the conversational nature of the video feedback.

Students and instructors indicate that the use of screencasting technologies could make a compelling impact on the effectiveness of instructor feedback in online courses. Empirical applications of screencasting for feedback delivery vary in the type of course management software used, video recording platform, message length, and the process for student retrieval of feedback messages. They do however share the following workflow recommendations for course designers:

- Understand the impact the feedback is intended to make, and ensure this is communicated to the student in the feedback, while providing guidance on how they should apply it (Middleton and Nortcliffe, 2010).
- Open the electronic version of student assignments and go through the document before recording, highlighting areas for elaboration and errors. (Stannard, 2008; Jones, et al., 2012)
- Set your software to record the entire screen so that all movements over the student's document can be captured. (Seror, 2012)

- Read and comment on the text orally, while using the cursor to point to areas of emphasis on the document. It is also helpful to pause the recording between comments to avoid long periods of silence. (Seror, 2012)
- The average length of videos should not exceed 15 minutes and could take approximately 20 minutes to produce (Silva, 2011; Harper, et al., 2012)
- Integrate videos into the learning management system so that students have videos and course materials in one location. (Mohorovičić, 2012)
- Email the file or link to the student directly instead of storing in online to make initial and future access easier (Harper, et al., 2012)

These recommendations can inform future research on video feedback or “veedback” and could be used as a starting reference for an intuitional-specific design of a video feedback protocol.

Implications for Video Feedback Design Strategies in Asynchronous Online Learning Environments

As online courses continue to become a more prevalent option for higher education institutions, educators and course designers must identify instructional strategies that effectively facilitate the asynchronous learning environment. This review of the literature has revealed that the mode and medium of instructor feedback can play a significant role in student interpretation of the information (Silva, 2011). We further understand that traditional text-based online courses cannot include the visual and vocal cues that naturally occur in a classroom (Borup, et. al, 2011). Although real-time technologies are more readily being used to facilitate course meetings and office hours, instructors still rely heavily on text-based messages to convey feedback on assignments. This cannot continue if advances in delivery equivalence in online education are to be made.

Deeper learning requires more student-instructor interactions (Ravenna, 2012). Research suggests that that use of video as a feedback mode can have significant implications for the achievement of learning outcomes, the facilitation of increased interaction, richer understanding as well as increased student performance. A major consideration for any media performance is the facilitation of interactions necessary for the sharing of information and the development of meaning(s) ascribed to that information (Dennis et.al, 2008). The use of video enhances this level of interaction, allowing students to better understand the feedback of the instructor as they see and hear the messages in individualized video clips (Stannard, 2008; Griffiths & Graham, 2010; Seror, 2012). Thompson and Lee (2012) concur that video feedback allows for the addition of cues that have the potential to help students take in feedback as part of an ongoing conversation about their work instead of a personal criticism. Empirical studies reflect student perceptions that suggest video commentary modality afforded a degree of clarity and representation that was not evident or as effective in written modalities (Silva, 2011). Harper, et al. (2012) also maintain that the increase in student motivation and the instructors ability to provide a deeper level of individualized feedback made a compelling case for the effectiveness of feedback using video (screencasts). While instructor perceptions are limited, a reduction in time spent assessing assignments and the extensive nature of video feedback are noted. Specifically, Stannard (2008) reports that a 2-minute video recording could provide the equivalent of approximately 400 written words. These student benefits, along with the reduction in feedback cycle time for instructors, provide sufficient reason to adopt the video feedback technique, but how?

Bonnel (2008) links student satisfaction with online courses to feedback, but suggests that guidelines specific to providing feedback are lacking. Research on instructor feedback has historically focused primarily on student perceptions. In response to this, Borup, West &

Graham (2012) challenged researchers to move beyond mere student perception and empirically examine the effect of regular instructor– student and asynchronous video communication. Since the literature so clearly suggests that feedback is one of the most important tools that positively influence students’ learning (Hattie, 1999), the investigation of innovative feedback delivery via video was a natural progression that presented tremendous opportunity for students, instructors and higher learning institutions.

Exploring Learning and Instructional Innovation in Through Design-Based Research

Current research on how educational technologists and workplace learning professionals are designing experiences to strategically use feedback to improve performance abound. Much of this educational research is documented in articles that describe experimental results of the application of a deliberate feedback strategy (Daniels & Martin, 2008; Wolsey, 2008; Ice & Curtis, 2007). While these “tests” of a particular strategy have generated some useful insight for student learning, there remains some degree of murkiness about the feedback provision process and specific guidelines for such practices in technology enhanced learning environments. In 2003, the Design-Based Research Collective presented Design-Based Research as a viable solution for this kind of challenge;

Design-Based Research enables the creation and study of learning conditions that are presumed effective but are not well understood in practice, and the generation of findings often overlooked or obscured when focusing exclusively on the summative effects of an intervention (p. 5)

This suggests that DBR could provide a scientifically sound framework for investigating innovations in feedback provision in online education.

Design-based research (DBR) is defined by Bell (2004) as “the intentional design of complex interventions or change efforts, coupled with empirical research and theorizing about what takes place in the authentic contexts where the designed objects come to be used” (p.

245). As the theoretical brainchild of Brown (1992) and Collins (1992), design-based research was originally termed *design experiments*. Scholars came to engage in design-based research to better understand how to orchestrate innovative learning experiences among children in their everyday educational contexts as well as to simultaneously develop new theoretical insights about the nature of learning. (Bell, 2004). Design-based research strives to generate, and advance a particular set of theoretical constructs that transcend the environmental particulars of the contexts in which they were generated, selected, or refined (Barab & Squire, 2004). As a method of inquiry, this research paradigm is still quite young in education, even though much of the work does draw on more historically established traditions Bell (2004). Sandoval & Bell, (2004) precisely articulate the multi-disciplinary richness of DBR below:

On the research side of the endeavor, design-based researchers draw from multiple disciplines, including developmental psychology, cognitive science, learning sciences, anthropology, and sociology. On the design side of the work, researchers draw from the fields of computer science, curriculum theory, instructional design, and teacher education.

According to Wang and Hannafin, (2003) design and research has typically been isolated in traditional instructional design (ID) and research. They specifically address technology-enhanced learning environments and also posit that design-based research is promising for both design and research because:

Technology enhanced designs generate knowledge that can be classified as context-based or meta-design. Context-based knowledge (about design context and problems) and meta design knowledge (design procedures and guidance) are interwoven throughout iterative design, development and implementation process. (p. 14)

Barab & Squire (2004) further identify several characteristics of DBR, which allow the methodology to engage deeply with an intended context to understand the complex nature of real-world practice:

- DBR involves flexible design revision, multiple dependent variables, and capturing

social interaction.

- DBR subjects are not assigned to treatments but instead are treated as co-participants in both the design and even the analysis.
- DBR improvements of design requires frequent and often subtle refinement guided by detailed data (Cobb, 2001; as cited by Wang & Hannafin, 2003).
- DBR seeks to develop a profile or theory that characterizes the design in practice.

The hallmark of design-based research is that it calls for a unique configuration; the simultaneous pursuit of developing an effective learning environment while using such environments as natural laboratories to study learning and teaching (Sandoval, W. A., & Bell, P., 2004). Furthermore, design-based researchers do not simply observe interactions but actually *cause* the very same interactions they are making claims about (Barab & Squire, 2004). This is not only done to reveal results of the application of a construct, but to also delineate the process of implementation. Because of the contextually rich nature of DBR, recent theoretical frameworks have presented it as a viable means for studying innovative learning environments, new educational technologies or other complex approaches, in classroom settings (Sandoval, W. A., & Bell, P., 2004).

It appears that the use of design-based research would be suitable for clarifying an unclear aspect of the instructor feedback process of the literature. This is because a critical aspect of design-based research is to uncover, explore, document, and confirm theoretical relationships of a design as a way of advancing a theoretical agenda, not just to meet local needs (Barab, S., & Squire, K., 2004). Accordingly, this method was deemed the most appropriate for exploring the use of video feedback, an emerging feedback-provision strategy in online courses.

Summary

This review of the literature explored instructor feedback in online courses. The purpose was to examine the use and factors that are shaping the use of feedback as a tool for improved learner development and performance. It is widely understood that instructor feedback positively impacts learning (Mulder, R. H., & Ellinger, A. D., 2013; Shute, 2008). Despite the technological advances that have been made in the delivery of courses and the rapid expansion of online course offerings in higher education, little change has occurred to enhance instructor feedback practices. The challenges of providing instructor feedback in online courses versus face-to-face courses include the loss of nuance because of technological mediums (Ice, et al., 2007; Wosley, 2008; and Graham & Velasques, 2011) and time delay in responsiveness (Bernard, et al., 2009) due to increased class size (Mathisen, 2012). This presents a need for solutions that facilitate the instructor's ability to create and maintain rich online interactions.

In an effort to take inventory of current instructor feedback practices and identify the most efficient guidelines for promoting learning in higher education online courses, feedback via video surfaced. Current experimental practices that explore video feedback delivery use platforms like Jing, Windows Media and Camtasia. The benefits to using this multi-modal feedback format include the ability to quickly provide more informative messages to students (Crook, et al., 2012; Seror, 2012), the student's ability to review videos as many times as needed, and the sense of connectedness that is fostered by personalized videos (Griffiths & Graham, 2010). Recent empirical studies on video feedback rely heavily on student perception data and provide limited explanation about the design and implementation process. This results in an opportunity to expand the video feedback knowledge base to include instructor perceptions and detailed design documentation.

The empirical studies noted in this literature review form the basis of this asynchronous video feedback study. The findings will inform the design of a video feedback process and the production of an instructor performance support tool that can be used to guide the implementation of video feedback in online environments. Design-based research was also discussed as a viable option for exploring technology-enhanced online teaching and learning. The results of this study will add to the limited body of empirical literature on video feedback and online teaching and learning effectiveness. It could potentially impact the instructional strategies used to effectively provide asynchronous feedback, such that the concerns about distance learning environments discussed by Shepherd & Martz (2006); higher rates of student anxiety, frustration and lower retention rates are diffused.

CHAPTER 3 METHODOLOGY

Introduction

The purpose of this study was to design, implement and explore an asynchronous video feedback intervention deployed in higher education online courses. The questions that guided this exploratory inquiry included: (1) What is the process of designing an asynchronous video feedback protocol for an online course? (2) What is the process of integrating an asynchronous video feedback protocol into an online course? (3) To what extent does the use of asynchronous video contribute to the feedback provision practices of online instructors? (4) What factors of the asynchronous video experience impact instructor perceptions of its educational potential, as an approach to giving feedback in online course? My approach to conducting this research was qualitative in nature. The strength of qualitative research is the proximity to study participants that it fosters for qualitative researchers (Freeman, deMarrais, Preissle, Roulston & St. Pierre, 2007). This close context format best supported the intent of this study, which sought to explore and understand the implications of video feedback on teaching and learning by collecting data in the participants setting, inductively analyzing data to generate themes and personally interpreting the meaning of the data (Creswell, 2009).

A Rationale for Design-Based Research

I believe that research is not a phase to be conducted after design, but conducted concurrently: design is research, and research is design (Wang and Hannafin, 2003).

To align my study with the potential for practical application, Design-Based Research (DBR) was selected as the strategy of inquiry (Creswell, 2009) or methodology for this qualitative study. The design-based research methodology was selected because of its alignment with the aim of this study, which is to collaborate with practitioners, in real-world contexts, to document the design process and the effect of the design as it relates to improved educational

practices (Wang & Hannafin, 2005). The goal of DBR is to generate evidence-based claims about learning and instruction that address contemporary theoretical issues (Barab, S., & Squire, K. (2004). Wang & Hannafin (2003) outline a set of criteria for design-based research, which suggests;

- 1) Design must be based on a defensible or widely acknowledged theoretical framework;
- 2) Methods must be consistent with the outcomes of research conducted to test, validate, or extend the theories upon which they are based;
- 3) Grounded designs are generalizable; and
- 4) Grounded designs and their frameworks are validated iteratively through successive implementation.

Ideally, this iterative process can lead to contextually-sensitive design principles and theories. Specifically, the rich and applicable nature of design research made it particularly appropriate for my study. Bannan (2013) argues that the richness of DBR is derived from iterative improvement and its ability to “progressively and dynamically generate (exploratory research), improve (constructive research) and learn about (empirical research) a particular phenomenon from interconnected research and design cycles” (p. 118). Based on this idea, the goal of this study was to move through multiple cycles to design, deploy, refine and understand the impact of online instructor video feedback at an urban research institution. These implications and findings have the potential to inform the development of a practical design framework for effective asynchronous video feedback in higher education. This study was executed over two iterations that each consisted of three phases. These phases had the following core outcomes; (1) instructor video feedback protocol design and orientation; (2) implementation, data collection; and (3) debrief and intervention redesign.

Setting

This research on video feedback was conducted at a mid-western, urban research institution with more than 25,000 students and 370 academic programs. This Carnegie Research Institution has a “high” research activity designation, with a suite of undergraduate and graduate programs across 13 schools and colleges. The students are also diverse in racial and ethnic backgrounds, international affiliations as well as full and part-time attendance. The study was conducted over one semester, during the fall of 2014, and the intervention evolved over two iterations.

The feedback intervention designed for this study was intended for ten courses across six different disciplines at the university. The schools and colleges that initially agreed to participate in the study were from the School of Library and Information Science, the School of Social Work, and the College of Fine, Performing & Communication Arts, the College of Nursing, Sociology and Kinesiology Health Sciences. As the semester progressed, the number of courses actually implementing the video feedback protocol and completing the study was reduced to five across four disciplines; the School of Library and Information Science, Instructional Technology, the School of Social Work, and the College of Nursing.

Participants and Recruitment

The primary participants for this study were higher education practitioners (faculty and instructors), particularly those who teach online courses for adult learners in multiple disciplines at the institution. Research describes purposeful sampling of one or a few cases as more appropriate for qualitative research (Onwuegbuzie, A. J., & Leech, N. L., 2007). The selection of faculty and instructors was an intentional action, due to the fact that the literature on asynchronous video communication in higher education is disproportionately saturated in student perceptions (Borup, J., West, R. E., & Graham, C. R., 2012).

In an effort to acquire the targeted sample, requests for permission to recruit instructor and faculty participants (Appendix A) were sent to the:

- School of Business
- School of Library and Information Science
- College of Education Career and Technical Programs and
- School of Social work
- College of Fine, Performing & Communication Arts
- College of Education
- College of Nursing

As a result, the courses that were expected to implement this study's video feedback intervention included:

School of Library and Information Science

- *LIS 7370 Multicultural Information Services and Resources*
 - Study of the impact of cultural diversity on library services; development of relevant collections; effective interaction with a diverse community.

School of Social Work

- *SW 4710 Social Welfare in the United States: Current Programs*
 - Description and analysis of major social welfare programs in the United States.
- *SW 5720 Social Services for Older Adults*
 - Identification, description and analysis of the problems associated with aging; development of social work services to address these needs.
- *SW 7820 Research Methods in Social Work I*
 - Course focuses on basic concepts and methods of scientific inquiry as utilized in building knowledge for social work practice.
- *SW 7995 Introduction to Gerontology*
 - Required introductory course for Graduate Certificate in Gerontology. Multidisciplinary conceptual framework for study of gerontology. Students

develop knowledge and skills needed to understand gerontological theory, research, and practice.

College of Fine, Performing & Communication Arts

- *COM 3010 (WI) Media Analysis and Criticism*
 - Formal properties and aesthetic considerations in media, especially film, television and interactive media.
- *COM 2030 Journalistic Grammar and Style*
 - Grammar use in journalism; Associated Press Style Book.

College of Nursing

- *NUR 7730 Practice Teaching in Nursing*
 - Application experience in educational setting appropriate to student's needs and goals.

College of Liberal Arts

- *SOC 2000 Understanding Human Society*
 - Analysis of basic sociological concepts and principles to give the student an understanding of the perspective that sociology brings to study of human society.

Kinesiology & Health Sciences

- *KHS 6660 Risk Management in Physical Education and Sports*
 - Fundamentals of safety and liability and the risks involved in managing activity-related programs. Development of knowledge and skills to recognize potential litigation in management, supervision and administration.
- *KHS 6410 Introduction to Sports Administration*
 - Current categories of competitive sports and athletics identified and analyzed to determine potential administrative positions in their structures and the qualifications necessary for each position.

Letters of support for this research was received from the leadership of each school listed above (Appendix B). Educational practitioners selected for this study were considered actively

engaged in online learning. Additionally the following inclusion criteria guided the selection of participants:

- Minimum of 2 years experience (Jones et al., 2012) teaching online courses in higher education.
- Listed as the instructor on record for an online course during the study period.
- Agree to implement the intervention for 4 weeks of their course.
- Ability to access the selected video production software using good equipment. This equipment includes computer, microphone, headphones, web camera.
- Agree to participate in data collection activities as outlined by the research design.

The exclusion criteria for faculty and instructors is as follows:

- Delivering a course in a live, face-to-face format.
- Unable to commit to a 4-week implementation schedule.
- Unable to participate in data collection activities as outlined by the research design.

Academics who were confident, learning technology advocates were preferred, but the final subject pool consisted of faculty and instructors with a mixed level of experience with technology integration.

Research Design

This Design-based research study was not only anchored by theories of learning and instruction, but also intentionally grounded in the context of a real-time semester that required social interaction through an online learning environment. Wang & Hannafin (2003) assert that to achieve theory-generating goals, while addressing local needs effectively and efficiently, DBR procedures should be weaved seamlessly into the systematic instructional

design processes. They further argue that throughout the traditional instructional design process; analysis, design, development, and implementation, refinements are continually made based on further literature review and obtained results, per the theory generating goals of the design (Wang & Hannafin, 2003). The research design for this study was implemented over two iterations that each progressed through three phases; design, implement, and modify. The format that was applied was based on Bannan's (2013) Integrative Learning Design Framework (ILDF), a *meta-methodological* way to guide design research addressing the process of designing, developing and assessing the impact of an educational innovation. The ILDF outlines four phases, which include Informed Exploration, Enactment, Local Evaluation and Broad Evaluation. The following figure visually illustrates this model:

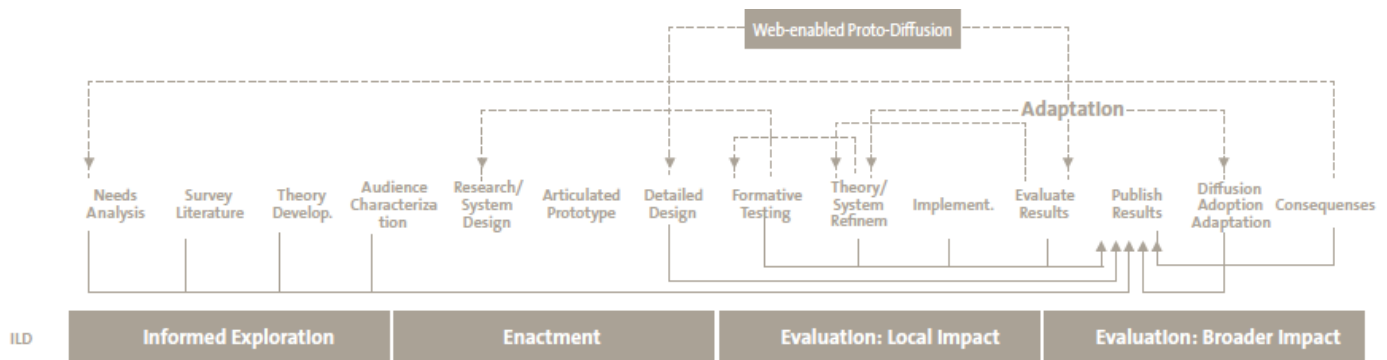


Figure 3. Integrative Learning Design Framework (ILDF).
(Bannan, 2009)

The phases of the ILDF were aligned with the activities of this study as follows:

Phase I: Informed Exploration- Literature review, practitioner consultation, contextual analysis, video feedback protocol, tentative design and pilot.

Phase II: Enactment- Detailed design, practitioner orientation, implementation of intervention, and analysis of intervention via data collection.

Phase III: Local Impact Evaluation – Practitioner assessment via debrief interview, final documentation of practical findings and emergent themes, and intervention refinement.

Although the ILDF reflects four phases, the scope of this study only extended to phase three, leaving the publication and diffusion adoption segments of phase four to be completed as post-doctoral activities. The diagram below summarizes the research design and depicts the research questions as they relate to each phase of the study.

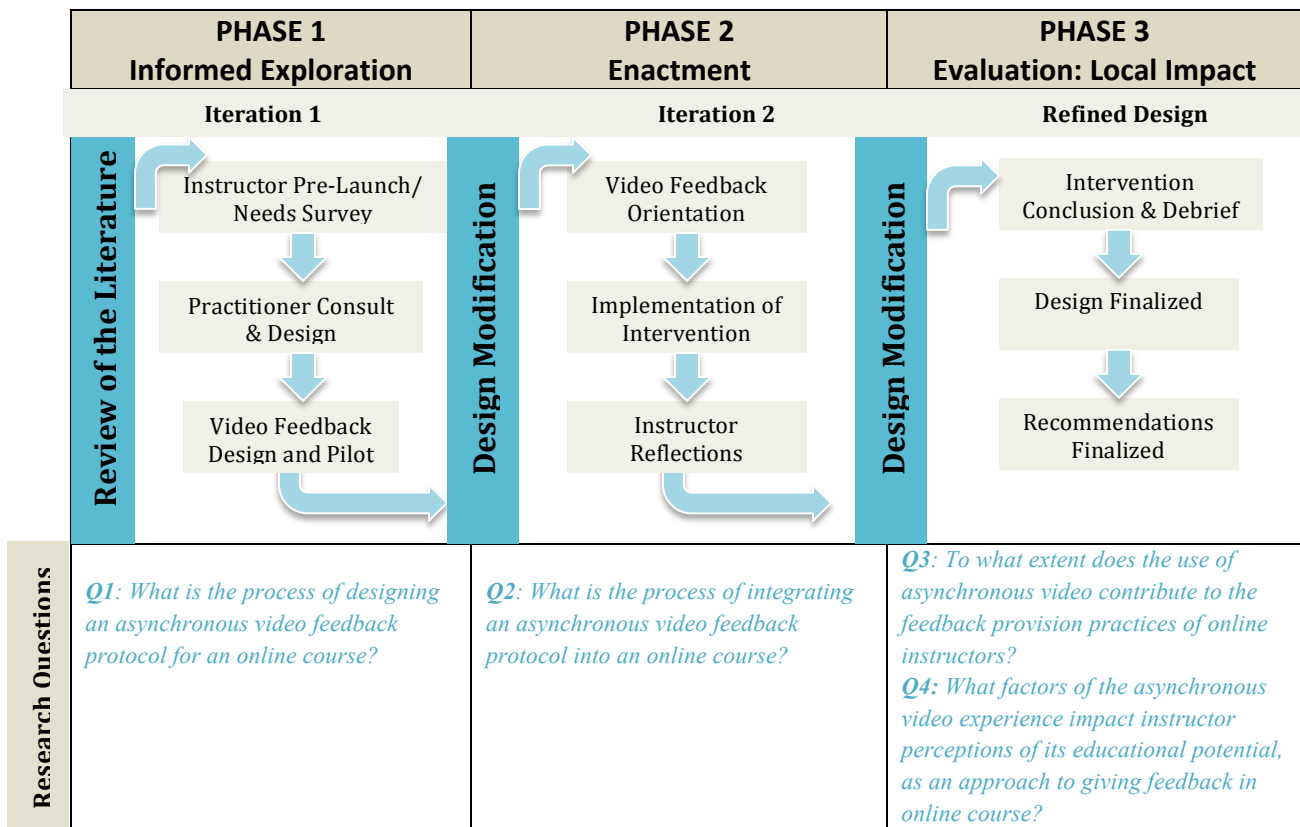


Figure 4: Research Design

Data Collection Methods

The data for this study was derived from self-reported evidence provided by the participants. Data collection for instructors lasted four consecutive weeks took place during weeks 11 through 15 of a 15-week semester. This provided the teaching practitioners with adequate time to prepare for implementation and allowed sufficient notification to be given to

the students regarding the study. The methods or forms of data collection (Creswell, 2009) for my study included; electronic reflective questionnaires (Ortlipp, 2008), qualitative interviews (Creswell, 2009), and cross-sectional Internet surveys (Sue & Ritter, 2007).

A study conducted by Ortlipp (2008) suggests that critical self-reflection has an effect on the design, methods and approaches used in the research process. As the researcher and the video feedback protocol designer, I maintained a reflective journal (Appendix C) to log my research activities and document the experience of designing the intervention to be used. Participating faculty and instructors also performed critical self-reflection by responding to a weekly electronic questionnaire that was created using the university-approved survey software, Qualtrics Research Suite. This software served as the platform for disseminating and storing their reflection entries. In total, these teaching practitioners received a total of five emails that prompted the completion of the electronic questionnaires. The first email, the video feedback pre-launch assessment (Appendix D), probed for answers about the instructor's experience with providing feedback to online students. The subsequent four emails, for implementation weeks 1 through 4, contained a link to the reflective questions (Appendix E), which prompted practitioners to recall their actions and share their perspectives of the feedback protocol. The weekly questionnaire consisted of both Likert-styled and open-ended, guiding questions that aligned with the research questions of this study. Participant entries were exported from Qualtrics and stored such that all personal identifiers were removed from the data. Once the implementation period concluded, I conducted a debrief interview with each teaching practitioner. The questions used during these interviews (Appendix F) deliberately employed semi-structured questions to accurately capture their experiences via the natural flow of the practitioner's post-intervention responses. Although, student perceptions were not the focus of this study, a student survey (Appendix G) was sent

after the conclusion of the implementation period to capture their insights and inform the instructor's future use of the video feedback intervention.

Research Design and Time Frame Summary

Research Question	Variables/ Key Factors of influence	Participants & Contexts	Methodology (Process)	Data collection Methods (Tools) Resources and Instruments	Data Analysis	Timing
Q1: What is the process of designing an asynchronous video feedback protocol for an online course.	<ul style="list-style-type: none"> • Access to courses and familiarity with content • Instructor tech resources • Course LMS 	Multi-disciplinary faculty/ instructors of online classes at WSU	Design-based research	<ul style="list-style-type: none"> • Literature Review • Pre-Launch Assessment • Designer Reflection Journal/Log • Instructor Reflection Journal Entries 	<ul style="list-style-type: none"> • Open, axial and selective Coding with Constant Comparison • Grounded Theory 	Summer 2014
Q2: What is the process of integrating an asynchronous video feedback protocol in an online course.	<ul style="list-style-type: none"> • Type of Assignments • Frequency of Assignments • Comfort with technology • Learning curve for feedback recording software 	Multi-disciplinary faculty/ instructors of online classes at WSU	Design-based research	<ul style="list-style-type: none"> • Designer Reflection Journal/Log • Instructor Reflection Journal Entries 	<ul style="list-style-type: none"> • Open, axial and selective Coding with Constant Comparison • Grounded Theory 	Fall 2014
Q3: To what extent does the use of asynchronous video contribute to the feedback provision practices of online instructors?	<ul style="list-style-type: none"> • Tech readiness/ comfort with integration • Equipment • Environment (i.e. the need to get dressed because you will be seen) 	Multi-disciplinary faculty/ instructors of online classes at WSU	Design-based research	<ul style="list-style-type: none"> • Pre-Launch Assessment • Instructor Reflection Journal Entries • Semi-structured debrief interviews 	<ul style="list-style-type: none"> • Open, axial and selective coding with Constant Comparison • Grounded Theory 	Fall 2014
Q4: What factors of the asynchronous video experience impact instructor perceptions of its educational potential, as an approach to giving feedback in online course?	<ul style="list-style-type: none"> • Interest in student's perceptions • Time to observe changes 	<ul style="list-style-type: none"> • Multi-disciplinary faculty/ instructors • Students of online classes at WSU 	Design-based research (Iteration 2-Redesign/ Modify/ Implement)	<ul style="list-style-type: none"> • Pre-Launch Assessment • Instructor Reflection Journal Entries • Semi structured debrief interviews 	<ul style="list-style-type: none"> • Open, Axial and Selective Coding via Constant Comparison • Grounded Theory 	Fall 2014 – Feb 2015

Table 1: Research Design Data Collection and Timing

It is also important to note that the focus of this study was not on the feedback message of the video or its contents. Rather, the emphasis of my study was on the teaching practitioner's perspectives of a video feedback process as a conduit for online learning. Therefore, the actual videos recorded by faculty and student performance related information were not a part of the data set for this study.

Pilot Study: Informed Exploration

The first iteration of the study began in the fall of 2014. Phase I (Informed Exploration) of this iteration began with a review of the literature on online instructor feedback, instructional strategies for online student engagement, asynchronous video feedback and faculty workload management. Additionally, faculty and instructor participants were recruited during this phase and I collaborated with them to identify the context and constraints in their current online course environments. This exploration informed the design of a tentative video feedback strategy, which drew upon appropriate instructional design principles, learning theories, and strategies for effective instructor feedback. Findings from the literature and interactions with the prospective study participants also revealed several screen casting recommendations for video production. The following is an evidence-based list of Internet programs that were considered for video feedback production in this study:

Source	Video Feedback Production Platform
ICE (2007)	Audacity Freeware
Hynson (2012)	Jing, Screen-cast-o-matic, Camtasia
Griffiths & Graham (2009)	Windows Movie Maker
Mathisen (2012)	MailVu, Vocaroo, Screen Toaster, Screencast-O-Matic,
Seror (2012)	Jing, YouTube
Thompson & Lee (2012)	Jing

Jones et al. (2012)	Microsoft Movie 9
Mahorovicic (2012)	Screencast-O-Matic, Jing, CamStudio, Camtasia

Table 2: Video Production Software Considerations

Echo Personal Capture was also considered, based on the recommendation of one of the study participants. This application is available through Blackboard, the Learning Management System (LMS) in place at the university. Each program had attractive benefits and features, but not all of these elements fully aligned with the needs of this study. Specifically, compliance with the Family Educational Rights and Privacy Act (FERPA) and compatibility with the instructors LMS were key determinants. In addition to these, the main attributes that guided my decision on the video feedback production software included file size limitations, video ownership rights, ease of use, and file accessibility across multiple operating systems. A consultation with the university's computing and information technology department led me to the conclusion that JING was the most favorable interface to use for this study. I conducted further testing of the JING program and after successfully confirming its ability to integrate with Blackboard, I moved forward with JING as the selected platform for video feedback production. This TechSmith product is web-based, launches easily from the instructor's desktop screen, produces an MP4 that can be read by MAC and PC users, produces a link to the video that can be easily accessed by the instructor's LMS, and it aligns with federal privacy regulations in that the instructor retains the rights to the content that they produce and upload via JING.

Once the video production platform was selected, the next step was to prepare for the pilot segment of the study. First, I solicited and recruited the pilot instructor. Through this inquiry, I successfully secured an adjunct faculty member from the College of Education-Instructional Technology. This instructor was scheduled to teach one online course, called

Design Thinking and Knowledge, during the pilot semester and was further characterized as being a male with 2-5 years of experience teaching online courses at the university level. The instructor used Google Applications (Google Docs) to manage his course and engage with student on assignments. Next, I began analyzing the course syllabus to understand the kind of assignments that would be submitted during the video feedback implementation period. His syllabus included the group work and individual assignments, which were both anticipated to receive video feedback. Finally, I refined and created a more thorough a set of orientation materials called the Video Feedback Performance Support Toolkit (Appendix I) to help the pilot instructor get acclimated to the tentative video feedback protocol. The enhancement that was of particular importance stemmed from Mathisen's (2012) discussion on dual coding, which is the complementary combination of audio and visual feedback. Based on this, my video feedback protocol recommended that instructors introduce or summarize the feedback message with a short conversational segment that captured their face using a webcam. The following excerpt illustrates the two main instructional components of the toolkit:

Recording Asynchronous Video Feedback

Tips for Success

- ✓ Use the student's name
- ✓ Be natural, don't worry about minor pauses and sounds that naturally occur when speaking like um, eh, etc.
- ✓ Don't just react to what you read, but think aloud by telling students how to improve.
- ✓ Point students to assessment criteria or rubrics where appropriate.
- ✓ Personalize a segment of your message and simulate live office hours by recording your face during the summary
- ✓ Convey enthusiasm and maintain an affirming tone.

How to record a feedback video message:

1. **OPEN** the student's assignment and your web cam window.
2. **SELECT** the desired section of your computer screen.
3. Click the **CAPTURE A VIDEO** button and briefly introduce the feedback message by greeting the student and informing them of what assignment you are responding to. (The capture video icon is illustrated by a filmstrip)
4. Immediately click the **PAUSE** button to suspend the recording. (The pause icon is illustrated two vertical parallel lines)
 - While in pause mode, close your webcam window and begin read the text in sections, highlighting areas that you want to discuss, question or emphasize. This helps to draw students' attention to textual elements in their texts. Only begin to record again when an aspect of the assignment requires a comment.
5. Click the **RESUME** button to begin your personal monologue by which you will comment on the text orally and visually. (The resume icon is illustrated by a circle)
6. Repeat steps 1-5 until you have finished reviewing the student assignment.
7. Bring your web cam window forward to add a more personalized "face-to-face" summary to your feedback message.
8. Click the **FINISH** button to finalize the file. (The finish button is illustrated by a square)

Adapted from Sizer, 2012

1

Uploading Asynchronous Video Feedback for Student Viewing

Tips for Success

- ✓ Save files to desktop and then upload to the host site for faster speeds.
- ✓ Create a folder for each student or work group in your class.
- ✓ Protect student privacy by hiding your feedback message behind a unique URL, or requiring a password.
- ✓ Notify students that their feedback has an expiration date.

How to upload and share a feedback video message:

1. Click the **SAVE** button to download your recording to your desktop. (The save icon is illustrated by a small down arrow over a rectangular hard drive)
2. Name each file with the student's name and the assignment name.
3. Log into the video hosting site www.screencast.com and click the **CREATE FOLDER** button to create a folder to each student or group in your class.
 - In the privacy section on the page, click the **CHANGE** button and select **HIDDEN** or **PASSWORD** to restrict access to the folder. This will maintain student privacy. Click the **SAVE** button after you have made your selection.
4. Now that your folders are in place, select the desired folder and click the **UPLOAD CONTENT** button on the left to add your feedback message to the student folder.
 - Click the **BROWSE** button to locate your video.
 - Click the **CLOSE** button when the check mark appears next to your file.
5. Once your video has been added to the folder, you can scroll down to copy and send the URL to your students for viewing or embed it into a web page.

2

Figure 5: Initial Design of the Video Feedback Performance Support Toolkit

To launch the pilot, I conducted a pre-launch assessment, which sought to understand the needs, expectations, and challenges that the instructor anticipated. I then held an in-person training presentation to introduce the instructor to video feedback protocol, which included the toolkit or step-by-step instructions for producing and sharing video feedback messages. During this 35-minute training session, I provided a video feedback demonstration and scaffolding support as the instructor practiced the video feedback protocol. The video feedback pilot implementation period lasted two weeks, from October 13, 2014 through October 26, 2014.

The pilot was the last step in the first iteration of the study, culminating on October 31, 2014 with the analysis of the instructor's reflection questionnaires and post-intervention debrief. The findings from these data collection instruments revealed that the video feedback protocol was easy to implement and enjoyable to the instructor, however the software JING came with some complications. The free version of the JING that was used in this pilot study had some file size limitations that made uploading video feedback messages to the learning management system a lengthy process. Specifically, video messages could not exceed 5 minutes in length and the instructor's account was limited to 2 GB. When asked about the two main challenges experienced using video to provide feedback to students, the pilot instructor commented, "1. Size of files and how long it may take to upload a video. 2. This would be hard to do it for all students. I would see that I would need to rotate it around for select students week to week" (Appendix M, Weekly Reflection Week 2, line 50). This perspective of the pilot instructor required strong consideration. It implied that if an instructor had a large class size, there might not be enough space in their JING account to store all of the necessary feedback videos. Furthermore, the instructor would need to delete all of the videos that address one assignment to make room for the feedback messages for the next assignment. It appeared

that this new information regarding the user's experience could inspire a major modification to the message production software that was used in the final video feedback protocol of this study. As the designer, it was important to understand the needs of the end-user, take heed to their recommendations, and find a way to refine the process so that the expressed needs and recommendations were address. To do this, I returned to the literature for further research and compiled a side-by-side summary of the top two software programs that were considered for the pilot, JING and Screencast-o-matic:

Feature	JING via Screencast.com	Screencast-o-Matic
Account Required	Yes	No
Recording Time Max	5 minutes	15 minutes
Space Limitations for Account	2 GB	None
Files Downloadable	Yes via JING website	Yes via file Attachment
File Type	SWF	MP4
URL generated	Yes in account	Yes in account
Student Privacy Retained	Yes User owns rights to videos	Yes User owns rights to videos

Table 3: Feature Comparison of JING vs. Screencast-o-Matic

Based on this comparison, the transition from JING to Screencast-o-matic seemed to be a natural progression. However, before this decision could be finalized, the new video production interface had to be tested with Blackboard, the preferred LMS for the study participants. A round of file testing with a representative from the university's Computing and Information Technology Support Team revealed that file type would be the deciding factor for integration with Blackboard. Specifically, we determined that the best video production interface would be one that could quickly generate a URL for students to simply view on the Internet or an MP4, which is easily read by a variety of devices and operating systems. Jones

(2014) also confirmed that saving a video feedback file as an MP4 video works best with the LMS system Blackboard. Armed with a stronger understanding of Blackboard, I then called TechSmith, the producer of JING and asked the following:

1. Can video files created with JING be saved in MP4 formats instead of SWF?

TechSmith Representative: No

2. Is the 2 GB space allowance only the amount that can be uploaded to screencast.com account or is it the limit to what can be recorded at all with JING?

TechSmith Representative: Only for the site, you can create and save more on your computer, but SWF files don't play well on all devices, so there isn't much you can do with them.

3. Can video files be downloaded by receivers/viewers?

TechSmith Representative: Yes, you can check the box in the settings that will allow viewers to download, but it will still be a SWF file. They will need the right kind of media player to view the file.

In comparison, I emailed Screencast-o-matic and asked the following:

1. If I use sceencast-o-matic and I save the MP4 file to my computer, is another version of the file saved in the background somewhere or on your servers? I am concerned about student privacy here and want to make sure that as the instructor I retain the rights to the video.

Screencast-o-matic Representative: Nothing is saved on our server. It is your record and then makes an MP4.

2. If I create an account, will Screencast-o-matic give me the option of creating a URL for each video I create? Are these URLs public or can they be set to private.

ScreenCast-o-matic Representative: If you create an account and upload the video you will get a URL, which isn't really public, but is viewable by anybody with the URL.

3. Finally, is there a space limit to how many videos can be stored on my account?

ScreenCast-o-matic Representative: No limit to the number of uploads.

It is the nature of Design Based Research to refine things that are not working. As stated by Joseph (2004), “We want to learn about some aspect of learning by designing an intervention that, through subsequent iterations, gets better and better at activating and supporting that aspect of learning” (p. 235). After testing each software program with Blackboard, and receiving clarification from TechSmith and ScreenCast-o-matic, it was clear that only way to respond to the pilot instructor’s process improvement recommendations was to convert the recording software from JING to ScreenCast-o-matic. In summary, the insights that surfaced from the instructor’s reflection on the video feedback protocol inspired additional interface testing and informed the subsequent design decision to modify to the intervention.

Phase II: Enactment and Phase III: Local Impact Evaluation

Phase II (Enactment), began the second iteration of the study, through which the refined protocol for producing and delivering video feedback was introduced to the faculty and instructor participants. Like the delivery format used in Phase I, face-to-face orientation meetings were scheduled at the instructor’s preferred location. Before the orientation meeting, each participant was asked to complete an electronic pre-launch survey to establish a baseline for the level of knowledge and motivation in the research sample. In addition to this, another necessary consideration for successful implementation of the video feedback protocol was the course assessment criteria and learning outcomes associated with the instructors course. To

address these considerations and understand other types of issues that might arise, a part of the orientation meeting was dedicated to talking through the assignments that teaching practitioners intended to use video feedback to evaluate. The orientation meetings for the study participants began on November 6, 2014 and moved through the same set of learning objectives as the pilot; observe an example of video feedback that is based on best-practice recommendations from the literature, review the performance support toolkit (Appendix J) for effectively producing their individual feedback files, and apply the video feedback protocol to an anonymous assignment from a prior course. This refined version 2 of the performance support tool was based on the salient components of effective instructor feedback in general and effective video feedback delivery as found in the literature and through the pilot. It also featured the redesigned video feedback protocol, which presented of Screencast-o-matic as the video production interface instead of JING. The following illustrates the refined instructional components of the toolkit:

Recording Asynchronous Video Feedback Messages

1

Tips for Success

- ✓ Address the student by name.
- ✓ Personalize a segment of your message and simulate live interaction by recording your face during into or the summary.
- ✓ Speak naturally, don't worry about minor pauses and sounds that typically occur when speaking like um, ah, etc.
- ✓ Don't just react to what you read, but think aloud by telling students how to improve.
- ✓ Point students to assessment criteria or rubrics where appropriate.
- ✓ Mouse movements should be slower that usual as you discuss segments of the assignment.
- ✓ Convey enthusiasm by maintaining an affirming tone.

How to create a video feedback for Blackboard:

1. In a quiet and well-lit workspace, **OPEN** the student's assignment in Blackboard and your webcam window.
2. **LAUNCH** the screencast-o-matic web page and click the option to **DOWNLOAD THE APP** to your workstation. As an alternative you click the **START RECORDING** button on your computer screen. (You may need to follow the prompts to allow java to run the application.)
3. **ALIGN** the black and white dotted frame with your assignment and web cam window.
4. To begin recording your feedback video, click the **RED CIRCLE** button. Briefly introduce the feedback message by greeting the student and informing them of what assignment you are responding to. After the introduction, immediately click the button with **TWO BLUE VERTICAL PARALLEL LINES** to suspend the recording.
 - While in pause mode, minimize your webcam window and begin read the text in sections, highlighting areas that you want to discuss, question or emphasize. This helps to draw students' attention to textual elements in their texts. Only begin to record again when an aspect of the assignment requires a comment.
5. Click the **RED CIRCLE** button to resume your personal monologue by which you will comment on the student's text orally and visually. (Note, the "restart" button will erase anything you have already recorded.)
6. **REPEAT** steps 1-5 until you have finished reviewing the student assignment.
7. Bring your web cam window forward to add a more personalized "face-to-face" summary to your feedback message. (Note, this will increase your file size)
8. Click the **DONE** button to finalize the file. Congratulations, you have recorded a video feedback message using a screencasting technology!

Adapted from Seror, 2012

N. Wade 2014 - The Face of Feedback: Exploring the Use of Asynchronous Video as a Mechanism for Delivering Instructor Feedback. Instructional Performance Support Toolkit V2 (www.nwac.edu/iaac)

Sharing Asynchronous Video Feedback with Students

2

Tips for Success

- ✓ Create a desktop folder using the assignment name to keep saved MP4 videos organized and easily accessible.
- ✓ Protect student privacy by uploading feedback videos directly into the Blackboard Assignment Details section of the Grade book.
- ✓ Encourage students to download their video feedback to their own devices for future use.

How to upload and share a feedback video message via Blackboard:

1. Select the **PUBLISH TO VIDEO** option to save your recorded feedback message to your desktop. (A small filmstrip reel icon illustrates this option.)
 - a. Make sure your **VIDEO TYPE** is MP4
 - b. **FILE SIZE** should be full-size
 - c. Click the **SAVE VIDEO** button
2. Name each file with the student's name and the assignment name and create a folder for the assignment that is being reviewed or graded.
3. In your Blackboard Grade Center window, assign a score for the student's assignment and in the section for additional comments, **FEEDBACK-SHOWN TO LEARNER**, attach your MP4 feedback message by clicking the **PAPERCLIP ICON**.
 - a. You will need to **BROWSE YOUR COMPUTER** to locate the file.
 - b. In the text field, add a brief note instructing the student to view your feedback using the attached file.
 - c. Click the **SUBMIT** button to record the grade and send the file.
4. Once your grade and video message has been added to the Grade Center, you are ready to move to the next student's assignment.
 - a. **REPEAT** steps 1-8 of performance support tool 1 and 1-3 of this performance support tool, as needed.

N. Wade 2014 - The Face of Feedback: Exploring the Use of Asynchronous Video as a Mechanism for Delivering Instructor Feedback. Instructional Performance Support Toolkit V2 (www.nwac.edu/iaac)

Figure 6: Revised Video Feedback Performance Support Toolkit (Iteration 2)

Once the participants completed orientation, the next step was to determine which students in each course would receive video feedback. As the designer, I considered three alternatives; 1) Instructors could select their own students, 2) Students could volunteer to receive video feedback, or 3) Students could be randomly selected to experience the intervention. I concluded that there were some significant issues with options 1 and 2. If instructors and faculty participants selected the students, there was a chance that they could skew the authentic findings of the study by selecting high performers only. If students were allowed to volunteer, there was also the possibility that the intervention would only be used with high performers because of their natural tendency to raise their hands or be engaged with classes beyond the course requirements. This led me to the decision to randomly select the students who would receive the video feedback intervention. To avoid selection bias, each participant granted me access to his or her course as teaching assistant. With these credentials, I used the random selection tool, located in the groups feature of Blackboard, to produce a list of students. The number of students in each group ranged from 7 to 20 depending on the total number of students in the class. The final list was emailed to the participants for implementation. This process ensured the universal application of the tool in varying class sizes and varying levels of student performance.

In the fall of 2014, the four-week implementation of the video feedback protocol took place in active online courses from November 10th through December 7th. Faculty and instructor participants produced and delivered *personal monologue* (Middleton and Nortcliffe, 2010) videos, through which they communicated feedback on submitted assignments directly to individual students. On a weekly basis, instructors responded to an electronic questionnaire that prompted them to reflect on their experiences with the video feedback protocol and required them to document their formative thoughts. From this weekly data collection process,

analysis and corresponding modifications were made to the video feedback protocol as prescribed by the Design-Based Research methodology.

During Phase III (Local Impact Evaluation) post-intervention data was collected from academic practitioners. Upon the conclusion of the four-week implementation period, an audio recorded debrief interview was conducted with each instructor to capture their summative evaluation of the intervention and to inform decisions about enhancing it. Themes that emerged from this data were combined with the instructor's weekly reflections into an individual case record. The raw data for each case record was imported from Qualtrics (weekly reflection questionnaires) and Microsoft Word (transcribed interviews) to an electronic project file using a qualitative data analysis software called MaxQDA. Upon completion of the second iteration, a body of emerging practices were summarized from the experiences of participants in this study, and from existing principles for effective asynchronous video feedback of effectiveness that are documented in the literature.

Data Analysis Procedures

This Design-Based Research study explored the use of video as a mechanism for providing instructor feedback by engaging closely with a small number of courses, occurring in authentic settings. In an attempt to understand and accurately articulate the extent to which the emerging factors of my video feedback intervention impacted the online learning experience, Grounded Theory (Charmaz, 2005; Corbin & Strauss, 2007) through constant comparison (Rouna, 2005) framed the data analysis of this study. These data analysis methods are appropriate because they focus on the qualities of a phenomenon and ability to generate a model or theory, rather than testing a hypothesis.

The iterative nature of design-based research requires the analysis of all collected data before modifications can be made to the designed intervention. Therefore, engagement in data

analysis activities was ongoing throughout the duration of this study. In this study, data from Phase I (Informed Exploration) and Phase II (Enactment) included reflections from the designer and from participating academic staff who documented the video feedback implementation process. These reflections entries were extracted from Qualtrics and imported into MaxQDA to create individual case records and begin coding. Additionally, the debrief interviews from Phase III (Local Evaluation and Impact) were transcribed and imported into MaxQDA to complete each case record and finalize coding. The following provides a visual screenshot of the data analysis database.

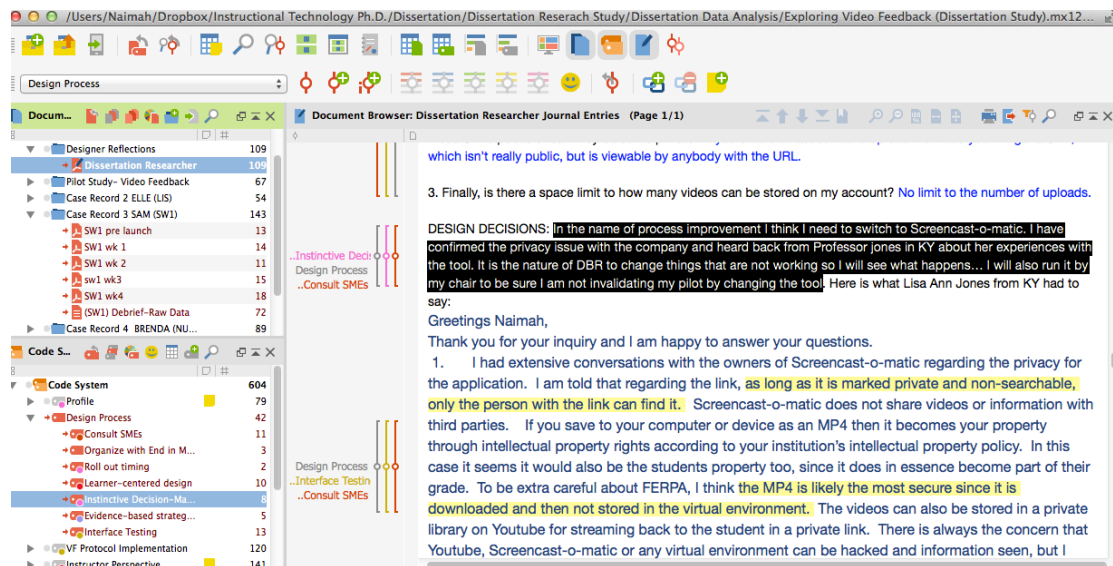


Figure 7: MaxQDA Coding Screenshot

The raw data in each case record included the pre-launch survey, weekly reflection questionnaires, and debrief interviews. In addition to the participant case records, my designer reflection journal and the student reflections were also included in the MaxQDA project file. Each of these data sources was analyzed through Constant Comparison (Rouna, 2005). As I repeatedly analyzed the raw data, I generated categories of themes, from each data source through *open, axial, and selective coding* (Corbin & Strauss, 2007). Although MaxQDA does have an automatic coding feature, I coded each document manually to acquire an acceptable

level of familiarization with the data and ensure saturation of the emerging themes. This resulted in a total 595 coded segments derived from 24 documents. To validate my conclusions, a secondary analyzer then corroborated the thematic outcomes derived from the individual and cross-case codes created in MaxQDA. The triangulated findings supported an emergent design of my video feedback protocol by informing the final set of modifications. This concluding video feedback protocol also included set of design principles that sought to contribute to existing knowledge concerning the effective practice of delivering video feedback in asynchronous online courses.

Trustworthiness

In research and inquiry, rigor refers to the measures that a researcher takes to ensure a study is conducted thoroughly and with accuracy. High quality quantitative research is characterized as being rigorous, valid or congruent with reality, and reliable or easily replicated with consistent results (Merriam, 1995). Reliability and validity are conceptualized as trustworthiness in the qualitative genre of research (Golafshani, N., 2003). The design of this study was qualitative and interpretive, which implied that the reality of each participant was constructed as they experienced the intervention. This means that there is no single version of reality and therefore, even the closest replication of this study could produce different results. For this reason, striving for validity and reliability, as traditionally understood in quantitative research, appeared to be a misdirected effort for this particular study. Instead, my study sought to achieve a satisfactory degree of trustworthiness by employing strategies that promoted credibility, dependability, and transferability, as noted by Lincoln & Guba (1985).

Credibility describes the ability to have confidence in the research or perceive that the findings are true and accurate (Lincoln and Guba, 1985). In design-based research the

credibility of design knowledge is enhanced significantly through the use of multiple research methods (Wang, F., & Hannafin, M., 2003). The techniques that I used to establish credibility included *prolonged engagement* and *member checking*. The exploratory nature of this study required *prolonged engagement* with the participants, the learning setting and a number of people who are situated within the university's online culture. This allowed me to build trust with the participants and become well acclimated with the context of the study (Lincoln & Guba, 1985). Member Checking (Lincoln & Guba, 1985) is another technique that was applied in this study to ensure credibility. Member checking involves testing an interpretation of a data-gathering incident by having it confirmed by its originator.

Research dependability indicates, whether the results of a study are consistent with the data collected, (Merriam, 1995). In this study, triangulation helped to foster this consistency by collecting data through the use multiple methods and involving more than one researcher in the data analysis process, as outlined in the data collection discussion of this proposal. For instructor participant groups, the multiple data sources included the analysis of their pre-launch survey, reflective questionnaire entries, and interview transcriptions. Additionally, *investigator triangulation* (Getzlaf et al., 2009) was used to analyze data and confirm findings. Though this effort, the potential for bias was reduced as the findings of a peer researcher were compared with that of the principle investigator. These two applications of triangulation will be used to ensure that the individual perspectives that emerge in this study are conveyed as truthfully as possible (Merriam, 1995).

Transferability refers to the relevance of the study to other contexts. This study utilized *thick description* (Lincoln & Guba, 1985) as a way of articulating research practices and findings with an extensive level of detail. This was done to ensure that the study could be reasonably replicated in alternative settings. Through *investigator triangulation*, the

interpretation of a peer researcher also served a secondary purpose of supporting the confirmation and generalization of this study (Golafshani, 2003).

Summary

This design-based research study explored the application of video feedback in online courses for the purposes of documenting and interpreting the perceptions of the users. Bannan's (2013) Integrative Learning Design Framework guided the design and implementation strategy for this study by dictating its three core phases; 1) Informed Exploration, 2) Enactment, and 3) Local Impact Evaluation. The initial video feedback intervention that was designed in Phase I (Informed Exploration) evolved over two iterations; a two-week pilot segment followed by a four-week implementation period. Each iteration generated data from of three sources; (1) pre-launch assessments, (2) weekly reflections for improvements, and (3) post-intervention practitioner debrief. This chapter reviewed the study's methodology by addressing the research design, data collection and analysis procedures, and the specific activities that were involved to ensure trustworthiness. Additionally, a detailed synopsis of the video feedback pilot study findings, along with the rationale for design modifications was presented. The following chapter will expound on the case narratives that developed and explore the findings that were derived from this study.

CHAPTER 4 FINDINGS

Introduction

The purpose of this qualitative, design-based research study was to design, implement, and explore the use of an asynchronous video feedback protocol in higher education online courses. The video feedback intervention cycled through two design iterations to understand the experiences of the study participants and interpret the corresponding implications for teaching and learning design. To expand upon the existing body of research on technology-enhanced feedback provision in online courses, this study explored video feedback from the perspective of faculty members and instructors, with specific regard their perceptions and engagement with the selected video technology. The study addressed the following questions:

- (1) What is the process of designing an asynchronous video feedback protocol for an online course?*
- (2) What is the process of integrating an asynchronous video feedback protocol into an online course?*
- (3) To what extent does the use of asynchronous video contribute to the feedback provision practices of online instructors?*
- (4) What factors of the asynchronous video experience impact instructor perceptions of its educational potential, as an approach to giving feedback in online course?*

Each of these questions generated human insights from at least two of the data collection instruments used in this study, which included a pre-launch practitioner assessment, weekly reflective questionnaires for practitioners, a rapid prototype of the video feedback protocol, a post-intervention practitioner's debrief interview, a designer's reflective journal, and a student reflection questionnaire. Using grounded theory and constant comparison, these insights were

coded and analyzed to understand the lived experiences of the participants and the transitions that the asynchronous video feedback learning intervention endured in the research process.

As a design-based researcher, I am required to do more than merely present a designed intervention as it relates to the research questions. I am also challenged to expose the intricacies of the intervention's context, characters, features, and modifications in a way that points to the emergent impact on learning and corresponding principles. One reporting structure that learning and design scientists can use to satisfy this requirement is called design narratives. In 2004, Barab & Squire describe design narratives as a vehicle that allows one to fully unpack of the fuzzy properties of design-based research and provide a clear explanation the intervention's transformation. They do however warn that "the fundamental challenge in presenting design narratives lies in uncovering these events so that the reader understands their complexity, but doing so in a way that captures the dynamic unfolding of the phenomena, while lending itself global relevance" (Barab & Squire, 2004, p.4). In essence, this statement describes the complex, messy and often chaotic space that design-based researchers can be situated in when faced with reporting research findings. Mor (2011) concurs that design narratives are an ideal scientific instrument for reporting and interpreting the impact of learning design interventions and attempts to outline a set of formalized procedures. The following list summarizes Mor's recommended format for a design narrative that maintains a solid design science stance, while abiding by Bruner's (1991) traditional guidelines for narrative composition:

Recommended Structure for Design Narratives (Mor, 2011)
1. Clearly define the context of the design intervention and its educational goals.
2. Present a documented record of the researchers' / participants' encounter in a way that that personifies their voice.
3. Provide an account of the design experiment from the perspective of the designer /researcher.
4. Incorporate data collected and processed in appropriate scientific methods.

5. State the derived conclusions by linking them back to the narrative.
6. Report design and implementation events separate from reflection and evaluation discussions about these events.

Based on these scientifically sound recommendations, this chapter presents a detailed design narrative to openly articulate the design activities, the experiences that were encountered, the transformations that were endured and the research findings derived from this empirical study. Specifically, this design narrative will begin with an introduction to the design domain and the personas of the educational practitioners involved with the study. This will be followed by a description of resources and constraints that characterized the learning environments. Finally, the design narrative will conclude with a presentation of research findings that leverage documented evidence to address each research question.

Design Narrative

Educational Goal & Design Domain

This exploratory investigation of video feedback in university level online courses was situated in a mid-west, urban research university. The goal of this study was to move through multiple iterations to design, deploy, and refine a video feedback protocol to understand its implications as a mechanism for instructor feedback in online courses. Purposeful sampling was used to recruit faculty and instructor participants from the institution's roster of more than 50 online courses. An intentional set of inclusion criteria guided the selection of the study participants, narrowing the list of eligible academics to those who had at least 2 years of experience teaching online and those scheduled to teach online courses during the four-week implementation period. Initially, a total of ten faculty members and instructor participants replied with consent to participate in the study, however as the study progressed, the number

of participants who actually implemented the intervention and completed the study was reduced to 5. As online instructors, each of the educational practitioners considered themselves fairly comfortable with their existing learning management technologies, however this final subject pool consisted of a mixed level of experience as it relates to proactively integrating new or supplemental technologies in their courses.

Learning Intervention Context

This study was characterized by the situational variances, uncertainty and complexity that is commonly associated with design-based research investigations. For example, the faculty and instructor participants in this study were experienced academics, with teaching experience ranging from 2 to more than 11 years. As it specifically relates to teaching online, their years of experience ranged from 2 to 10 years. Each teaching practitioner was assigned to teach an online, graduate level course during the fall semester of 2014, however there were several contextual differences that surfaced in this study. These included the subject matters or topic taught by the participants, the type of assignments required in the course, class size, and the online course infrastructure used by the instructor. In total, five teaching practitioners implemented this study's video feedback protocol into courses that spanned 4 disciplines; education, social work, library sciences, and nursing. Of these courses, the types of assignments that received video feedback included summary reports, planning documents, group projects, and term papers. To ensure that the unique contextual dynamics of each course and instructor were addressed, I designed the video feedback protocol to perform across varying scenarios in alignment with design-based research practices. This included two iterative cycles of design, implementation, analysis, and redesign.

The practitioners in this study faced some concerns when providing feedback to students in their online courses. For example, all of the participants admitted that they don't

always know if the feedback has been received or understood by a student. Another issue that surfaced was the amount of time per week spent on providing individual feedback to each student, which ranged from 30 minutes to 2 hours per student. These concerns prompted a genuine desire to effectively address their challenges and sparked the participant's interest the video feedback intervention that was designed for this study.

Participant # and Rank	Course Topic	Affiliated School/ College	Years of Online Teaching Experience	Learning Management Platform	Amount of Time Spent Providing Feedback per Student	Concerns with Providing Feedback to Online Students
Pilot 1 (James) Adjunct Faculty	Design Thinking & Knowledge	College of Education	2-5 Years	Google Applications	31 Minutes – 1 hour	“Students may not understand everything because it is written.” “ I notice that they do not always respond to my feedback. I do not know if they actually read it or not.”
2 (Elle) Assistant Professor	Multicultural Information Services	School of Library and Information Sciences	2-5 Years	Blackboard	2 or More Hours	“Time consuming” and no guarantee that it is “useful”
3 (Sam) Adjunct Faculty	Interdisciplinary Gerontology	School of Social Work	11 Years or More	Blackboard	Less than 30 Minutes	“Some (students) do not read all the tutorial material and then need help navigating the course.”
4 (Brenda) Assistant Professor	Practice Teaching in Nursing	School of Nursing	6-10 Years	Blackboard	31 Minutes – 1 hour	“I can't really tell how my students react to the feedback”
5 (Denise) Adjunct Faculty	Research Methods	School of Social Work	11 Years or More	Blackboard	31 Minutes – 1 hour	“ Not getting immediate feedback from them if they are understanding”

Table 4: Study Participant Profile and Concerns

The learning management systems used in the courses presented an additional layer of complexity in this study. The pilot instructor used Google Applications for content delivery and student interactions, while the remaining 4 teaching practitioners implemented the video feedback intervention with the university's learning management platform called Blackboard. This type of instructional autonomy permitted by the university resulted in a major design change in the video production software that was selected for this study. A detailed overview about this redesign can be found in the data collection section of chapter three.

Educational Practitioner Personas

This section provides an introduction to the participants in this study using a series of narratives. The purpose is to help the reader to get closely acquainted with each participant and their encounter with the video feedback protocol designed for this study. Each narrative is informed by the participant's individual responses to a variety of data collection instruments, which included a pre-launch assessment, weekly reflective questionnaires, and a post-intervention debrief. While the actual study was being conducted, the participant's names and identifying information were removed from the raw data and replaced with a number in accordance with the IRB approved research protocol. In the following narratives, the participants will maintain this numerical format, but will also be depicted with pseudonyms to help crystallize their voice and shape their persona.

James' Narrative (Participant 1)

James was the pilot practitioner in this study and served at the university as an adjunct faculty member in the College of Education. He had 2-5 years of teaching both online and face-to-face classes. When he conducted the pilot study, James was assigned to teach one online course that semester. It was foundational course in Instructional Technology about design thinking and knowledge. He had taught the class before and preferred Google Applications/Docs as the learning management system for communicating with students and interacting with their assignments. James considered himself fairly comfortable with computer technologies for teaching, but admitted that he did not have a lot of experience with screencasting or video feedback.

In the pre-launch assessment, James indicated that he spent more than 70% of his workweek providing feedback to online students. This feedback included reviewing assignments, providing direction or corrections on submitted assignments and miscellaneous

communication with students. When asked about the amount of time spent weekly per student, he averaged 31 minutes to 1 hour each week. James was enthusiastic about trying video feedback and thought bringing a personal feel to an online class would be advantageous.

It could help alleviate the challenges I have with feedback where students may not quite get what I mean via written feedback. It could be more timely in that students would not have to look back to journal entries and see the feedback. (Appendix M, Pre-Launch Assessment, line 90)

He did however anticipate challenges with regard to having enough time to produce the videos for each student and commented, “Providing feedback to each student via video could become very tedious” (Appendix M, Pre-Launch Assessment, line 87).

During a brief in-person training session, I introduced James to the concept of video feedback, provided a demonstration of how it should be done, and walked him through the initial performance support toolkit while he practiced creating and uploading a video feedback message. This preliminary version was based on the use of JING as the video production platform. After 30 minutes of instruction, James felt comfortable enough to begin the use of video feedback in his course. He found the use of video feedback to be enjoyable and went on to successfully implement the initial video feedback protocol for two weeks.

I really enjoyed it. I received one tutorial and was able to do it all without looking back at the job aid (performance support toolkit). Jing is really easy to use. I liked that I could talk very naturally. I did not worry about losing my thought. It was very conversational... I felt that I could emphasize my point more with the video than with words. (Appendix M, Reflection Week 1, line 9)

At the conclusion of the pilot segment of this study, James reported that JING was user friendly and that overall he liked video feedback as an alternative to his traditional methods of feedback provision. He reported that he had some challenges with keeping files sizes manageable:

I opened with a short video of me on each one. I get it that students like this, however it increased the size of the file quite a bit. I kept my videos to around 2 minutes and

they were pushing 60-70 Mb. After I saw that the first one (video) ended up being pretty big, I made sure to go no more than 2 minutes. I did not feel that I was rushed in the 2 minutes. Trying to do anything longer than 2 minutes would be an issue. (Appendix M, Reflection Week 1, line 9)

He did however, conclude that he would recommend video feedback to colleagues for online students. James' encounter with the video feedback protocol provided significant insight and prompted 3 design modifications for the next iteration of the study. For example, he found an alternative use for video messaging useful in his course. Specifically, that it was helpful to use video to introduce upcoming assignments and to explain how students should access the individual video feedback messages that were forthcoming. His experience also generated the idea to give video feedback to one segment of students at a time in classes with a student roster of 25 or more. The most significant of these modifications was the transition from JING to Screencast-o-matic as the video production platform. This was done to gain advantages in file size allowances, upload speed as well as video storage space (See Table 3). The following list summarizes the design modifications to the video feedback protocol as a result of the pilot study:

Pilot Findings	Participant's Actual Words	Actions Taken to Enhance the Design of the Video Feedback Intervention
Instructor used the asynchronous video protocol for another reason in addition to capturing their feedback on student assignments.	"In addition to providing two students feedback regarding their persona discovery for their instructional design, I used it to make comments regarding week 9. I used it to introduce the week."	Implementing instructors were encouraged use asynchronous video to point students to grading criteria, rubrics and even future assignments. This was done in the form of a suggestion during the instructor orientation, rather than a requirement of the study.

<p>Instructor anticipated challenges for providing asynchronous video feedback to all students in class sizes that exceed 25 students.</p>	<p>“Not sure I would ever do this with all 25 students, but I would be willing to rotate students each week.”</p>	<p>Random assignment feature of Blackboard was used to select a subset of each class roster. This allowed instructors to provide video feedback to a smaller number of students during the implementation period. As a secondary benefit, this eliminated instructor bias and ensured that the students who would receive video feedback represented all levels or performers.</p>
<p>The amount of storage space for recordings and video file size limitations of the JING platform presented challenges for using asynchronous video for feedback and uploading files for students to retrieve.</p>	<p>The improvements that could be made to the video feedback protocol are “speed to upload videos, and adjustments to the embed feature because it is quirky and does not work with Google Docs.” Also, “the size limitations of the videos is a challenge. If you go over 100 MB it appears that you have to upgrade to a paid version.”</p>	<p>The video feedback protocol was redesigned to use Screencast-o-matic for video production in classes built in Blackboard Learn. This was a transition from the use of JING in classes built via Google Applications.</p>

Table 5: Design Modifications Based on Pilot

Elle's Narrative (Participant 2)

Elle was an Assistant Professor in the university's School of Library and Information Sciences. She had 2-5 years of experience teaching online and had become rather savvy at online course design. In total, Elle had developed four online courses in her department, two of which she was scheduled to teach classes during the implementation period of this study. Her preferred learning management system for these courses was Blackboard, because the university's computing and technology department supported it.

At the time of the pre-launch assessment for this study, Elle relied on typed email and track changes to convey feedback to online students. She did however, have experience with audio recordings, video recordings and video conferencing through Adobe Connect, Camtasia,

Voice Thread and Wimba Classroom. Because of the depth of experience under her belt, she considered herself pretty comfortable with using technology with in her courses.

Elle indicated that 51% to 60% of her workweek was dedicated to reviewing and providing corrections on student assignments, with an average of two hours spent on each student. She viewed the asynchronous nature of video feedback as a potential advantage, but expected video message production to take longer, when compared to traditional forms of written feedback.

The fact that it is asynchronous is an obvious benefit for students who can look at recorded feedback at their leisure or within a specific grading period. The fact that it is asynchronous means the instructor has to be tied to the computer and one assignment longer than a typical in-class handwritten assignment that can be graded and returned to students in one sitting. (Appendix N, Pre-Launch Assessment, lines 148-49)

Elle received a face-to-face orientation to get acclimated with the video feedback protocol designed for this study. I helped her install Screencast-o-matic onto her workstation and guided her through the process of grading a practice assignment. She received her copy of the performance support toolkit and decided to use the intervention in two of her courses. Immediately after this in-person training, I randomly selected the students in her courses who would receive the video feedback and provided her with a list of their names. She then announced the research study via Blackboard and implemented video feedback into her courses for four weeks.

As Elle began to interact with the video feedback protocol, she described her initial reaction as excited. She found the technology to be user friendly and believed that overall, her encounter with the video feedback protocol went well. As she continued through the implementation period she became disgruntled with the process because she found it to be more time consuming than other forms of feedback. Elle admitted that the timing of the intervention rollout ran counterproductive to impeding deadlines for a few of her publication

deadlines and some other faculty responsibilities. This made learning a new routine for her classes difficult and burdensome. Despite this, she indicated during her interview that using video feedback fostered a sense of closeness that she did actually enjoy, “I think what I enjoyed most was the idea of having a more personal connection with students in the online setting” (Appendix N, Debrief Interview, lines 118-19). In addition, she reported that she would recommend the use of video feedback to colleagues, if for nothing more than the sake of the experience. When further asked if video feedback impacted the number of clarifying emails she had to send to students, she indicated that it might have reduced the number of interactions needed. However, she did not believe that asynchronous video made an impact on her overall feedback practices. At the end of the implementation period, Elle found it easy to imagine video feedback as the next natural progression in online learning, but hoped for a process that was more seamlessly integrated directly into Blackboard.

We are right there at the cusp of everything being virtual, maybe there is something where students can get there assignments digitally and there is something like a feature inside Blackboard that is a little more intuitive or native to the Learning Management System to give feedback...there is an audio record button there and you don't have to set it up with a whole lot of screen... something more native or integrated into the learning management system. (Appendix N, Debrief Interview, lines 146-51)

Sam's Narrative (Participant 3)

Sam was the third participant in this design-based research study. She was an Adjunct Faculty member in the university's School of Social Work. She had more than 11 years of teaching experience and had been teaching online for 6-10 years. During the implementation period for this study, Sam was scheduled to teach one graduate online course in Interdisciplinary Gerontology using Blackboard as her learning management system. She indicated that she spent 61% to 70% of her workweek reviewing student assignments and providing feedback, but less than 30 minutes per student.

She primarily used email and Microsoft Track Changes to provide written feedback on student assignments. She considered herself moderately comfortable with the use of computer technology in her teaching practices; however she had very little experience with screencasting and video feedback. When asked about the advantages to be gained through the use of video feedback, Sam identified the ability to see the person who is speaking. She did however, express some apprehension about the outcomes; “I guess people like to see people who are talking -- it adds a dimension, but I have felt the methods I've used to be effective and I'm not sure 'asynchronous video' will make the course any more 'intimate' or informative than it is now” (Appendix O, Pre-Launch Assessment, lines 148). Sam also anticipated potential challenges with using the intervention, which included the fact that the video itself might be viewed as a distraction by the students.

Prior to implementation, Sam received an in-person orientation and a copy of the revised performance support toolkit, which outlined the video feedback protocol. I introduced Sam to the concept of video feedback, demonstrated an example of how it should be done, and coached her through two practice assignments. After about 45 minutes of instruction, Sam was ready to begin implementation. Immediately following this orientation session, I randomly selected the students in her course that should receive video feedback and sent her the roster of names. Once she received the roster, she announced the research study via Blackboard and used video feedback in her course for a total of four weeks.

Sam immediately liked video feedback and found the process and the Screencast-o-matic interface to be user friendly. She was surprised by how much more she was able to convey when speaking rather than writing and commented, “I liked it! It was different and I do think I got more points in through speaking, than I formerly did through writing” (Appendix O, Reflection Week 1, line 13). She added, “ by speaking, I found I could give more

comments related to their content, as well as about the grammar and syntax and the flow was more natural” (Appendix O, Reflection Week 1, lines 75-76). Sam was impressed by the multi-sensory stimulation that video feedback produced and felt that it made her interaction with student assignments more memorable for both her and the student receiving the feedback message. She stated, “It involves more senses in the process: they can see me and hear and not just read my comments. It is proven that by involving more senses in an experience, it becomes more memorable” (Appendix O, Reflection Week 1, lines 74-75).

As Sam became more acclimated with the video feedback protocol, she found that it was less time consuming than the methods of feedback that she used previously. She grew to appreciate the ability to provide a more thorough and personal response to her student’s efforts and remarked, “I was able describe more fully the reasons and suggestions for edits to their papers...” (Appendix O, Reflection Week 4, line 51). When interviewed, she stated, “When people understand why you are saying something and not just that you are being critical... it just makes a difference” (Appendix O, Debrief Interview, lines 141-42). By the end of implementation period, Sam had become an advocate for the use of video feedback in all online courses. She asserted, “I believe this method of feedback should be strongly urged for all fully online courses. It involves the students at a deeper level” (Appendix O, Reflection Week 4, lines 85-86).

Sam characterized her encounter with the video feedback protocol as comfortable and successful. She also reported that she enjoyed using video for feedback provision and was enthusiastic about continuing to use it in future classes, beyond the study. When asked if the video feedback protocol changed the way she intended to provide feedback in the future, she replied, “I am going to continue to use it for my grading and for discussing areas of the course curriculum” (Appendix O, Debrief Interview, lines 158-59).

Brenda's Narrative (Participant 4)

Brenda was an Assistant Professor in the College of Nursing. She had 6-10 years of teaching experience, and 2-5 years of experience as an online instructor. At the time of implementation, she was scheduled to teach one graduate-level online course called Practice Teaching in Nursing. Her course was based in Blackboard Learn and she too relied on typed email with Microsoft Track Changes to interact with students or assess their submitted assignments.

Prior to the use of video feedback, Brenda expressed concern with providing feedback to students in online courses. Specifically, she was unsure of their interpretation of her feedback on assignments and she hoped to enhance her clarity through the use of video. Brenda dedicated 21-30% of her workweek to assessing assignments, which she equated to about 30 minutes to 1 hour per student. In addition to her knowledge of Blackboard, she had some experience using Skype to facilitate synchronous interactions with her students. Consequently she considered herself comfortable with using technology in her courses.

During an in-person orientation meeting, I introduced Brenda to the concept of video feedback, discussed some preliminary empirical findings, walked her through the video feedback protocol with a demonstration, and guided her through a few practice attempts. After about 30 minutes of one-on-one coaching, Brenda quickly learned how to successfully produce a video feedback message. She commented that she didn't like the way she looked on camera and felt like her biggest challenge with the intervention might be the need to always look presentable for the sake of a good video. Despite this, she expected there to be some advantages to using video feedback, "It might make it more personable. It would add tone-of-voice and non-verbal communication" (Appendix P, Pre-Launch Assessment, line 142).

She further added, "They might get more out of it because of the non-verbal communication"

(Pre-Launch Assessment Response, line 147).

Brenda characterized her initial reaction to using video feedback as fun. She considered both the video production platform and the protocol designed for the study to be very easy to use and intuitive. Early in her experience, she indicated that video feedback was less time consuming than her traditional methods of feedback and quite personable. She stated, “It is more personal and easy to indicate the part of the assignment that I was talking about” (Appendix P, Reflection Week 2, line 68).

As Brenda continued to engage with the intervention, she decided that the use of video feedback was actually more time consuming, but still valuable. She felt that it enhanced the effectiveness of her feedback messages and commented, “It is more time consuming, but MUCH more effective. Strengthens the relationship between the student and instructor” (Appendix P, Reflection Week 3, line 46). In her last reflection she discussed her student’s responses to the intervention, “I was surprised at how MUCH my students appreciated the video feedback. One told me that she understood my feedback better with video. This was a student who has already taken two face-to-face classes with me” (Appendix P, Weekly Reflection Week 4, lines 74-74). During her post-intervention debrief, she noted such responses as the most influential part of her experience, “I think the student that I have had in other classes who said she understood my feedback so much more, that made an impression on me” (Debrief Interview Response, Paragraph #171-72).

Brenda enjoyed the process of using the video feedback protocol believed that it was definitely something she would recommend to colleagues. By the end of the implementation period, Brenda had reconsidered and felt that overall video feedback was less time consuming than other methods of feedback she had used. She attributed her previous perspective about

increased time consumption to her own level of confidence and believed that with more experience she would become more comfortable or fluid with process.

It is less time consuming because it is quicker to talk than to write, although I was still at the stage where I felt more comfortable writing out my comments and then doing the video, but I think as I practice with it, I won't need that step, that writing step and I'll feel a little more secure. (Appendix P, Debrief Interview, lines 66-72)

Brenda indicated that she was very excited to be introduced to video feedback and was pleased with the student's positive responses to it. She recounted, "Another student sent me an email "I Love Video Feedback!" (Appendix P, Debrief Interview, lines 72-73). In her experience, she received fewer requests for clarification because of video feedback. She believed that it helped her as an instructor and therefore, she planned to continue to use it in future classes.

Denise's Narrative (Participant 5)

Denise was an adjunct faculty member in the School of Social Work. She had more than 11 years of teaching experience and had been teaching online for 2-5 years. At the time of the video feedback implementation period, she was scheduled to teach a masters level course on Research Methods for Social Work. She used Blackboard as her learning management system and primarily used Microsoft Track Changes to assess student assignments. She estimated that she spent less than 10% of her workweek on grading and approximately 31 minutes to 1 hour giving feedback per student.

Denise was moderately comfortable with using innovative technologies in her teaching practice, having had some success with Blackboard's Echo 360 and failure with attempts to use VoiceThread. It was her expectation that video feedback would increase her ability to provide more thorough explanations by talking and demonstration. She was however, uncertain about the students having the necessary technology to receive video feedback messages.

Like the other participants, I provided Denise with an in-person orientation to video feedback that was designed to help her to successfully launch the intervention in her class. In approximately 45 minutes, I was able to demonstrate an example of a video feedback message and guide her through the video feedback protocol. As she began to implement video feedback, she found the process and the video production platform to be user-friendly and intuitive, “I think, from the little training you did with me... I think I pulled out the instructions thinking I was going to need them and I don’t even think I looked at them” (Appendix Q, Debrief Interview, lines 27-28). Although she considered it to be more time consuming than previous methods of feedback, she viewed the conversational nature video messages as a valuable feature. As she reflected on her experience she responded, “I liked the opportunity to talk the student directly. I felt like I was having a conversation with the student” (Appendix Q, Reflection Week 3, lines 49-50). She also mentioned her own personal technique, “I used Microsoft Comments to give feedback and then I went back and recorded it. So it did increase my workload” (Appendix Q, Reflection Week 4, lines 46- 47). She too believed that her own level of comfort with the video feedback protocol contributed to the extra time needed:

I don’t know if I am clever enough to just give feedback without having done those Microsoft comments... Don’t know if I could do that off the seat of my pants so to speak... there is something about having it in writing first. (Appendix Q, Debrief Interview, lines 40-49)

Denise indicated that she enjoyed using video feedback in her course and had already begun to recommend it to colleagues by the end of the 4-week implementation period. She stated, “I liked the opportunity to talk to the student. It feels more personal than using comments in Word Review” (Appendix Q, Reflection Week 4, line 26). Because Denise believed that using video feedback influenced her ability to manager her course in a

productive manner, she enthusiastically expressed a desire to continue to use the video feedback protocol in future courses.

Researcher Narrative

I am a learning design scientist and researcher with 4 years of online teaching experience and 5 years of instructional design experience. Driven by personal passion and lived experiences in these roles, I engaged in this study to explore innovations for improving online teaching and learning. I have facilitated and designed courses using a variety of learning management systems, including Blackboard, Moodle, and Google Applications. I have also had firsthand experience with using asynchronous video in courses to introduce the weekly assignments and review course content. As a result, I consider myself to be comfortable with integrating technology in my online courses. Like most of the participants in this study, typed-email and Microsoft Track Changers were the most commonly used methods of feedback in my teaching practice.

I leveraged a diverse skillset in the execution of the research study. I drew from a background in marketing and project management to stay organized and appeal to the needs of the core audience; university online instructors. Prior to implementing the pilot segment of this study, I began to organize the project by creating a planning calendar. First, I identified the data collection due date and then worked backward to determine the checkpoint dates that would advance the study activities toward that due date. This helped to outline the critical path for completing the study. Since the study had a 4-week implementation period during the fall semester of the academic year, it was important to make allowances for national holidays and university closures. Once the calendar was created, I proceeded to recruit for the study, design the initial version of the video feedback protocol, and create the data collection instruments.

I created the Pre-Launch assessment and the Weekly Reflection Questionnaires by dividing them into categorical segments with visual cues for where the person was on the survey. This was done with message design considerations in mind regarding chunking and advanced organizers. (Appendix L, Designer Reflection Journal, lines 24-27)

I started a design document as a way to visually see how I wanted the orientation meetings to go and ensure that I could accomplish everything in the time allowed. I then began to survey my literature review in Chapter 2 for best practices in video feedback design. Next I started composing what is now called the video feedback performance toolkit. It is basically a job aid to support their ability to produce and share their feedback messages. (Appendix L, Designer Reflection Journal, lines 74-79)

Shortly after the video feedback protocol and the data collection tools were created, the pilot instructor was oriented and 11 participants from 6 departments across the university were recruited. I met with the pilot instructor in-person and delivered an on-site video feedback training that lasted about 30 minutes. While the pilot study was in progress, I invited the group of main study participants to complete their Pre-Launch Assessment. This was timed such that the data from the pilot and the pre-launch data would be completely collected at the same time.

I also decided that it made sense to concurrently pre-assess the participants in the study WHILE the pilot was in progress instead of waiting until afterward. This would allow me to meet the deadline of finishing the study before the Thanksgiving holiday. The Pre-Launch Assessment will go to the study participants after I have received the responses from the pilot instructor, just to make sure there are no kinks in the survey. (Appendix L, Designer Reflection Journal, lines 32-37)

The first version of the video feedback protocol was based on JING, a free online software for video production. The two-week pilot segment of this study illuminated file size challenges and storage space limitations with JING, which prompted a major design modification to the video feedback protocol. A detailed presentation of research events and rationales for this modification can be found in Chapter 3. I considered a few other video production software and screencasting options, including Blackboard's Echo360, and VoiceThread and Screencast-o-matic. I narrowed the choice to JING and Screencast-o-matic

based on the video feedback and screencasting literature and the FERPA regulations, which guided the university's privacy guidelines. However, a bout of uncertainty was documented as the ideal software was being determined;

I am on the fence about staying with JING or switching to Screencast-o-matic. Both have been cited for effectiveness in similar studies in the literature and both have favorable and unfavorable features. (Appendix L, Designer Reflection Journal, lines 141-44)

Eventually, interactions with stakeholders and further research led to the transition to Screencast-o-matic for video production during the second iteration of the study. This design decision was documented in the design process as follows:

In the name of process improvement, I think I need to switch to Screencast-o-matic. I have confirmed the privacy issue with the company and even heard back from Professor Jones about her research and experience with the tool. I the nature of DBR to change things that are not working... so we will see what happens. (Appendix L, Designer Reflection Journal, lines 195-98)

In addition to charting the uncertain path of video feedback protocol redesign, the Pre-Launch Assessment for the study's implementation period received a response rate that was less than 50. This reduced the number of participants to 6 participants before the intervention was even launched. Since the participant responses indicated that all of the educational practitioners used Blackboard Learn, it seemed like a group training session would be the best route for introducing the video feedback protocol. However, like any good instructional designer, my learner-centered orientation was activated in the process of creating the training content. It was this mindset that led me to the decision to hold one-on-one orientations instead.

As I prepared the initial sketch of the design document, it occurred to me that perhaps meeting with the participants by college or in a one-on-one setting would be better for them. I considered sending an introductory video to them with their meeting confirmation and then using the actual meeting time for more of a hands on coaching/training. My thinking is that although it will be more hours spent for me, it is a learner-centered approach that could potentially reduce their frustrations with new technology. (Designer Reflection Journal, Lines 40-45)

This was an important design decision because despite their academic rank, technology integration can be challenging and frustrating. It was my intention to set them up for success and build confidence, while reducing psychological barriers that might hinder their ability to add video feedback to their teaching practices. Working closely with each participant to address his or her unique needs was the best alternative for accomplishing this. I went on to conduct individual orientation meetings with each of the participants to ensure seamless integration of the video feedback protocol with their existing courses.

Orientation sessions included a description of video feedback, a demonstration of how it should be done, support with downloading the software to the participants preferred device and designated time for guided practice with the video feedback protocol. Participants were provided with version two of the video feedback performance support toolkit so that they had detailed instructions to refer to after our meeting was done. A total of four reflection questionnaires were distributed to the participants for completion over the implementation period. This amounted to one reflection entry per week. The questionnaires included prompts for design changes that the participants required to improve their asynchronous video feedback experience. As outlined in study design, no weekly modifications were made to the second version of the video feedback protocol. Instead the design modifications that emerged were applied to the video feedback protocol after the 4-week implementation period.

One other perspective was important to consider. Once the implementation period was completed and the educational practitioners in my study submitted final grades, the students in their classes also received an optional reflective questionnaire. This was done to add dimension to the instructor perspectives that were the focus of this study. Of the 52 students that were randomly selected to receive video feedback in this study, only 3 provided a

response reflection on the intervention. Most of these responses indicated a strong appreciation for the clarity that video feedback provided them. One student commented:

The video feedback filled in the blanks for what I found to be missing when papers were sent back with comments. Sometimes comments left on your paper just raised more questions. The video feedback allowed the instructor to make their comment and elaborate on it adding more meaning and better understanding for you. (Appendix R, Student Reflection, line 19)

Another student's reflection stated, "It allowed me to understand what I was doing right and wrong. It also allowed me to understand what the professor wanted from me as a student"

(Appendix R, Student Reflection, line 19). This student further commented, "I understood what my professor wanted me to do as a student. For my next paper, I wrote a better paper..."

(Appendix R, Student Reflection, line 28). Alternatively, there was an opposing view that considered video feedback unnecessary because of the inability to respond. This student argued, "It was not needed. They could say what they wanted but I never had a chance to respond" (Appendix R, Student Reflection, line 16). These student insights, along with the participant debrief interviews provided the last segment of data for the final version of the video feedback protocol and the performance support toolkit. The following provides a graphic depiction of the final design of performance support toolkit (Appendix K).

Recording Asynchronous Video Feedback Messages

1

How to create a video feedback for Online Courses in Blackboard:

- In a quiet and well-lit workspace, **OPEN** the student's assignment in Blackboard.
- LAUNCH** the ScreenCast-o-matic web page and click the option to **DOWNLOAD THE APP**. (You will only need to do this once.) From the state screen that our. Also note, you may need to follow the prompts to allow Java to run the application.) As an alternative you can produce videos directly from their web page by clicking the **START RECORDING** button on your computer screen.
- OPEN** your web camera application and **ALIGN** the ScreenCast-o-matic black and white dotted frame with both your assignment and web camera window.
- To begin recording your feedback video, click the **RED CIRCLE** button. Briefly introduce the feedback message with a web cam segment where you greet the student face-to-face and informing them of what assignment they are recording. **CLICK C**. After the introduction, immediately click the button with **TWO BLUE VERTICAL PARALLEL LINES** to suspend or pause the recording.
 - While in pause mode, minimize your webcam window and begin read the text in sections, highlighting areas that you want to discuss, question or emphasize. This helps to draw student attention to crucial elements in their assignment. Only begin to record again when an aspect of the assignment requires a comment. Make your comments, Track Changes etc., during the recording.
- Click the **RED CIRCLE** button to resume your personal monologue and provide comments on the student's text orally and visually. This can include opening examples from the web or visually referring to your rubric. (Caution, the "Restart" button will erase anything you have already recorded.) Continue to suspend the recording between each comment until you have finished reviewing the student assignment. This keeps you from recording silent moments when you are reading and helps to minimize file size.
- As an option, bring your web cam window forward again to add a more personalized "face-to-face" summary to your feedback message. (Note, this may increase your file size updated time.)
- Click the **DONE** button to finalize the file. Congratulations, you have recorded a video feedback message using a screencasting technology!

Adapted from Sauer, 20

Research-Based Strategies for Effective Feedback Message Construction (Chunrings et al., 2013)

- Ensure that feedback is task-oriented by maintaining a focus on the performance not the person.
- Assess performance on assignments in the context of collaborator to promote competence and give control to the learner.
- Constructively point to next steps or alternative learning strategies, as needed.
- Clearly articulate what the necessary actions for improvement.
- Acknowledge learning progress and describe what the student did well.

Offer the student an opportunity to respond, if needed.

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Sharing Asynchronous Video Feedback with Students

2

How to upload and share a feedback video message via Blackboard:

- Select the **PAPERCLIP TO VIDEO** option to save your recorded feedback message to your desktop. (A small warning will run through the bottom.)
 - Make sure your **VIDEO TYPE** is MP4
 - FILE SIZE** is less than 100 MB
 - Click the **SAVE VIDEO** button
- Name each file with the student's name and the assignment name and create a folder for the assignment that is being reviewed or graded.
- In your Blackboard Grade Center window, assign a score for the student's assignment and in the section for additional comments, **FEEDBACK-SHOWN TO LEARNER**, attach your MP4 feedback message by clicking the **PAPERCLIP ICON**.
 - You will need to **BROWSE YOUR COMPUTER** to locate the file.
 - In the text field, add a brief note instructing the student to view your feedback using the attached file.
 - Click the **SUBMIT** button to record the grade and send the file.
- Once your grade and video message has been added to the Grade Center, you are ready to move to the next student's assignment.
 - MPFAT** steps 1-7 of Performance Support Tool #1 and steps 1-3 of this Performance Support Tool, as needed.

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Figure 8: Revised Video Feedback Performance Support Toolkit (Iteration 3)

The iterative cycle for this study was design, enactment, analysis and redesign, as articulated in Wang & Hannafin’s (2005) list of Design-Based Research characteristics. A visual depiction of how this cycle unfolded in this particular study is provided below. This is an enhanced rendering of my research design illustration that aligns the design modifications with the corresponding phases.

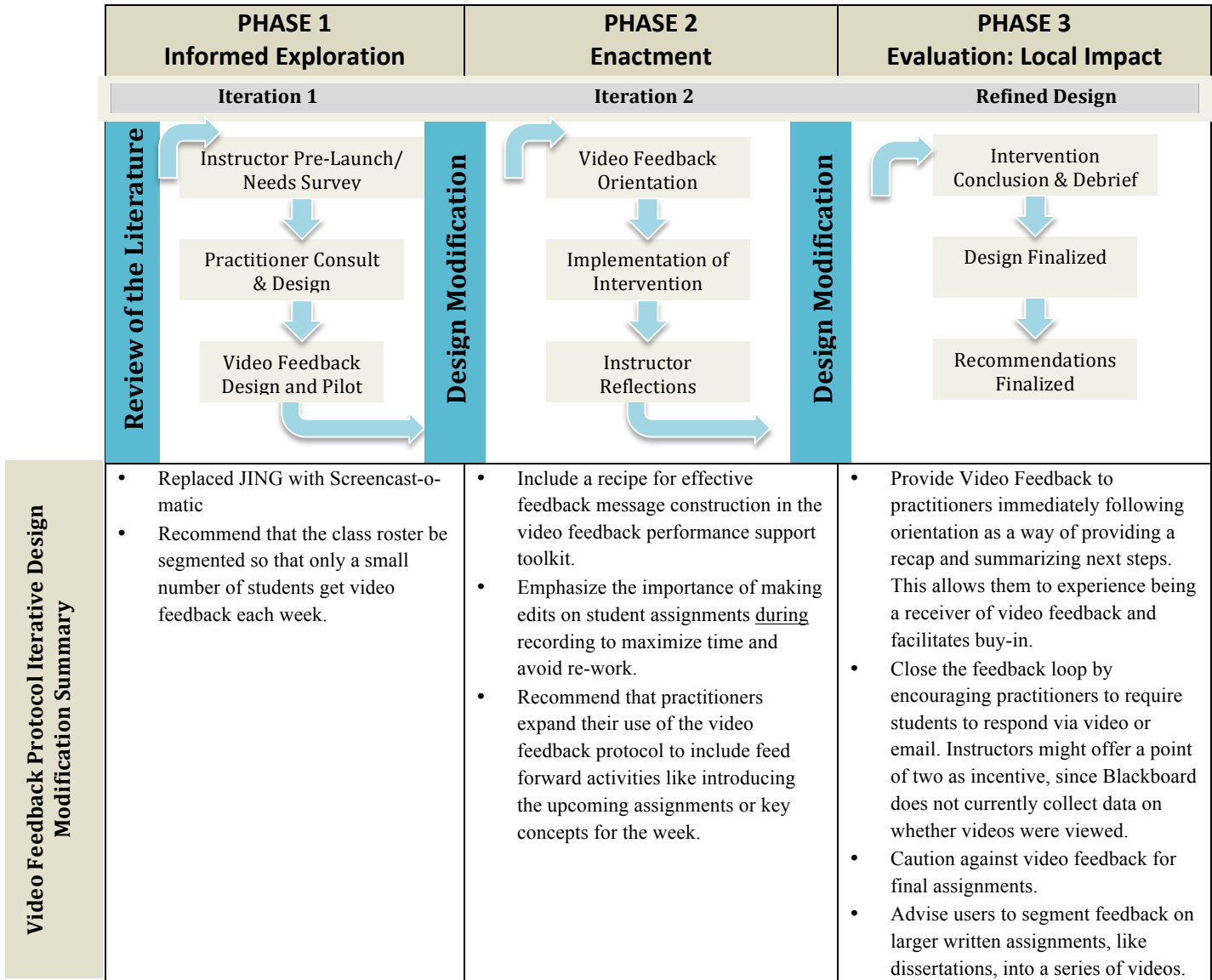


Figure 9: Revised Research Design and Corresponding Design Modifications

This section presented the individual perspectives and contextual characteristics of the video feedback study participants and the intervention designer. Each practitioner’s encounter

with video feedback was explicitly mapped out to provide a thick description of the intervention as it unfolded in a real-world, online course setting. The next section will expound upon the lived experiences of these participants and address the cross-case findings as they relate to the research questions that guided this study.

Emergent Themes and Cross-Case Findings

The raw data from this exploratory study on video feedback consisted of 24 documents that were organized into 7 document groups. These groups included my designer reflection journal, 5 individual records of each educational practitioner, and one reflection questionnaire that summarized the student perceptions. Through constant comparative analysis, a total of 741 data segments were coded. This generated 65 codes during the open coding process, which is the first phase of data analysis in Grounded Theory. As I continued to analyze the data and identify the connections between the open codes, the initial 65 codes evolved into 19 categories. Through this second layer of analytic reflection called axial coding, I began to develop a stronger sense of what was really happening with the phenomenon of video feedback in the context of my study. In the final stages of analysis, selective coding, I worked to translate my interpretation of the initial codes and categories into themes. This iterative, meaning-making exercise reduced the list of 19 core categories to 6 overarching themes. The full list of themes, codes and sub codes is shown below:

N. Wade Asynchronous Video Feedback Research Study	<i>Code System</i>
1. PROFILE	
Practitioner Discipline	
Years of Online Teaching Experience	
Years of Teaching Experience	
Course	
Academic Level	
Weekly Time spent grading	
Time spent per student	

Existing forms of Feedback
Pre-existing Feedback Interface
Comfort with technology
Screen casting Experience
Screencasting/VF experience
Expected VF advantages
Expected VF Challenges
2. DESIGN PROCESS
Organize with End in Mind
Consult SMEs
Roll out timing
Evidence-based strategies
Interface Testing
Instinctive Decision-Making
Failing Forward
Learner-centered design
Continuous Improvement toward universal application
Alternative Uses
Actual VF challenges
Future Design Considerations
3. VF PROTOCOL IMPLEMENTATION
VF Acclimation
Instructor Technique
VF production
Number of Video Feedback Messages
Production time
4. INSTRUCTOR EXPERIENCE
Ease of Use
Instructor Confidence
VF Impact on Feedback Practice
Greater Emphasis on Key Points
Improved Quality
Concrete human interactions
conversational
connection
Personal
Long-term adoption of VF
Recommend to Colleagues
Motivation to Adopt VF
Impact on Workload
5. STUDENT PERSPECTIVE
Ease of use
Guide Improvements
Device

Provided clarity
6. EDUCATIONAL POTENTIAL
Bridge Interpersonal Gaps
Neutralize the authoritative charge
Draw attention
Cultivate clearer understanding of needed improvements
Impact the need for Clarifying Interactions with Students
Manage student interpretations
Convey emphasis accurately
Capture richness of recommendations
Portray Criticism Constructively
Reduce perceived distance
Experience enhancements for online learning

Figure 10: Video Feedback Data Analysis Code System

The recursive analysis described here was done using MaxQDA for MAC, a robust qualitative analysis software. It allowed me to run queries that aligned with my research questions and reference authentic evidence of the core themes using the actual words of the study participants.

Cross-Case Findings

This section addresses the collective outcomes of implementing the asynchronous video feedback protocol designed for this study. The findings are presented as themes, derived from scientifically sourced evidence that was triangulated by a peer reviewer. The evidence provided to ground the themes is depicted in the form of participant's actual words, which describe their encounter with the educational intervention. These perspectives were used to inform the redesign actions needed to enhance the asynchronous video feedback protocol. Here, the unfolding effects of the intervention on the participant group will be outlined to address the four research questions that guided this study.

All of the teaching practitioners involved in this study initially welcomed the idea of asynchronous video as an alternative format for feedback provision because it added variety to the mundane exercise of grading student assignments. The data also indicated that 100% of

the participants enjoyed using video feedback, despite technological challenges or personal conflicts they may have experienced with teaching, research, and service demands. This trend continued throughout the analysis and it was also determined that 100% of the participants would recommend the use of the video feedback protocol to colleagues. Additionally, 60% of the participants involved in this study articulated plans to use the video feedback protocol beyond the study's implementation period. Further analysis of the data in this study pointed to a number of enhancements to the online learning experience that were realized as the study progressed and the participants documented their interactions with video feedback. Among the enhancements noted from instructors and students were attributes like the ability to build a stronger rapport with the students, a greater sense of connection between students and instructors, criticism that was more clear, constructive and actionable, and the opportunity to have a personal conversation about student assignments. A more comprehensive understanding of the participant's encounter with the asynchronous video feedback protocol will be added to this list of general enhancements as the following section aligns the findings with the research questions that guided this study.

(1) What is the process of designing an asynchronous video feedback protocol for an online course?

The first research question sought to illuminate the path of creating a locally functional video feedback process for an authentic online setting. The answers to this question were derived from the constant comparison of the participant's pre-launch survey, weekly reflections, and my designer reflection journal. The themes that emerged from the data reflect the critical of activities that are involved the video feedback protocol design process. The critical activities include organizing with the desired outcome in mind, instinctive decision-

making and continuous improvement toward universal application. Each of these however, is supported by a set of incremental actions that ultimately define the critical action.

Organize With the End in Mind. This theme related to the need to plan and create a design strategy for the video feedback intervention with a clear picture of the end goal in mind. As the designer, my main goal was to create an evidence-based asynchronous video feedback protocol that would integrate with in the instructor's feedback practices and the course learning environment without being cumbersome. The design of this educational intervention needed to be easy enough for the participants use over the entire 4-week implementation period and it needed to effectively function as a feedback delivery alternative when situated in a variety of course designs. This was the desired end for the asynchronous video feedback intervention.

Constant comparison of the data from this study suggests that the ability to successfully design this intervention depended on a combination of expertise, evidence-based strategies and routine interface testing. It also required a systemic mindset because the courses involved in this study were situated as sub-systems within a larger, multi-faceted system. These individual components of this sub-system were complex, in and of themselves. There were various players, disciplines, a research timeline and an academic calendar to abide by. There were also idiosyncratic teaching styles and unique course designs to consider. As such, a planning calendar was documented in the designer journal as the first step in my attempt to organize with the end it mind, "A planning calendar was created and integrated into my main Google Calendar. This will help me to stay on task" (Appendix L, Designer Reflection Journal, lines 24-25). It was an essential organizational element for layering the due dates and the rollout timing details associated with the video feedback protocol.

Another aspect that related to the idea of organizing with the end mind was extracting the appropriate knowledge and information from subject-matter-experts (SME's) within the system at the onset of design. These experts included individual course instructors, the technology administrators that support the learning management system for the courses, the proprietary administrators for the video production software, and fellow video feedback researchers. The planning calendar dictated the timing for consultations with the system's SMEs, given the desire to collect four weeks of reflective data. Timely interactions with SME's, helped to facilitate important design decisions that were needed to launch and modify the video feedback protocol. One such interaction was performed prior to the launch of the study and involved the learning management system administrator's input:

Met with a Blackboard Support Team member this evening to get help with using Echo Personal Capture settings. I was informed that although the decision to use Echo was a good one because of FERPA regulations, it would not allow me to make individual student feedback message private. All echo videos are uploaded to one location in the echo center, which would mean that all students can access each other's videos.... NOT GOOD. I am now back to the drawing board for the design of the process and am considering the use of JING again since I know it allows for individual access. The video publisher also retains the rights to the videos they create. We will see if it has the bandwidth to hold all of the videos for a student roster. (Appendix L, Designer Reflection Journal, lines 55-63)

The instructors themselves were an additional source of pivotal information prior to the launch of the study. My early exchanges with them involved communicating to understand their syllabus and grading cycle. This helped to shed light on the kinds of assignments that would receive feedback. It also helped me, as the designer, to glean the most important aspects of their feedback practice and ensure that these factors were addressed by the design of the asynchronous video feedback protocol. For example, when asked about the biggest concerns with providing feedback to online students, the pilot instructor discussed the fact "students may not understand everything because it is written" (Appendix M, Pre-Launch Survey, line

48). This prompted me to include a recommended action for enhancing feedback clarity in the Tips for Success segment of the video feedback protocol toolkit —point students to grading criteria or rubrics as you assess their assignment.

This extraction of timely information from the SME's in the online learning system continued to occur between the pilot and the implementation period. A series of interactions with the learning management system administrators was initiated because of the end goal of having a functional intervention that worked in Google Applications had shifted to the need to function in Blackboard. These interactions resulted in a defining moment of discovery about the utility of JING. This discovery was documented in the designer reflection journal as follows:

I called Blackboard Support and a representative. She was able to test for me what happens when I attach a SWF file in the student grade comments. She was able to play the file, but admitted that she uses JING and probably already had the proper media players installed on his computer. She cautioned me to remember that every student will be using a different device. She recommended sticking with the use of a URL because it would be universally effective on all devices. MP4s would also work well in Blackboard, according to the rep. (Appendix L, Designer Reflection Journal, lines 161-167)

With this information, the design of asynchronous video feedback intervention proceeded to evolve until the final product aligned with the desired outcome.

The next important aspect of keeping the end in mind during the design process was surveying new research on video feedback and screencast assessment, while my study was in progress. Since video feedback was a relatively new concept when I began this research, cutting-edge findings helped to influence my decision making with my work-in-progress. For example, when the findings from the pilot study revealed challenges with JING, I was prompted to investigate suitable alternatives. This investigation included contacting the video production software companies about compliance with privacy regulations and making

inquiries with researchers with experience with video feedback. The following excerpt from my designer reflection journal documents the impact that this kind of interaction with the literature and fellow researchers had on this study: “In the name of process improvement I think I need to switch to Screencast-o-matic. I have confirmed the privacy issue with the company and heard back from Professor Jones in Kentucky about her (*research*) experiences with the tool” (Appendix L, Designer Reflection Journal, lines 195-98).

The continual review of the literature allowed me to leverage evidence-based best practices and document any new developments that could benefit my participants as they engaged with the intervention. It was also helpful in responding to one of the recommendations for improving the asynchronous video feedback protocol. Specifically, Elle’s suggestion to provide instructors with “sample feedback prompts” or a recipe for good feedback resulted in a design modification, which included adding a set of guidelines for effective feedback message construction. These guidelines were adapted from recently published research and added to the Performance Support Toolkit to improve the intervention.

The final aspect of organizing with the end in mind was interface testing, a repeated exercise that helped to correct disruptions in the video feedback protocol before the intended user experienced them. During in the formative stages, interface testing involved actually using JING, Echo Personal Capture and Screen-cast-o-matic to identify the tool that would align best with the desired outcome. Once the tool or the video production platform was determined, testing also included personally engaging with the initial version of the design to proactively troubleshoot issues with the protocol before the launch of the pilot segment. The following excerpt from the designer reflection journal provides an example of the interface testing that took place as the intervention evolved:

A peer tested the process for me in Blackboard and it worked perfectly. (Yay) I simply followed the same process that was designed for my pilot and pasted the link to the video, which is housed on screencast.com. (Appendix L, Designer Reflection Journal, Lines 105-107)

As noted here, testing resulted in a meaningful design decisions:

I practiced with the tool as much as possible, given the fact that the instructor uses Google Apps. I decided to add blend face time with video commentary to enhance “dual coding” potential. (Appendix L, Designer Reflection Journal, Line 86-87)

The pilot study itself was a functionality test of the initial video feedback protocol. It put the design to use in a live, authentic learning environment and allowed me to determine where the intervention missed the target mark of the desired performance. As previously stated, the *end in mind* for the asynchronous video feedback protocol in this study was characterized by seamless integration into the instructor’s feedback routine, ease of use, and the ability to function properly for instructors and student recipients. Through the James’ pilot experience, I was able to assess each of these three criteria. With regard to ease of use, he described the initial video feedback protocol as easy to use and user friendly in each of his reflections. He also confirmed that his brief one-on-one orientation was sufficient to help him replicate the process on his own:

I received one tutorial and was able to do it all without looking back at the job aid. I liked that I could talk very naturally. I did not worry about losing my thought. It was very conversational... I felt that I could emphasize my point more with the video than with words. (Appendix M, Reflection Week 1, line 9)

James extended this perspective about ease of use to include seamless integration and commented, “The whole process is really easy. Once you have a process that works for you, it is really easy to upload the video and then provide the student with a link.” (Appendix M, Reflection Week 1, line 21) Finally, the pilot also revealed an issue with the functionality for end-users. When the file size of feedback messages went beyond a certain point, uploading the

file for student retrieval became difficult. James describes this challenge in the excerpt of his first reflection below:

Just being new to it. I did 3 videos on Friday, October 17. The first one took longer than the last two. After I saw that the first one ended up being pretty big, I made sure that the last two went no more than 2 minutes. I did not feel that I was rushed in the 2 minutes. Trying to do anything longer than 2 minutes would be an issue. (Appendix M, Reflection Questionnaire Week 1, lines 23-24)

He found the upload time for JING's .SWF file format to be somewhat deterring and said, "Not sure I would ever do this with all 25 students, but I would be willing to rotate students each week" (Appendix M, Reflection Week 1, line 49) Additionally, when asked to discuss the two main challenges he faced when using video to provide feedback to online students he replied,

1. Size of files and how long it may take to upload a video. 2. This would be hard to do it for all students. I would see that I would need to rotate it around for select students week to week. (Appendix M, Reflection Week 2, line 50)

This input suggested that two of the three end goals were satisfied through the design of the initial video feedback, but that modifications would need to be made regarding functionality. From this, I began the work of organizing with the end of the full implementation period in mind. This planning resulted in the decision to only require the participating instructors to provide asynchronous video feedback to a subset of their student roster.

Interface testing continued to be a transformative element of the design process even after the pilot segment of the study had concluded. With new input about the preferred LMS from the faculty and instructor participants, an entire new series of testing was required to ensure that the video feedback protocol would operate effectively in Blackboard instead of Google Applications. Through this series of testing, I was able to confirm that the JING file format, SWF, did not perform well in Blackboard. This finalized the decision to abandon

JING altogether, as the video production platform. Screencast-o-matic was adopted instead because of its ability to produce a more universally accepted file type, MP4, and because it place no limits on the number of recordings a user could make and store. Ultimately, organizing with the end in mind guided the design process for the asynchronous video feedback intervention because it clarified what needed to be done, supported my ability to map out the necessary inputs, and offered a basis for sequencing the actions that would result in the desired learning product.

Instinctive Decision-Making. The second theme that emerged as a critical activity in the design process was instinctive decision-making. The data reflects this idea as following a gut feeling or leaning into a guiding impulse. These very natural human responses actually served as defining moments in the intervention's development, especially with regard to failure and learner-centered design. For example, the first failed design attempt was experienced early in the design process as Echo Personal Capture was being considered for video production. I conducted extensive research and invested a lot of time and energy to make it work because it was already integrated into the university's LMS. However, after consulting the Blackboard support team it was determined that Echo Personal Capture was not suitable for this study. This experience with failure was frustrating, which was captured in the data through the use of words written in capital letters and descriptions of emotions documented in the designer reflection journal:

All echo videos are uploaded to one location in the echo center, which would mean that all students can access each other's videos.... NOT GOOD. I am now back to the drawing board for the design of the process... and am considering the use of JING again since I know it allows for individual access. The video publisher also retains the rights to the videos they create. (Appendix L, Designer Reflection Journal, lines 58-63)

Interestingly, amid the presence of frustration there was also evidence of an instinctive commitment to find a successful alternative, which resulted in the adoption of JING. This

second video recording platform, JING, was successful in Google Application, but fell short of optimal performance when used for video feedback in Blackboard courses, so this too was another failed design attempt in this study. Similarly, JING's failure to transcend learning management systems promoted further investigation and interactions with SME's that revealed the utility of Screencast-o-matic.

The failures that occurred during this study were not limited to technological challenges, but also extended to the perspectives of some of the teaching practitioners. For example, when interviewed, Elle stated that she got to a point where she was "sort of dreading the process because she was simply trying to get grading done" (Appendix N, Debrief Interview, lines 120-121). In her view, the video feedback process required an additional effort and when faced with the factors of time and convenience, she favored her traditional methods of feedback provision. At the end of semester, Denise also reached a point where she felt overburdened. She commented,

I was grading final papers. I provided word documents with comments to all students. And I provided video feedback to the randomly selected students. I found it tedious - because at this point, I'm not sure students are interested in feedback. The paper is graded and they have their final grade in the class. I find grading papers at the end of the semester a chore. So this was an added chore. (Appendix Q, Reflection Questionnaire Week 4, line 12)

These examples represent two other design failures that this study endured. Elle's perspective spoke to the designers need to work with instructors on self-efficacy during the orientation meeting. Denise's experience suggests that video feedback might be more appropriate for some assignments over others. Since one of the core objectives of the video feedback protocol was to make integration seamless and free from burden, these failures prompted two design modifications for the final version of the video feedback protocol. One modification that was added was the inclusion a video feedback message to practitioners immediately following

orientation as a way of further demonstrating the experience, providing a visual recap and summarizing next steps. This should be done to support practitioners in the development of a can-do mindset and allow them to experience being a receiver of video feedback, which could facilitate buy-in. The second modification is also related to the key ideas that are discussed during the asynchronous video feedback orientation. Specifically, a set of practice-based tips was added to the video feedback orientation content to convey to instructors the importance of creating a series of videos for larger assignments and to emphasize that asynchronous video feedback might not be suitable for final assignments.

Despite the failed design aspects described here, the asynchronous video feedback protocol continued to evolve in positive ways. Failure did not cause the design process to end, but rather it served as a catalyst for improvement. Failure then, was a productive element in the study that it prompted further research and actions that ultimately moved the design process forward.

In addition to failing forward, instinctive decision-making in this study was also spurred by a focus on learner-centered design. This is a practice embraced by instructional designers that gives thorough consideration to the learners and their needs in the creation of a learning experience or environment. One instance of learner-centered consciousness was demonstrated in early the design process during the creation of the learning plan for the video feedback orientation for instructors;

As I prepared the initial sketch of the design doc, it occurred to me that perhaps meeting with the participants by college or in a one-on-one setting would be better for them...My thinking is that although it will be more hours spent for me, it is a learner-centered approach that could potentially reduce their frustrations with new technology. It will also allow them to create practice files without background noise of others and to ask more questions. (Appendix L, Designer Reflection Journal, Line 40-46)

This is an example of trusting my instincts as a designer and focusing on the learner's encounter over personal convenience. As the designer of the video feedback protocol, it was important to maintain a learner-centered perspective because it impacted the experience that instructors and students would have with final product.

Learner-centered thinking also promoted some intuitive actions on the part of the instructors. James, for example, reported an ability to communicate with greater emphasis and clarity through video. Motivated by this, he continued to advance on the video feedback learning curve and reached a level of comfort that allowed him to explore other uses for asynchronous video in his class. In his week 2 reflections, he shares his experience with using the protocol to introduce the content for the upcoming weeks, in addition to providing feedback to students. Sam and Denise had a similar experience and indicated that they do saw value in using the video feedback protocol to proactively discuss content and address areas of the course syllabus. Each of these experiences unfolded as an instinctive decision that the instructors made to facilitate a more comprehensive explanation about future course requirements for the students in their courses. Their decisions were learner-centered actions aimed at improving the student's understanding of their expectations.

Continuous Improvement. The final component of the design process that emerged as a critical activity was the notion of continuous improvement toward universal application. This was especially important because of the multidisciplinary aspect of this study. As the video feedback protocol design process was unfolding, efforts that were taken to ensure that it was transferrable across topics and assignment types was documented. For example, during the process of making design decisions about how students would actually receive and play the video message, my designer reflection journal shows that consideration was given to the fact that every student will be using a different viewing device. As I prepared to deliver video

feedback orientation training for instructors, message construction strategies were added in an attempt to guide the educational practitioners toward a universal format for the video message. This was also documented through my own reflection on the orientation design. Additionally, the data revealed evidence that the video feedback protocol had potential for other alternative uses that could also be applied universally. For example, Sam discussed using asynchronous video to review the description and guidelines for the final assignment in the course. Producing this kind of video preview that featured upcoming assignments was also something that the pilot instructor did quite naturally. It offers online students additional scaffolding and would be easy for instructors who already use video feedback to add to their teaching practices.

The process of designing the video feedback protocol for this study necessitated a focus on continuous improvement toward universal application. The learning intervention was being deployed in courses across multiple schools and colleges, which implied a complex set of assignments, teaching strategies, time constraints and technological savvy. This required the designer and the pilot instructor to proactively think about how the intervention could potentially function in a variety of situations, anticipate barriers and work to ensure a smooth user experience. Emphasis on continuous improvement was the last of three main themes that characterized the design process in this study. The following table visually organizes the codes and emergent themes for research question 1:

(1) What is the process of designing an asynchronous video feedback protocol for an online course?		
Axial Code(s)	Properties	Selective Code / Emergent Theme
Consult SMEs, Evidence-Based Strategies, Interface Testing	Multidisciplinary input, time constraints, system mapping and thinking, end-user experience	Organize with the end in mind

Failing Forward, Learner-centered	Anticipate barriers, proactively plan, learning from things gone wrong, Acting on gut reactions,	Instinctive Decision-Making
Actual VF Challenges, Alternative Uses, Future Design Considerations	Evaluation, Continuous improvement, Forward thinking	Continuous Improvement toward Universal Application

Table 6: Emergent Themes for Research Question 1

Constant comparison of the data revealed that the design process for the video feedback protocol used in this study was embedded in the critical activities. The process is extracted as follows:

- Consult with subject-matter-experts that represent each aspect of the system
- Survey evidence-based strategies
- Test the interface for seamless alignment the with desired LMS
- Trust your instincts as a designer
- Use failure to productively move toward your desired outcome
- Make learner-centered decisions that simplify the experience
- Focus on continuous improvement that enhances universal application

In this study, the process listed above resulted in a finalized design that was used in five authentic online courses. The next section will delve into the second research question that guided this study and the specific aspects related to incorporating the video feedback protocol into pre-existing online courses.

(2) What is the process of integrating an asynchronous video feedback protocol into an online course?

The second research question was aimed at understanding the aspects of successfully implementing the video feedback protocol. The answers to this question were derived from the constant comparison of my designer reflection journal, the instructor's weekly reflections, and their debrief interview transcripts. The themes that emerged from the data suggest that

implementation involved acclimation to the video feedback protocol and building a routine for the production of video feedback messages.

Acclimation to Video Feedback. In this study, both the students and the educational practitioners needed to get acclimated with asynchronous video feedback, but in slightly different ways. The students needed advance notification that the feedback delivery method would be changing. To achieve this, an IRB approved information sheet about the study was sent to the randomly selected groups in each class via email. This notification was then followed by a formal announcement, posted in the Blackboard learning management system by the instructor.

Supporting the educational practitioners required a more thoughtful approach because they needed to be introduced to the concept of asynchronous video feedback, coached in the practice of capturing feedback messages, and trained on how to make uploaded files accessible to students. Achieving this level acclimation for these practitioners began with an in-person orientation where I worked one-on-one with each user align my video feedback protocol with their course. The duration of these orientations was 30 minutes to 1 hour, which allowed them to be introduced to the idea, observe a demonstration of asynchronous video feedback and practice with the intervention. The practitioner reflections indicate that once they began to engage with the video feedback protocol on their own, it took about 30 minutes, beyond the orientation, to fully integrate the it into their existing routines.

Constant comparison of the data that addressed integrating the video feedback protocol with online teaching practices also revealed that the process got easier and more fluid for the more they acquired experience with the video feedback protocol. James attested to this and found that “making the video, uploading it, and making it available to students was much easier after having a week of experience under his belt” (Appendix M, Reflection Week 2, line

10). Sam also admitted that when she really got used to the video feedback protocol, she felt it was more effective and really liked that she could do track changes to show the edits that she was suggesting while students were watching. Gaining experience with the video feedback protocol was at the practitioner's discretion, but it was also dictated by the course syllabus, which outlined the due dates and frequency of graded assignments. This implied that the number of opportunities to give video feedback varied among the instructors, given the timing with which the intervention was rolled out into the online courses. While the practitioner's levels of comfort and fluidity did appear to grow as they engaged with the intervention, a scientific test of the relationship between this and number of video feedback messages that each instructor produced over the implementation period was beyond the scope of this study. It should however, be noted that those who produced the highest number of video feedback messages were also the most enthusiastic about their experience and discussed plans to adopt the protocol for future classes. This finding is summarized in the following table:

Instructor	Number of Video Feedback Messages Produced During Implementation Period	Reported Plans to Continue Use of the Video Feedback Protocol	Practitioners Actual Words
James	6	No	N/A
Elle	3	No	N/A
Sam	40	Yes	"It is more personal so I will continue to use it where possible."
Brenda	8	Yes	"I am using it more often than just for the students in that course."
Denise	24	Yes	"I really liked it and I think I will incorporate it into phase 1 and 2 of the term paper next semester."

Table 7: Number of Video Feedback Messages Produced

The evidence presented here, suggests that getting acclimated with the video feedback protocol evolved over time and was based on practice with the intervention. Some of the teaching practitioners in this study even opted to give video feedback to all of the students in their courses, beyond the randomly selected groups used. With time, these practitioners seemed to gain momentum, increase in skill and comfort with the video feedback protocol, to the degree that they made long-term plans for continued use of the intervention.

Video Production Routines. The ability to successfully record feedback messages was another integral part of the integration process for the video feedback intervention. It required the participating instructors to merge their previous feedback practices with their use of a new video feedback protocol. The development of this new routine began during their orientation, but continued as they engaged with the intervention. One aspect of this new routine included the ability to think aloud while talking directly to a web camera that captured their oral monologue about the student's assignment. The data indicated that for some instructors, comfort with talking to a camera, instead of a live person, was an element on the video feedback learning curve that required a little more personal adjustment. For instance, when asked to describe the experience of talking to the camera, Elle reported, "It was a little awkward at times, but I just kept telling myself that it was natural to feel uncomfortable. It wasn't necessarily difficult, just different" (Appendix N, Debrief Interview, lines 127-28). Similarly, Brenda believed that it was not yet a natural feeling, but commented, "it is getting natural pretty quickly" (Appendix P, Debrief Interview, lines 140-41). For the other instructors, talking to a camera in lieu of a person was not an issue. Denise said that providing oral monologues on video didn't bother her at all, while Sam reported, "I didn't mind it much after a while...and I wasn't on screen that much. I would just introduce it and then I would walk and talk them through the paper" (Appendix O, Debrief Interview, lines 217-18). Despite

feelings that could be described as talking to oneself, the practitioners in this study continued to use intervention, transitioning from novices to more experienced users of the video feedback protocol.

Although the techniques of the practitioners in this study did not always align exactly with the intervention's design, they did generate evidence of their ability to establish a solid routine for producing a video message. For example, this excerpt describes the way James closely followed the video feedback protocol designed for this study:

I opened up the student's doc. I then opened up my web cam. I captured a big enough area to cover both the web cam and the doc. I hit video and had a short intro via the web cam. I paused the video, closed the web cam and then hit video to capture on the Google Doc. I paused the video. I read a paragraph and then hit record to video myself. I repeated this until I was done. Each video was just short of 2 minutes. I saved the video to my desktop and then uploaded into the JING interface. I opened the video and then copied the URL back into the student's doc with a sentence or two to explain what I did. I opened up the URL to test that it worked. (Appendix M, Reflection Questionnaire Week 1, line 17)

On the contrary, Denise reported the use of a slightly modified version of the recommended video feedback protocol where she decided against showing her face in the recording and conducted Track Changes separate from the video recording instead of concurrently. Evidence of this is found below:

I used WORD comments to give the feedback. And then I narrated a video with the feedback to those students assigned video feedback. Overall, it was a good experience in that I felt I had the opportunity to provide more depth to my critique. (Appendix Q, Reflection Week 3, line 13)

While she was comfortable with her approach, separating the process of providing Microsoft Track Changes separate from her video recording meant that she was grading each assignment twice. This kind of re-work was not the intent of the intervention's design. Instead, the idea was to facilitate the ability to provide recommendations to students while recording the feedback messages. Despite this variance in the application of the video feedback protocol,

80% of the participants were able to establish a routine that they considered easy and duplicable. On average the time it took 10-20 minutes to review a student assignment and produce a video that was 5-6 minutes in length. By the end of the implementation period 50% of the instructors had reduced their production time to 10 minutes or less.

The analysis of this study's qualitative data suggested that the ability to successfully integrate the asynchronous video feedback protocol depended on two main activities. The first activity involved onboarding, or facilitating a process through which the instructors and their students could get acclimated with the intervention. The second activity was the establishment of a solid routine of producing video feedback messages, alongside the instructor's existing feedback provision practices. The following table summarizes this and visually organizes the emergent themes for research question 2:

(2) What is the process of integrating asynchronous video feedback protocol into an online course?		
Axial Code(s)	Properties	Selective Code / Emergent Theme
Implementation, Instructor Technique	Gaining comfort, learning curve, practice, roll out, communicating change, building awareness, advance organizing, Set student expectations	Acclimation to Video Feedback
Production time, Number of videos produced	Time spent per video, ease of use for upload, video feedback protocol execution	Building a Video Production Routine

Table 8: Emergent Themes for Research Question 2

Once the practitioners in this study were comfortable with the idea and practice of asynchronous video feedback, most were able to successfully integrate the intervention with their existing course activities. The next section will explore the findings as they relate to the third research question.

(3) To what extent does the use of asynchronous video contribute to the feedback provision practices of online instructors?

The third research question sought to understand the ways in which existing feedback practices may have been enhanced by the use of asynchronous video. The answers to this question were derived from the constant comparison of the practitioner's pre-launch survey, weekly reflections, their post-intervention debrief transcriptions, and the student reflections. The findings suggested that the use of asynchronous video contributed to instructor feedback provision practices in three ways. These include providing a greater ability to emphasize key points, fostering more concrete human interactions and, influencing a decision to continue to include asynchronous video in feedback provision processes on a long-term basis.

Greater Emphasis. One of the themes that emerged from the constant comparison of the qualitative data in this study implied that asynchronous video contributed to the feedback provision practices of online instructors by allowing instructors to place greater emphasis on key points in a student's submitted assignment. The practitioners in this study provided enthusiastic responses in support of this theme. James, for example thought that using the video feedback protocol was a great way to add emphasize to items, which can be lost with written word. When reflecting on the experience, he commented, "I felt I could do a much better job emphasizing key points. With written feedback, really emphasizing does not translate so well unless you bold, change font color, use all caps, etc. I like it for this" (Appendix M, Reflection Week 2, line37). After her first week using video feedback, Sam responded, "I liked it! It was different and I do think I got more points in through speaking, than I formerly did through writing" (Appendix O, Reflection Week 1, line 13). At the end of week four she further explained, "I was able describe more fully the reasons and suggestions for edits to their papers" (Appendix O, Reflection Week 4, line 50). As Denise reflected on

her week three experience with the video feedback protocol, she commented, “Overall, it was a good experience in that I felt I had the opportunity to provide more depth to my critique” (Appendix Q, Reflection Week 3, line 13). Like James, Sam, and Denise, Brenda also realized an ability to provide more depth and emphasis to her students. When interviewed she commented,

I thought it was better, because in the past, I have only given them written so I think I was able to personalize what I was saying to them more and explain a little more because it is easier to tell someone something and give examples than to write it all out. (Appendix P, Debrief Interview, lines 146-48)

She went on to say, “I liked that I could say a little more and that they could hear my tone of voice and that they were less likely to misunderstand” (Appendix P, Debrief Interview, lines 128-30). The experience of these four practitioners provides evidence that asynchronous video feedback did enhance their ability to convey emphasis in their feedback messages. In this way, the intervention made a positive contribution to the feedback provision practices of four out of the five instructors in this study.

Fostered Concrete Human Interactions. The findings from the use asynchronous video feedback in online courses suggests that it restored a level concrete human interaction that was characterized as a more personal, conversational way to foster a connection between the student and instructor. Evidence that grounds this theme was provided from all five instructors in this study. When reflecting on his reactions to using video feedback in his course, James stated, “I liked that I could talk very naturally. I did not worry about losing my thought. It was very conversational” (Appendix M, Reflection Week 1, line 9). Sam’s week 2 reflections provided early insight on her student’s reactions, indicating that the students really liked it and felt it was a much 'softer' approach to criticism than just reading it in digital form with track changes. Her students further reported to her that video feedback humanizes the online course

and made it seem more intimate and like she really cared. Sam added to this perspective during her post-intervention debrief interview when she commented,

I think the importance of the candidness that you can portray thru using your voice and some video. Um, pictures also. It just makes it more real and not so distant to the student. That is the main thing. I think that is the most important thing... the connection to the students because they do miss the online... I mean the face to face. (Appendix O, Debrief Interview, lines 70-73)

Elle even shared her appreciation for enhanced connection during the debrief interview and stated, "I think what I enjoyed most was the idea of having a more personal connection with students in the online setting" (Appendix N, Debrief Interview, lines 118-19) Similarly, as Brenda reflected during week 3, she discussed her observation of video feedback's ability to strengthen the relationship between student and instructor. Finally, Denise also described her experience with the intervention as personal and conversational. During week 3, she reported that she saw the use of video feedback as a conversational vehicle for building a more direct rapport with students in an online class. By week 4, she articulated her experience as *personal* and commented, "I liked the opportunity to talk to the student directly. It feels more personal than using comments in Word Review" (Appendix Q, Reflection Week 3, line 26). At the conclusion of the implementation period, she too used the term conversational and stated; it was "like I was having a conversation with them and that is what I miss about teaching." (Appendix Q, Debrief Interview, line 104).

All five instructors discussed a similar feeling of talking face-to-face with their students. The evidence provided from the teaching practitioners in this study reveals that the asynchronous video feedback protocol cultivated a sense of connection that was more personal and conversational. This suggests that the intervention contributed to the instructor's feedback provision practices by fostering more concrete human interactions than what is usually experienced in the online learning environment.

Long-term Adoption of the Video Feedback Protocol. In this study, the teaching practitioners who produced the most video feedback messages enthusiastically discussed plans to adopt the protocol for future classes. This intent to adopt the video feedback protocol on a long-term basis surfaced as a significant impact on instructor feedback provision practices. Evidence in support of this intent was provided by three of the five participating instructors. For instance, Sam found her experience with asynchronous feedback to be more personal than feedback methods she had used previously and reported that she would continue to use it where possible. During her debrief interview, she also admitted to using the video feedback protocol for reasons beyond those intended for this study; “I gotta tell you, I have even used it to give my college granddaughter some feedback on a paper that she was writing” (Appendix O, Debrief Interview, lines 256-257). When asked if she would use the intervention again, she commented,

I think I am going to continue to use it... I am planning to walk through the syllabus with the next group of students because they have so many questions... I think it is really an important tool and I think it really helped. And I can clarify up front, I am going to use the tool to walk through the syllabus and tell them.
(Appendix O, Debrief Interview, lines 181-83)

Brenda also found the asynchronous video feedback protocol helpful and communicated her intent to continue to use it. In her debrief interview she too reported, “I am using it more often than just for the students in that course” (Appendix P, Debrief Interview, line 107). Similarly, Denise’s reported in her final reflection,

I really liked it and I think I will incorporate it into phase 1 and 2 of the term paper next semester. But I probably won't do it for phase 3 (the final term paper) because I don't think students will listen. (Appendix Q, Reflection Questionnaire Week 4, line 78)

During her post-intervention debrief interview, she further stated,

I think I am going to do it again in the future. I teach the same course over and over and they have two shorter assignments and then this long paper for which I have

developed this worksheet for. So I am going to try for everybody just to give video feedback, especially for those shorter assignments. (Appendix Q, Debrief Interview, lines 155-58)

The perspectives presented here provide evidence that 3 of the 5 practitioners in this study believed that the asynchronous video feedback protocol contributed to their feedback practices in a positive way. These instructors valued the intervention's contributions to the degree that they began to use the protocol for other reasons during implementation period of this study and planned to continue their use in future online courses. It should be noted that the remaining 2 instructors did report that they would use video feedback again, however they did not specifically discuss an intention to adopt the video feedback protocol into their teaching routines on a long-term basis.

The themes that emerged during the constant comparison of this study's data revealed that the use of asynchronous video feedback in online courses made positive contributions to the feedback provision practices of the instructors. The following table visually organizes the codes and the corresponding themes for research question 3:

(3) To what extent does the use of asynchronous video contribute to the feedback provision practices of online instructors?		
Axial Code(s)	Properties	Selective Code / Emergent Theme
Improved Quality	The ability to say more with spoken words than written words, provided clarity, deeper understanding of what instructor wanted for future application	Greater emphasis on key points
Personal, connection, conversational	More real, face-to-face encounter, softer way to guide improvements	Fostered more concrete human interactions
Long-term impact on feedback practice	Alternative uses, Plans for continued use, Satisfaction with the asynchronous video feedback experience	Long-term adoption of the video feedback protocol

Table 9: Emergent Themes for Research Question 3

Asynchronous video feedback contributed to the teaching practices of the instructors in this study to the extent that it:

- Allowed for greater emphasis to be placed on key points when assessing student assignment submissions.
- Fostered more concrete human interactions in a learning environment traditionally characterized as distant and abstract.
- Prompted a permanent modification to practitioner's feedback provision practices in favor of adopting video feedback for their online courses.

The next section will present the findings from this study, relative to the final research question that guided this study.

(4) What factors of the asynchronous video experience impact instructor perceptions of its educational potential, as an approach to giving feedback in online course?

The last research question was aimed at understanding the elements of the video feedback experience that shape its educational potential and promote learning in the online environment. The answers to this question were derived from the constant comparison of the practitioner's pre-launch survey, weekly reflections, post-intervention debrief transcriptions, and the student reflections. The themes that emerged included, bridging interpersonal gaps, managing student interpretations, cultivating a clearer understanding of needed improvements and reducing perceived distance. Each of these four themes and the subset of qualities that further defined them are presented below.

Bridge Interpersonal Gaps. Participants in this study described video feedback as a helpful tool for drawing the attention of the students. The intervention was praised by practitioners for its ability to neutralize the authoritative tone and emotional charge that can be negatively perceived when instructor feedback is only provided in a written format. This

theme is grounded by evidence from all 5 teaching practitioners in this study. When asked to reflect on the educational advantages gained by using asynchronous video feedback, James responded, “the face-to-face connection. It is real and directed to them individually” (Appendix M, Reflection Week 1, line 46). He thought this was a really important educational factor and documented this perspective about the value of making a one-on-one connection with students in both of his pilot reflections. Sam believed that video feedback offered “excellent potential for the online learning experience because students pay more attention to it” (Appendix O, Debrief Interview, lines 237-39) During her post-intervention debrief interview she stated,

I honestly think that it is an excellent resource and it can enhance your ability to actually communicate with the student in a way that doesn't appear to be as authoritative. One of the students commented that it seemed softer when I was speaking it than when I just wrote it. (Appendix O, Debrief, lines 32-35)

When reflecting on the two advantages gained from asynchronous video feedback, Elle identified the social presence of the instructor and individualized feedback on a more interpersonal level. When interviewed she commented, “Although you are not seeing them, they are hearing you so there is a little more of a value added experience” (Appendix N, Debrief Interview, lines 199-20). Similarly, Brenda found the asynchronous video feedback protocol to be a lot more personal. During her debrief interview she explained this further by commenting,

I thought it was better, because in the past, I have only given them written so I think I was able to personalize what I was saying to them more and explain a little more because it is easier to tell someone something and give examples than to write it all out. (Appendix P, Debrief Interview, lines 146-48)

Denise's perspectives also pointed to interpersonal advantages. In her week 4 reflection responses, she reported, “I liked the opportunity to talk to the student. It feels more personal than using comments in Word Review” (Appendix Q, Reflection Week 4, line 26). She

expanded on this during the post-intervention debrief and said, “I feel like I was having a conversation with them and that is what I miss about teaching” (Appendix Q, Debrief Interview, line 104). This ability to emulate face-to-face interaction was considered to be valuable in the online learning environment because it positioned the instructor as a collaborator who offered a gentle rebuke, rather than a critical insult. The use of asynchronous video therefore bridged interpersonal gaps between online students and instructors.

Manage Student Interpretations. The communication subtleties that are lost when instructor feedback relies exclusively on text-based interactions can cloud the receiver’s interpretation of the comments. In this study, video feedback helped to restore these lost nuances by allowing instructors to portray criticism in a more constructive manner. For example, Denise stated, “Overall, it was a good experience in that I felt I had the opportunity to provide more depth to my critique” (Appendix Q, Reflection Week 3, line 13). Likewise, Sam noticed, “the criticisms, you could define them more and give them a little bit more understanding.” (Appendix O, Reflection Week 1, lines 36-37) She also stated, “when people understand why you are saying something and not just that you are being critical... it just makes a difference” (Appendix O, Debrief Interview, lines 141-42). For Brenda, asynchronous video significantly changed one student’s interpretation of her feedback. She reflected on this during Week 4 and reported, “One told me that she understood my feedback better with the video. This was a student who has already taken two face-to-face classes with me” (Appendix P, Weekly Reflection Week 4, lines 74-74).

Asynchronous video feedback also enhanced the instructor’s ability to convey points of emphasis with greater accuracy. James noted, “I felt that I could emphasize my point more with the video than with words” (Appendix M, Reflection Week 1, line 9).

Sam concurred and commented, “I do think I got more points in through speaking, than I formerly did through writing” (Appendix O, Reflection Week 1, lines 13). She added, it was much more helpful and understood than the former approach. When interviewed, Brenda talked again about her student’s responses to this enhanced clarity and accuracy. She stated, “Well, the students really like it! And that surprised me. And one student said, this is the 3rd class she has taken from me and she said she understood my feedback much better” (Appendix P, Debrief Interview, lines 48-49). During Week 3, Denise also reflected on her ability to give more accurate feedback and said, “During the video production - I was reviewing my comments and what the students had wrote. Occasionally I noticed things that I had missed. So it helped me do a more thorough job of providing feedback” (Appendix Q, Reflection Week 3, line 30).

Students from the courses in this study also shared some perspectives related to this theme in their post-intervention reflections. One student commented, “It allowed me to understand what I was doing right and wrong. It also allowed me to understand what the professor wanted for me as a student” (Appendix R, Student Reflection, line 19).

Another student reflected on the ability to see the amount of dedication the professor took when grading papers. In this manner, the intervention helped students fully perceive the depth of thought and effort put into feedback provision because instructors were able to capture the richness of their recommendations in their videos.

The perspectives presented here provide evidence from 4 out of 5 instructors as well as some of the students in this study. Their experiences suggest that the intervention supported an ability to provide clearer, more in depth feedback to students, while casting a more constructive light on instructor criticism. Accordingly, the use of asynchronous video helped instructors to better manage student interpretations of feedback messages.

Cultivate a Clear Understanding of Needed Improvements. Some online instructors in this study referred to their comments on student assignments and Microsoft Track Changes as criticisms, albeit constructive. Students shared this perspective and viewed such comments as criticisms that were sometimes described as shallow and ambiguous. As instructors reflected on their experience with the asynchronous video feedback intervention, an ability to cultivate a clear understanding of future improvements was associated with generating higher quality responses. When asked if video feedback had an influence on the way she managed her course, Sam commented, “actually I do think the quality was improved” (Appendix O, Debrief Interview, line 122). She further alludes to this increase message quality and the ability to clearly outline necessary improvements in her debrief interview:

I think it engages the students more at some level and you are walking through their paper and showing it to them at the same time you can kind of explain why something is a run on sentence, or whatever it is you are commenting on. (Appendix O, Debrief Interview, lines 235-37)

During her interview, Brenda concurred that asynchronous video also allowed her to provide more quality feedback (Appendix P, Debrief Interview, lines 192-195). Denise also mentioned, “I sometimes found something that I missed the first time. So I do think it improves the quality of my comments” (Appendix Q, Debrief Interview, lines 195-96). Higher quality feedback messages served as a conduit for clearly conveying future oriented recommendations for improved student performance.

In this study, the idea of providing a clearer critique for necessary improvement was also characterized by fewer exchanges between the instructor and the student. For example, Sam felt that she curtailed the need for repeated clarifications and helped students focus on future expectations and stated, “I was able to answer questions concerning assignment guidelines before they were asked, by 'walking' through the guidelines and explaining further

what is intended (Appendix O, Reflection Questionnaire Week 4, line 79). She added, “It does reduce the number of phone calls and emails” (Appendix O, Reflection Questionnaire Week 4, line 158). When asked if the intervention impacted the number of clarifying emails and individual exchanges between the instructor and the student, Elle stated, “I think actually it may have” (Appendix N, Debrief Interview, line 91). In response to this same question, Brenda replied, “Yes I think that I got fewer requests for clarifications” (Appendix P, Debrief Interview, line 87). In total 3 of the 5 instructors believed that the asynchronous video feedback protocol in this study might have reduced the number of clarifications to individual students. This was because the depth of information that was captured in their video messages addressed their expectations for future performance in a more concrete and comprehensive manner.

For students, clearly conveying the necessary improvements for future performance was a valuable aspect of asynchronous video feedback in their courses. One student noted:

The video feedback filled in the blanks for what I found to be missing when papers were sent back with comments. Sometimes the comments left on your paper just raised more questions. The video feedback allowed the instructor to make their comment and elaborate on it adding more meaning and a better understanding for you. (Appendix R, Student Reflection, line 19)

Another student commented, “It allowed me to understand what I was doing right and wrong. It also allowed me to understand what the professor wanted for me as a student” (Appendix R, Student Reflection, line 19). This student added, “ I understood what was need to do good on future papers” (Appendix R, Student Reflection, line 33). This student further reported, “I understood what my professor wanted me to do as a student. For my next paper, I wrote a better paper” (Appendix R, Student Reflection, line 28).

The perspectives presented here provide evidence from 4 out of 5 instructors as well the students in this study. These experiences and perceived advantages to using asynchronous

video feedback suggest that the intervention allowed instructors to clearly articulate the steps or actions needed for improved future performance.

Reduce Perceived Distance. The findings of this study indicate that asynchronous video feedback provided an opportunity for instructors and students to connect on a personal level. This kind of interpersonal encounter is an attribute that is often missing in the online learning experience. Even though feedback messages did not occur in real-time, they appeared to shorten the distance between students and educational practitioners by facilitating a sense of personal connectedness that made the experience more real and less abstract. James commented on this experience as he reflected on the advantages of the intervention, “The “face-to-face” connection. It is real and directed to them individually” (Appendix M, Reflection Questionnaire Week 1, line 46). Similarly Sam discussed a reduction in perceived distance in her debrief interview, “Well I think it makes a greater connection between the online teacher and the students. And I think it lessens the distance. It makes your comments more real when you can add some context to them” (Appendix O, Debrief Interview, lines 135-36). Denise also made reference to having a more personalized experience during her debrief interview when she stated, “I felt like I was having a conversation with the student...I liked the opportunity to talk to the student directly” (Appendix Q, Reflection Week 3, lines 49-50). She added, “I felt like I was making a connection with them personally and I liked that” (Appendix Q, Debrief Interview, line 246). These practitioner’s perspectives provide evidence that the intervention used in this study helped to reduce the perceived distance between students and instructors in the online environment. In doing so, the asynchronous video feedback protocol simulated a real encounter with a person and produced a sense of closeness that was regarded as a contributor to its educational potential.

Most of the factors that emerged as themes in response to research question 4 related to the idea of regaining something that is normally present during in-person educational experiences, but is perceived as lost when teaching and learning in an online environment. The findings from this study indicate that instructor feedback attributes like tone of voice, regard for effort or care, and contextual emphasis were significantly enhanced by the presence of an asynchronous video. Accordingly, the findings of this study provided sufficient evidence to identify the factors that impact instructor perceptions of video feedback's educational potential. The following table visually organizes the codes and emergent themes for research question 4:

(4) What factors of the asynchronous video experience impact instructor perceptions of its educational potential, as an approach to giving feedback in online course?		
Axial Code(s)	Properties	Selective Code / Emergent Theme
Draw attention, neutralize the authoritative charge that could be "mis-read," conversational, personal	Engaged students, portray instructor as collaborator, softer or more gentle rebuke, talking directly to another person	Bridge interpersonal gaps
Portray criticism constructively, convey emphasis accurately, capture richness of recommendations	Less ambiguous messages, emotional assumptions averted because tone could be interpreted, thoughtful response to student attempt was visible and conveyed care	Manage student interpretations
Reduction in clarifying interactions needed	High quality response from instructor, feed forward elements informed future performance	Cultivate a more clear understanding of needed improvements
Human interaction, Connection	Enhanced the learning experience by making it feel more real, personal touch, informal, multi-sensory engagement	Reduce perceived distance

Table 10: Emergent Themes for Research Question 4

As it relates to the final research question in this study, the factors that impacted instructor perceptions of asynchronous video feedback's educational potential were its ability to:

- Bridge interpersonal gaps
- Manage student interpretations
- Cultivate a clearer understanding of needed improvements
- Reduce perceived distance

This presentation of the cross-case findings has addressed each of the four research questions that guided this study. The answers to these questions were grounded by the actual words that participants in this study used to describe their experiences with the asynchronous video feedback protocol. The participant's responses were analyzed for emergent themes via constant comparison and confirmed through investigator triangulation to ensure data integrity and accuracy. This triangulation process confirmed 81% of the 278 coded segments and themes that related directly to the research questions. This resulted in a discrepancy of 19%, which amounted to a total of 50 amendments that were made to reconcile these coded segments. Based on this, the findings presented here are considered true and accurate.

Summary

The purpose of this qualitative design-based study was to design, implement and explore an asynchronous video feedback protocol in higher education online courses. This chapter presented the persona of each study participant through a descriptive design narrative and provided a detailed explanation of the cross-case findings, as they relate to the research questions. This explanation included the themes that emerged from the analysis of five data collection instruments; 1) the pre-launch survey, 2) practitioner's weekly reflection questionnaires 3) their post-intervention debrief interview transcripts, 4) the designer reflection journal, and 5) student reflection questionnaire. To gain a more comprehensive

understanding about the participant's encounter with the asynchronous video feedback protocol, this chapter expounded upon the cross-case data and findings and addressed the four research questions that guided this study.

Research Question 1 sought to identify the process for designing an asynchronous video feedback protocol for an online course. In this study, the answer to this question unfolded as a non-sequential series of seven critical activities. These activities included consulting subject-matter-experts that represent each aspect of the system, surveying the literature for evidence-based strategies, testing the interface for seamless alignment the with desired learning management system, trusting your instincts as a designer, using failure to move productively toward a viable solution, making learner-centered decisions, and focusing on continuous improvement that strives for universal application.

Research Question 2 inquired about the process for successfully integrating the asynchronous video feedback protocol into an online course. The findings suggest that implementation involved two main activities. The first was helping students and educational practitioners get acclimated to the video feedback protocol through guided practice and the use of advance notification. The second activity was establishing an actual routine for producing video feedback messages.

Research question 3 was aimed at understanding how asynchronous video contributed to the feedback provision practices of online instructors. A total of three themes emerged from analyzing the data related to this question. The first theme indicated that asynchronous video feedback allowed for greater emphasis to be placed on key points of the instructor's message. The second theme indicated that asynchronous feedback fostered more concrete human interactions. The third theme indicated that asynchronous video feedback prompted a decision to permanently adopt video feedback.

Research question 4 focused on identifying the factors of the asynchronous video feedback experience that influenced its educational potential. The findings revealed that there were four main factors that had the most influence on practitioner's perceptions of video feedback and its educational potential. These four factors were the ability to bridge interpersonal gaps, manage student interpretations, cultivate a clearer understanding of needed improvements, and reduce perceived distance. Collectively, these factors enhanced the educational potential of asynchronous video feedback in online learning environments because they restore a sense of personal connection while raising visibility and instructor engagement.

Chapter four explored the findings derived from the design and implementation of an asynchronous video feedback protocol in authentic, online higher education courses for adult learners. The following chapter will expand on these findings by discussing the intervention in light of existing literature and theory as well as the implications for instructional design, teaching and learning in higher education, and online student success. It will address the assumptions and limitations of the study, recommendations for future research, and conclude with a presentation of contextually sensitive design principles that emerged during this design-based research experience.

CHAPTER 5 DISCUSSION AND CONCLUSION

Introduction

This design-based research study sought to design, implement and explore an asynchronous video feedback intervention in higher education online courses for the purposes of understanding its implications and documenting a useful framework for designing courses to include effective asynchronous video feedback messages. This qualitative exploration was documented primarily through the experiences of faculty and instructor participants who taught adult learners in online courses at a Midwestern, urban research university. The asynchronous video feedback protocol designed for this study, was implemented in multidisciplinary online courses, for four weeks, in the fall of 2014 and underwent iterative design modifications to enhance its functionality and effectiveness for adult learners. To ensure research dependability (Merriam, 1995), the study used multiple data collection methods while investigating the following questions:

- (1) What is the process of designing an asynchronous video feedback protocol for an online course?*
- (2) What is the process of integrating an asynchronous video feedback protocol into an online course?*
- (3) To what extent does the use of asynchronous video contribute to the feedback provision practices of online instructors?*
- (4) What factors of the asynchronous video experience impact instructor perceptions of its educational potential, as an approach to giving feedback in online course?*

To thoroughly answer these questions, it was important that this study be conducted in manner that was pragmatic, contextual and interactive. For the last two decades, design-based research

(DBR) has been emerging as a valid approach to scientific inquiry that adequately meets these criteria. Wang and Hannafin (2005) argue that DBR “guides theory development, improves instructional design, extends the application of results, and identifies new design possibilities” (p.12) for enacting and sustaining innovative learning environments. With specific regard to technology enhanced learning environments, including online education, DBR was the most ideal approach for conducting this study.

In an attempt to clearly portray the intervention’s transitions and the lived experiences of the participants who engaged with this educational innovation, the previous chapters shed light on some of the challenges that instructors have historically faced in online learning environments and positioned asynchronous video feedback as a plausible, technology-mediated solution to these problems. These chapters also outlined the features that characterized the video feedback protocol used in this study and explored the evolution of the design by providing a thick description of the designs transitions and the participant’s encounter.

This chapter will discuss the outcomes of my design-based research exploration of asynchronous video feedback in online learning environments, with regard to this study’s research questions and the contextually sensitive design principles that surfaced in the process. This discussion will be followed by a presentation of the study’s implications for instructional designers, teaching and learning administrators who are charged with online course development, and educational practitioners in academia who are concerned with student success. I will then address the limitations of this study and conclude with my recommendations for future research.

Discussion of Results

A small number of scholars have begun to investigate asynchronous video as an alternative vehicle for grading, assessing course work and providing feedback in online higher education courses. Most of these studies place emphasis on the student's reactions, with the instructor's experiences situated as an afterthought. This study, however, intentionally focused on instructors and leveraged their perceptions as collaborative informants to improve a customized asynchronous video feedback intervention. This was done to support the design claim (Mor, 2011) that asynchronous video could provide a viable solution to the local challenges that online instructors faced when assessing student assignments. This discussion will further unpack the transforming design of this study's video feedback protocol and evaluate the findings through the lens of the research questions and existing theory to understand the events that the intervention and the participants endured during the study.

Research Question (1): What is the process of designing an asynchronous video feedback protocol for an online course?

Designing the video feedback protocol for this study was somewhat complex because it needed to perform successfully in varying courses, across multiple schools and colleges within the institution. This implied the need to consider the diverse course designs, assignment types and idiosyncratic teaching practices associated with the participating courses. Three critical activities anchored the design process. They include, 1) organize with the end in mind, 2) instinctive decision-making, and 3) a focus on continuous improvement. Organizing with the end in mind involved acquiring a clear vision of what the intervention needed to look like, or more specifically, how it needed to function within the local environment. This included technical specifications, instructor preferences, and consideration for the receiving student's experience. Once crystallized, this mental model of the desired end result served as a catalyst

for progressive design decisions that moved the intervention toward this goal. The work of progressing toward the desired end goal, which was a functional video feedback intervention, made it necessary to trust my intuition as a designer when decisions needed to be made regarding modifications. This encapsulated the second critical activity in the design process. As participants began to engage with the intervention and less than desirable outcomes occurred with the video platform in the pilot study, I had to rely on my instincts to determine the actions that would satisfy the study participants and the scope of this investigation. This effort to strike a balance between the study's characters and constraints surfaced as a focus on continuous improvement. The following summarizes the culminating design process for this study's asynchronous video feedback protocol, which was derived from the three critical activities:

- Consult with subject-matter-experts that represent each aspect of the system
- Survey current evidence-based strategies for asynchronous video feedback
- Test the video production interface for seamless alignment the with desired LMS
- Trust your instincts as a designer
- Use failure to productively advance toward the desired end goal
- Make learner-centered decisions that simplify the experience
- Focus on continuous improvement that enhances universal application

While the three critical activities and their sub-components are interdependent, the data provided no indication that the video feedback design process was sequential. Instead there appeared to be a continual shifting between each activity as needed by the intervention or participant. This finding is consistent with the instructional design model called the Layers of Negotiation (Cennamo, 1995), which describes a recursive, reflective, user-centered design approach that focusing on input and reflection of all stakeholders. The model attempts to

visually capture the complexity of the rapid prototype design process as it moves through tradition instructional system design phases:

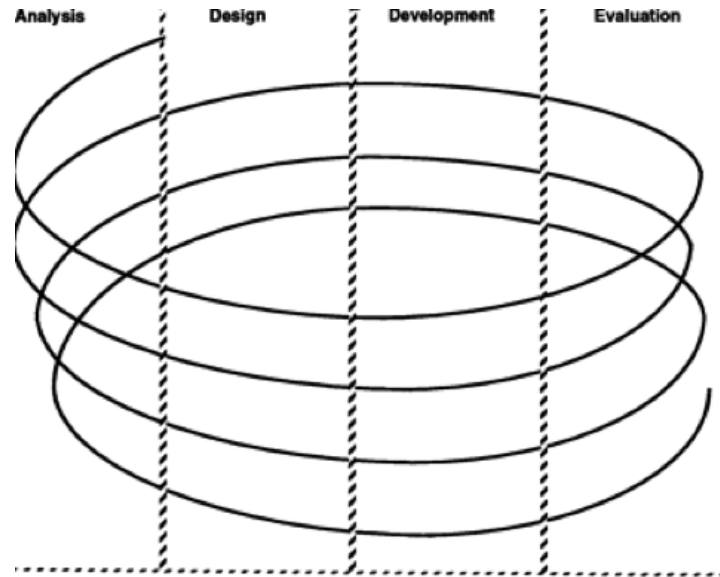


Figure 11: Layers of Negotiation

Similarly in this study the design, development and evaluation elements were continually revisited as the learning intervention evolved. For example, the initial video feedback protocol was, in essence, a rapid prototype designed for use with Google Applications. The evaluation of that pilot experience led to further development of the initial protocol and ultimately a redesign to align with the new learning management system that was used by the implementing participants. This was followed by a thorough analysis of video production platforms to gain advantages over the challenges that were documented in the pilot. The refined design was implemented, but still required enhancements to perform optimally. These findings prompted more shifting between the phases of evaluation, analysis, design, and development, which ultimately generated the final version of the video feedback protocol.

This recursive activity was documented and provided sufficient evidence to outline a full design process for an asynchronous video feedback protocol.

It would be remiss to suggest that this design process is absolute and encompasses every step necessary to implement this kind of technology enhanced feedback practice for all online courses. However, this design process does capture the essence of the activities involved with creating, launching and exploring the video feedback solution that was used in this study. Certainly, it could serve a point of reference, but applications beyond this study would need to be adapted to comply with local needs and requirements.

Research Question (2): What is the process of integrating an asynchronous video feedback protocol into an online course?

Reflection responses from the participating faculty and instructors in this study captured sufficient evidence to understand how they actually implemented the asynchronous video feedback intervention. Integrating the designed protocol into online courses that were already in progress was two-fold. It first involved helping the both students and instructors get acclimated with video feedback. Subsequently, it required the faculty member or instructor to build a solid routine for producing and delivering video feedback messages.

Unlike the design process, integrating this learning intervention was sequential as the ability to produce videos effectively was contingent upon the participant's comfort with the video feedback protocol.

Getting acclimated with video feedback cultivated confidence in the participants. By providing guided practice in concert with the intervention's rollout, faculty and instructors were able advance on the learning curve and gain a functional level of comfort with the innovation. It was also important to set the expectations of students who would receive video

feedback. This was accomplished by providing advance notification that built their awareness and communicated the forthcoming change in their feedback.

In order to fully integrate the video feedback protocol into an online course, educational practitioners should set their student's expectations for receiving video feedback by providing a detailed announcement or introduction. They also need to practice the video feedback protocol so that they can establish a personal routine that allows them to easily produce video messages. For optimal results, this routine should closely follow the guidelines of the video feedback protocol.

Similar to the design process, there were aspects of the implementation process that echoed theoretical sentiments. The application of instructional design's General Systems Theory was apparent in the implementation of the video feedback intervention because it required a holistic look at the environment, in which the learning intervention would be situated. With specific regard to the relationship between the elements in the system and flow of information between parts, this systemic perspective made the creation of a new system possible.

Research Question (3): To what extent does the use of asynchronous video contribute to the feedback provision practices of online instructors?

In addition to understanding design and implementation, this study intended to shed light on the ways in which asynchronous video contributed to the existing feedback practices of online instructors. The participants in this study articulated three ways that the intervention contributed to their feedback provision. The first was the ability to place greater emphasis on key points or ideas in a student's assignment. This was characterized by the feeling of being able to say more with spoken words than written words and convey a clearer interpretation of the student's intent. Similarly, students reported a deeper understanding of what instructors

wanted for future application, which suggests that the intervention had some influence on online student engagement. Measuring this however, was beyond the scope of this study and would require further explanation.

The second way that video feedback contributed to instructor feedback practices was by facilitating more concrete human interaction. Online learning environments have the reputation of being abstract and distant. The presence of asynchronous video feedback messages gave life to the experience, making it appear more real and similar to a face-to-face encounter. By regaining previously lost communication nuances (Getzlaf, et.al., 2009) like tone of voice and facial expressions, student's perceived video feedback as a softer way to guide improvements. Instructor reflections also indicated that this kind of human interaction was a pleasant experience that restored something they missed in the online learning environment, when compared to in-person instruction.

The third contribution to instructor feedback practices that was documented in this study was the intent to adopt video feedback permanently. Evidence of this intent was found in 3 out of 5 of the participant's discussion about alternative uses and their plans for continued use. This evidence represented a voluntary behavioral shift in feedback provision, based on their positive experience with the learning intervention. It suggests that the asynchronous video feedback protocol designed for this study offered enhancements to their online courses that were valuable enough to evoke actionable change and influence long-term adoption. Accordingly, this outcome is noted as one of the most significant effects in this study.

As it relates to theoretical alignment, the contributions that asynchronous video made to instructor feedback practices is indicative of Social Cognitive Learning (Bandura, 1978) in two ways. First, the internal decision making process of some of the educational participants in this study was altered at a motivational level as a result of what they witnessed and

experienced. Some witnessed enthusiastic social responses from students while others simply found the experience positive and personally useful. From this, the decision to adopt video feedback was made. Social Cognitive Learning Theory was also observed in the student's reflections. The ability to visibly walk the students through their assignments and demonstrate desired performance with displayed examples allowed the students to learn by observation. In addition, instructors were able to guide the future behavior of students by giving voice to their belief in the student's capability to succeed. This is also referred to as self-efficacy, which plays a large role in student motivation and engagement.

Research Question (4): What factors of the asynchronous video experience impact instructor perceptions of its educational potential, as an approach to giving feedback in online course?

This study sought to identify the factors of the instructor's asynchronous video feedback experience that influenced its perceived educational potential. The factors that surfaced included its ability to bridge interpersonal gaps, manage student interpretations, cultivate a clearer understanding of needed improvements, and reduce perceived distance.

Interpersonal gaps were bridged as instructors reported the feeling of talking directly to another person. Similarly, students perceived the instructor's guidance by video as a more gentle rebuke from a collaborator, rather than a critic. Again, this is an application of Social Cognitive Theory impacting self-efficacy.

Student interpretations of feedback messages were also more easily controlled because of the presence of natural conditions in human communication including tone of voice. This allowed for misinformed emotional assumptions to be averted on the part of the student and for a sense of care to be conveyed by the instructor. It also made it easier to densely articulate the requirements for future improvement. This was documented in the study as higher quality feedback that propelled students toward improved future performance.

Finally, the educational potential of asynchronous video feedback was strengthened by its impact on perceived distance. The evidence in this study suggests that asynchronous video feedback enhanced the learning experience by making it feel more real. It provided multi-sensory engagement and a personal touch that is often missed in online learning. This ability to emulate face-to-face interaction was considered valuable by both student and instructor participants in this study. This presents a significant learning gain as the literature identifies psychological distance (Swan, 2001) as one of the reasons that online students can easily disengage with coursework. To suggest that there is a way to shorten this distance and still sustain the flexible nature of asynchronous online learning means that the educational potential for video feedback could be great.

The four factors described here emerged as having the most influence on the perceived educational potential of video feedback. These factors also describe changes that occurred in the conditions of the learning environment to engage the learner. These findings confirm aspects of Conditions-Based Learning Theory, which contends that the manner in which instruction is delivered needs to be modified to create a match between what is going on inside the learners mind because all learning is not the same (Richey, et. al., 2011).

Implications

Instructional designers have the important job of advocating for the learner as they create learning experiences that meet a pre-determined goal. In higher education online environments, this means honestly assessing the learner's experience and proactively asking what can be done to improve it, rather than continuing practices the way they have always been done, just because they *appear* to be working. This, in essence, describes a learner-centered philosophy, which was a driving force in this study. The primary learners in this investigation were the educational practitioners, who are more accustomed to being the expert

than the student. They were smart, incredibly busy and experienced online instructors who were working within the time constraints of a rolling semester. The secondary learners were the students who received asynchronous video feedback as end-users. They were accustomed to a particular kind of feedback from instructors and constrained by the need to earn a decent grade and move on to the next assignment, based on input from instructors. In this study, both of these audiences required intricate consideration because their perspectives dictated the design features and modifications of the intervention. This same learner-centered philosophy underpins the study's implications for instructional designers and members of a wider audience whose roles are adjacent to the field including, online and blended course developers, teaching and learning practitioners, and academic administrators in higher education who focus on student success. For instructional designers and developers, the most striking implications of this study relate to the role of failure in design and the emergent design principles for an asynchronous video feedback intervention. For administrators in teaching and learning roles or those who work on student success, this study presents an innovative approach to narrowing the psychological distance that can characterize technology mediated learning environments. It also positions video feedback as a plausible strategy for streamlining the feedback provision practices of academic faculty. It also sheds light on the importance of instructor visibility in the online environment and the impact that connection with the instructor could have on student engagement. The following sections will expound upon these implications.

Failure. In this study, failure kept the design process going by propelling discovery activities. It was an energizing force in the process of identifying viable solutions in the design process. Interestingly, this momentum slowed to a halt when the intervention experienced success. This suggests that the broken aspects of a process or intervention can spur

creativity by providing a starting point for enhancements. It further implies that even when a process appears to be working, for instance the way instructor's provide feedback to adult students in online higher education courses, a search for where it is failing could spark the next innovation and result in significant learning gains.

Design Principles. The documented experiences of designing and implementing the video feedback protocol in this study aligned closely with a definition of design-based research offered by Wang & Hannafin (2005) which asserts, "researchers manage research processes in collaboration with participants, design and implement interventions systematically to refine and improve initial designs, and ultimately seek to advance both pragmatic and theoretical aims affecting practice" (p. 6). As a design based research study, the most meaningful implications are found in the contextually sensitive design principles that were derived from my iterative encounter with the asynchronous video feedback protocol that was designed for this study. These design principles represent evidence-based propositions about asynchronous video feedback as it relates to teaching and learning in online higher education courses. The following context-specific design principles transpired through this design-based research exploration of asynchronous video feedback in multidisciplinary online courses:

Principle 1: The design process for an asynchronous feedback protocol is dynamic and revolves around a clear picture of the desired end, coupled with a systemic approach to progressing from concept to creation of a functional product.

This principle is anchored by the first critical activity that emerged in the findings related to the design process; organize with the end in mind. In the design of this study's asynchronous video feedback protocol, organizing with the end in mind involved consulting with subject-matter-experts in each aspect of the system, while surveying evidence-based

strategies and changes in the literature to understand the environment needs and improve the intervention. It also required multiple tests the video production interface for seamless alignment with the desired LMS.

Principle 2: The instinctive decision-making of the designer plays a defining role in bridging the gap between the intervention's technical needs and the stakeholder's functional desires.

This principle is related to the second critical activity that emerged in the findings related to the design process; rely on instinctive decision-making. The experience and expertise of an instructional designer are reflected in his or her instinctive decision-making. As the conduit for the intervention, who maintains knowledge of the learning environment the designer must entertain the opinions and requests of stakeholders while maintaining an awareness about the technical constraints. In the design of this study's asynchronous video feedback protocol, this translated into trusting my instincts as a designer and the practitioners following their inherent curiosity regarding the alternative use of asynchronous video in their courses. In both cases, intuition led to learner-centered decisions that simplified the online experience.

Principle 3: With deliberate effort, asynchronous video feedback can be designed transcend specific topics or subject matters.

This principle is associated with the third critical activity that emerged in the findings related to the design process; Focus on continuous improvement toward universal application. In this study, the design iterations yielded insights to the successes and failures of the asynchronous video feedback protocol. Failure served a productive role in the continuous improvement of the intervention that moved the design toward necessary enhancements. The corresponding modifications that resulted, leveraged continuous improvement in ways that promoted universal application of the learning intervention across disciplines.

Principle 4: The expectations of asynchronous video feedback users should be managed such that self-efficacy is cultivated prior to implementation.

This principle is anchored by the findings that emerged from reflections on integrating the asynchronous video feedback protocol into online courses. With specific regard to managing the expectations of stakeholders, this study proved that providing instructors with hands-on guided practice with video feedback and scaffolded support was necessary to build their confidence as a user. This confidence facilitated self-efficacy along with a sufficient level of buy-in from instructors, when established prior to implementation. It appeared that it also served as a motivating influence for long-term engagement with the intervention. While these four principles reflect the design and implementation experiences unique to this study's environment, they also contribute a loose framework to the existing body of literature concerning the effective design of asynchronous video feedback practices in online courses.

Instructor Visibility. The perceived distance between students and instructors in online learning environments can cause students to perform as if no one 'real' is looking. As a result, this can diminish the student's sense of accountability. In this study, asynchronous video messages, facilitated a feedback provision alternative that raised the instructor's visibility. This in turn, made the educational practitioners appear to be more engaged with the submitted assignment and restored the presence of human connection. Based on some of the student's reflections, it could be argued that their ability to hear the instructor's thoughts about their work, cultivated a stronger sense accountability. In addition, hearing tone of voice and seeing facial expressions helped to neutralize the authoritative charge that can be misinterpreted in written messages and cause students to withdraw from fully engaging in the class. Instead, the recommendations that instructors made were viewed as constructive collaboration, not criticism. This positively impacted the learning environment for both the students and

instructor participants in this study. These outcomes suggest that video feedback could positively impact the efforts of student success administrators and higher education teaching and learning practitioners, with specific regard to online or blended course design, faculty development and student engagement.

Study Assumptions

This research study was conducted in light of several assumptions.

First, I worked under the assumption that the faculty participants who agreed to participate in the study would follow the recommended guidelines for video capturing personal feedback monologues to ensure a high quality recording. When participation began to decline, I made every effort to enlist additional participants, sufficient to continue my research. However time limitations for completing the study made it impossible to add new participants once the study began. This study also assumed that the intended student would actually view each asynchronous feedback message that was pre-recorded by the instructor, in its entirety. Additionally, I worked under the assumption that the study participants would have the access to the technological requirements to send and receive video feedback for the duration of the study.

Limitations

This design-based research study was had five main limitations. These limitations involve the absence of substantial design precedents, the contextually sensitive nature of the study design, the intervention's rollout timing, the degree of variation in the participant's use of the video feedback protocol, and my own bias as a researcher and designer in this study. Improvements in any of these areas could improve the quality of the study's findings.

Design Precedent. The production of instructor feedback using asynchronous video techniques was a relatively new strategy in higher education at the beginning of this research

study. Consequently, there were potential limitations in the execution of this study on the participants and the researcher. To the extent that the literature on video feedback was insufficient, offering limited design precedents, empirical studies on the use of audio feedback was used on a comparative basis to inform design decisions in this study. This was done in an effort to understand whether or not the video mechanism offered advantages or greater efficiencies over past efforts.

The absence of a gold-standard for designing and integrating an asynchronous feedback strategy was another potential limitation. To address this, I selected a video recording platform, and designed a process for instructor implementation that would align with course management tools available to the institution's faculty. I also continued to survey the literature for emerging applications of video feedback while this study was in progress so that new trends and best practices could be utilized in my evolving design.

Study Design. The asynchronous video feedback protocol designed for this study was positioned as a locally functional solution to problems perceived by the participating instructors and faculty members. This was done with the understanding that the solution was situated in context, using the free technology that was available at the time, so application in different contexts may vary. That is, researchers seeking to duplicate this study will need to carefully consider the resources at their unique institutions and modify the implementation strategy where needed.

In addition to the contextually sensitive nature of this study, the implementation period for this design-based research study was only four weeks. While this duration was adequate for the needs of this study, implementing the video feedback protocol for an entire semester could generate an additional dimension of findings. Full semester application may also make it easier for a higher number of instructors to engage and remain active with the study. In this

study, the need to adjust their established feedback routine in the middle of the semester appeared to reduce the number of participants who completed the study from ten to five.

Intervention Rollout Timing. The rollout timing for the intervention presented another limitation, as it was based on the receipt of IRB approval and the need to complete the data collection phase within the Fall 2014 semester. It is my interpretation that this time was somewhat inconvenient for instructors, which may have attributed to the lack of weekly recommendations for design enhancements from participants. Instead, most suggestions for improving the asynchronous video feedback intervention emerged from the post-intervention debrief interviews. Accordingly the final version of the video feedback protocol would benefit from further testing in authentic settings. Lastly, student reflections were solicited after the conclusion of the course. This was inopportune timing for gathering student perceptions as they had already disengaged with the course and were on holiday break by this time. As such, only 3 of the 52 randomly assigned students in this study provided responses to the request for voluntary responses. Although students were not the primary audience for this study, additional perspectives would have enriched the findings.

Variance in Performance. Some instructor techniques for producing video feedback messages deviated from the exact recommendations in the protocol designed for this study. Instead of evaluating a student assignment once, by using the pause feature between thoughts during video recording, some instructors reviewed student assignments using their traditional methods and then recorded a summary of that assessment as a second level review of the same assignment. Based on this, assumptions could be made that higher quality feedback was the result of assessing the same assignment twice, instead of the multi-sensory aspects of the audio/visual medium used to deliver that feedback.

Researcher Bias. Although this study was grounded in practices that were recommended in the literature for conducting qualitative research, the potential for unintended researcher bias still exists. To offset this possibility, every effort was made to analyze the data with objectivity. This included, periodic member-checking activities and triangulation of the data to ensure accurate reflection of the study's context and comparison of findings to empirical evidence. Admittedly, these limitations do have bearing on the outcomes of the study, however the potential impact of the study's findings on instructional design, and online teaching and learning could pose greater significance.

Significance of the Study

The rationale for this study was rooted in my personal experience as an online student, instructor and instructional designer. Working in these capacities sparked a genuine interest in educational innovations and strategies that enhance the learning experience for all stakeholders in online environments. As the designer, I relied on evidence from the educational practitioners to address issues and refine the design. Throughout this study's iterations, my research perspectives on instructional design and personal experience, as both an online student and instructor, served as a persuasive intellectual resource for making design decisions and modifications. This study is significant because helps to expand existing scholarly literature and offers strategies to improve teaching and learning practices for effective online course design. The findings in this study shed light on the perceived value and potential of asynchronous video feedback across multiple disciplines. Additionally, the intervention was designed using resources that were free or already available at the institution, therefore adoption required no additional financial investment. This information is useful for instructional designers, course developers, teaching and learning practitioners, faculty, and

higher education administrators who are charged with improving the success of online students.

Recommendations for Future Research

Online learning environments are often characterized as distant and abstract. This study is a step toward a solution to remedy this challenge. As one of only a small number of empirical attempts to delve into this topic using a design-based approach, this study provides evidence that asynchronous video shortens this distance and restores a sense of human connection that is real for both students and instructors. While this study does contribute to our body of knowledge on instructional design for online teaching and learning, richer insights are yet to be uncovered.

This study recommends the continued examination of video feedback in higher education online courses from the perspective of educational practitioners. Specifically, further research should be conducted to investigate the dynamics of applying asynchronous video feedback to a roster of 25 students or more. A longitudinal study could also look at the impact of the intervention over a series of full semesters. Additional research could also seek to understand the quantitative relationship between instructor confidence and long-term adoption of asynchronous video for feedback delivery. Another future research direction could seek to close the feedback loop by revealing strategies for generating asynchronous video responses from students that confirm their receipt of feedback messages. Undertaking future research efforts of this nature could present opportunities to investigate a longer implementation period and could even convert the use of convenient sampling to random sampling for use in a quasi-experimental study.

Summary and Conclusion

This study explored the use of asynchronous video for instructor feedback provision in multidisciplinary online courses. It claims that an asynchronous video feedback protocol, designed to integrate Screen-cast-o-matic with Blackboard captured a plausible solution to an authentic, and under-investigated problem with instructor feedback at a Midwest university. It also articulates the experiences of instructor and student participants who encountered this innovative learning intervention. Some participants in this study engaged deeply with asynchronous video feedback and produced videos for purposes beyond those required by the research design. Others were limited in their interactions with the intervention due to conflicts with research and service. This degree of variance in course management and engagement is typical in academia and represents the authenticity of the study's setting.

The proceeding chapters provide a comprehensive look at the characteristics and perspectives of those involved with the phenomenon of asynchronous video feedback in online courses. These characteristics and perspectives substantiated an exploration of the intervention's design and implementation processes, uncovered the prominent contributions to instructor feedback practices, and cast light on aspects of its educational potential. The findings were unpacked with grounded theory, which revealed several insights, as they relate to student/instructor experiences and perceived learning gains. Thick description techniques were used to align a transparent trail of reliable data with thoughtful conclusions and present an honest disclosure of subjectivity, as outlined by Mor (2011). This study also drew upon its evidenced-based conclusions to summarize a recommended set of design principles that emerged in the research process. In accordance with the design-based research methodology, these principles contribute to existing knowledge concerning the effective use of asynchronous video for instructor feedback in online higher education courses.

APPENDIX A
REQUEST FOR LETTER OF SUPPORT

My name is Naimah Wade, and I am an Instructional Technology Doctoral Candidate in the College of Education. I am emailing you at the recommendation of (INSERT COMMITTEE MEMBER'S NAME), one of my committee members. During a recent conversation about participants for my dissertation research, she/he suggested that I contact you to inquire about permission to recruit instructors and faculty from the (INSERT THE NAME OF THE SCHOOL OR COLLEGE) to be involved.

My study is entitled "The Face of Feedback: Exploring the Use of Asynchronous Video as a Mechanism for Delivering Instructor Feedback in Online Courses." As implied by the title, I plan to collaborate with teaching practitioners to design a feedback strategy, using an innovative video platform. Once the design completed, I will work with the participating instructors to implement the feedback process into their courses for four weeks, and use the data and emergent themes to inform a set of practical guidelines for successfully using this mode of interaction in online courses.

The literature on this type of strategy suggests that a video feedback can potentially reduce the workload of instructors by allowing them to provide rich, elaborate responses to student assignments in less time. Additionally, empirical studies indicate that students overwhelmingly prefer this method of instructor feedback over traditional text-based feedback. Similarly, positive findings have also been documented as they relate to online student engagement, instructor presence and immediacy. Each of these elements shapes the student's perceptions of the online experience at the institution.

Since the literature seems to emphasize the student's perspective, my dissertation research is primarily focused on instructors. I will however look at students as a secondary data source. I hope to confirm the impact that this intervention can have on online instructor workload and the degree to which both student and instructor motivation is effected. It is my opinion that these findings could have implications for course designers, faculty, instructors and administrators who are working to increase retention and online students success.

Do you think the (INSERT THE NAME OF THE SCHOOL OR COLLEGE) could support me in this research effort? Specifically, I am wondering about your help with 1) the identification of some faculty/instructors and corresponding courses that could use the intervention in the Fall 2014 semester, 2) the collection of data from students and instructors in those classes.

Thank you for your consideration.

Naimah N. Wade

**APPENDIX B
LETTER(S) OF SUPPORT**

**WAYNE STATE
UNIVERSITY**
SCHOOL OF LIBRARY
AND INFORMATION SCIENCE

April 28, 2014

Naimah N. Wade
Instructional Design & Technology, Doctoral Candidate
College of Education
Wayne State University

Dear Ms. Wade:

The School of Library and Information Science grants you permission to contact our faculty and students in Fall 2014 in order to collect data for your dissertation research on using asynchronous video to deliver instructor feedback in online courses. It is our understanding that the primary data source, and, therefore, your primary collection aspects will focus on the instructors and take approximately four weeks to complete. Students will serve as secondary data sources.

We wish you every success with this research and look forward to the results that should inform all of us involved with online education.

Sincerely,



Stephen T. Bajjaly
Associate Dean and Professor

Cc: Dean Sandra Yee

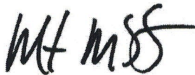
WAYNE STATE
UNIVERSITY
COLLEGE OF EDUCATION

To Whom This May Concern,

It is my pleasure to write this letter of support for Naimah Noelle Wade for her dissertation proposal. I understand that she will be working with members of our Kinesiology, Health & Sport Studies Department in her study.

I totally support Naimah's efforts and authorize Laurel Whalen & Kristen Kaszeta, from our department to offer their support in this matter.

Sincerely,



Nate McCaughtry, Ph.D.
Professor and Assistant Dean, Division of Kinesiology, Health, and Sport Studies
Director, Center for School Health
Wayne State University
2152 Faculty/Administration Building
656 W. Kirby
Detroit, MI 48202
(313) 577-0014
aj4391@wayne.edu



From: R. Khari Brown, Graduate Director, Associate Professor, Department of Sociology,
Wayne State University
Re: Willingness to participate in Naimah Wade" <naimah.wade@wayne.edu> online study
Date: August 9, 2014
To: Whom it may concern

I am willing to participate in Naimah Wade's online study of "The Face of Feedback: Exploring the Use of Asynchronous Video as a Mechanism for Delivering Instructor Feedback in Online Courses." my fall 2014 soc. 2000: Understanding Human Society Online course.

R. Khari Brown, Associate Professor
Department of Sociology, Wayne State University
656 W. Kirby St. / 2245 Faculty Administration Building
Detroit, MI 48202
313-577-3273/ kharib@wayne.edu



Date: June 13, 2014

To: IRB

From: Janet Harden, PhD, RN, NEA-BC
Assistant Dean for Adult Health

Re: Naimah Wade Proposal

This letter is in support of Naimah Wade's proposal entitled "The Face of Feedback: Exploring the Use of Asynchronous Video as a Mechanism for Delivering Instructor Feedback in Online Courses". Improving feedback is essential to improving the quality of student experiences in courses. Findings from this study will assist faculty in providing a more efficient method of providing video feedback to our online students. I have a faculty member who wants to participate in this study and I support her desire to do so. The end result will expand teaching strategies available to faculty.

I am pleased to have a faculty so interested in improving her teaching that she has volunteered to be a part of this research.

A handwritten signature in cursive script that reads "Janet Harden". The signature is written in black ink and is positioned centrally below the main body of text.

June 25th, 2014

Naimah Noelle Wade
Wayne State University
Instructional Design & Technology, Doctoral Candidate
(College of Education)
Coordinator, Special Projects
(Office of Educational Outreach and International Programs)

RE: Support for Dissertation Study with Faculty Instructors at the WSU School of Social Work

Dear Ms. Wade,

I sincerely apologize for the delay in responding to your request to work with three of our social work faculty instructors as part of your Dissertation Study. Our program has been preparing our Reaccreditation Self-Study documents for the past three months and my need to respond to your request, regrettably, just slipped my mind.

I do hope this letter is not too late for the defense of your proposal on tomorrow, Thursday morning, but I will submit it to you by email in a few minutes for your committee to review without the benefit of WSU letterhead stationary at my home.

As Associate Dean for Academic Affairs for the Wayne State University School of Social Work, I am offering my full support for Dr. Fayette Martin, Instructors Neva Nahan and Elizabeth Chapleski to participate in your dissertation research. You have indicated that your study is primarily focused on instructors and that the three Social Work instructors who teach SW 5720, SW 7820 and SW 7995, respectively, have each expressed interest in participating in your study, and indeed have agreed to do so.

This correspondence to you is to be accepted as a 'Letter of Support' for your study and for the full participation of the faculty named above as you have discussed individually with each of them.

Please feel free to contact me. Your Dissertation Chair or committee members may also feel free to contact me at 313-577-4401 or at fg1259@wayne.edu. I am available in the office on tomorrow, Thursday morning, June 26th from 9:00 AM to 5:00 PM at 4756 Cass Ave., Thompson Home.

I wish you well in your Defense!

Sincerely,

E. Delores Dungee-Anderson

E. Delores Dungee-Anderson, PhD, LCSW
Associate Dean for Academic Affairs
Wayne State University School of Social Work

APPENDIX C
FACULTY/INSTRUCTOR VIDEO FEEDBACK PRE-LAUNCH ASSESSMENT

Directions: Thank you for participating with *The Face of Feedback* educational research study. Please answer the following questions regarding your perceptions as an instructor and your experience with delivering feedback to students in online courses.

Section 1: About You

Note: these questions have been adapted, with permission, from the ASSET: Moving Forward with Feedback project at the University of Reading.

1. How long have you been teaching at the university?
 - a. years
 - 2-5 years
 - 6-10 years
 - 11 or more years

2. How long have you been an instructor in online courses?
 - a. years
 - 2-5 years
 - 6-10 years
 - 11 or more years

3. How many online courses do you currently teach?

4. What is your gender?
 - Male
 - Female

5. What course management or learning management platform do you use for the course that is involved in this study?

6. What school or college is this course assigned to?

7. On average, how many hours per week do you spend on teaching activities for this online course?

Section 2: Your Experience with Providing Feedback

8. In what form(s) of do you currently give feedback to students?
 - Written
 - Oral
 - Audio (e.g. podcast, MP3)
 - Video
 - In-person
 - Other (please specify)

9. Which of these do you use most often?

Written via Blackboard:	Always	Mostly	Sometimes	Rarely	Never
Written via Email:	Always	Mostly	Sometimes	Rarely	Never
Oral:	Always	Mostly	Sometimes	Rarely	Never
Audio (e.g. podcast, MP3)	Always	Mostly	Sometimes	Rarely	Never
Video:	Always	Mostly	Sometimes	Rarely	Never
In-person:	Always	Mostly	Sometimes	Rarely	Never
Other (please specify):	Always	Mostly	Sometimes	Rarely	Never

10. Why do you normally use this method of feedback?

11. Do you think that students prefer this method?

Yes
No

12. If no, what method of feedback do you think is preferred by students?

13. How do you judge the effectiveness of your feedback?

14. How often do you do the following?

Discuss with your colleague, the ways in which you give feedback to students?

Always Mostly Sometimes Rarely Never

Explicitly discuss the purpose(s) of feedback with students

Always Mostly Sometimes Rarely Never

Ask your students how useful they find your feedback?

Always Mostly Sometimes Rarely Never

15. How do you ensure that your feedback is explicitly aligned to marking criteria?

16. What do you think makes good feedback?

17. How feel about your current feedback practice for online learners?

Section 3: Challenges you face in providing feedback to students

18. What are your particular concerns about providing feedback to students?

19. Of these concerns, which is the most important to you? How have you attempted to address this matter?

20. Consider the duration of time spent on student assignments including the review of assignments, providing corrections and communicating feedback. On average, what percentage of your working week is spent on providing feedback to students?

Less than 10%

- 10-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- More than 70%

21. On average, how many hours do you spend providing feedback **per student**?
- Less than 30 minutes
 - 31 minutes to 1 hour
 - 1.5 hours to 2 hours
 - More than 2 hours

Section 4: Your Views on Video Feedback

22. How would you describe your level of comfort with using computer technology in your teaching?
23. Do you have access to a camera enabled desktop or laptop computer, head set and microphone?
- Yes
 - No
24. Describe your experience with video or screencasting technologies. What is your preferred software or video production tool?
25. How is asynchronous video currently being used in your online course(s)?
26. How might the use of asynchronous video contribute to your feedback provision practices?
27. What do you see as potential advantages in using video as a method of providing feedback?
28. What do you see as potential challenges in using video as a method of providing feedback?
29. How do you envision using video feedback?
30. In what ways do you think the use of video in feedback provision will impact you and your students?

APPENDIX D
FACULTY/INSTRUCTOR WEEKLY REFLECTION QUESTIONS ON VIDEO FEEDBACK

WEEK 1

Directions: *Thank you for participating with The Face of Feedback educational research study. Please use the following questions to reflect on your experience with the video feedback protocol this week. Remember that to avoid vague explanations by being as specific as possible in your responses.*

Note: these questions have been adapted, with permission, from the ASSET: Moving Forward with Feedback project at the University of Reading.

1. What school or college is the course involved in this study assigned to?
2. Describe your initial reactions to the process of using video feedback in your course.
3. Based on your experience with (INSERT THE NAME OF THE SCREENCASTING TOOL ONCE SELECTED), the video feedback production interface, would you say it is user friendly or difficult to use?
4. As it relates to ease of use, describe the following:
 - a. Your ability to log into the video recording interface:
 - b. Navigate the recording tools
 - c. Search for videos within the interface
 - d. Store/Upload videos in the learning management system
5. Approximately how many videos did you create and upload this week?
6. On average, how long did it take you to produce a video?
 - a. Less than 10 minutes
 - b. 10-20 minutes
 - c. 20-30 minutes
 - d. More than 30 minutes
7. Did you find that using (INSERT THE NAME OF THE SCREENCASTING TOOL ONCE SELECTED) for video feedback was more or less time consuming than other methods of feedback?
8. What steps did you take to integrate the video feedback protocol into your course?
9. What went well in the process of integrating the video feedback protocol in your course?
10. What challenges did you experience in the process of integrating the video feedback protocol in your course?
11. How did the use of video feedback impact your feedback provision practices as a course instructor?
12. Was it your perception that students took more notice of the video feedback than your normal mechanisms for feedback? Explain?
13. Did you enjoy using video for feedback provision? Why? Why not?
14. What do you see as the TWO main educational advantages of using video to provide feedback to students?
15. What do you see as the TWO main challenges of using video to provide feedback to students?

16. What TWO improvements could be made to the (INSERT THE NAME OF THE SCREENCASTING TOOL ONCE SELECTED) video feedback protocol?
17. Would you recommend using video for feedback provision to colleagues who teach online course?

WEEK 2

1. What school or college is the course involved in this study assigned to?
2. How would you describe this week's experience of working with the video feedback protocol that was designed for this study?
3. Based on your experience with (INSERT THE NAME OF THE SCREENCASTING TOOL ONCE SELECTED), the video feedback production interface, would you say it is user friendly or difficult to use?
4. As it relates to ease of use, describe the following:
 - a. Your ability to log into the video recording interface:
 - b. Navigate the recording tools
 - c. Search for videos within the interface
 - d. Store/Upload videos in the learning management system
5. Approximately how many videos did you create and upload this week?
6. On average, how long did it take you to produce a video?
 - a. Less than 10 minutes
 - b. 10-20 minutes
 - c. 20-30 minutes
 - d. More than 30 minutes
7. Did you find that using (INSERT THE NAME OF THE SCREENCASTING TOOL ONCE SELECTED) for video feedback was more or less time consuming than other methods of feedback?
8. What steps did you take to integrate the video feedback protocol into your course?
9. What went well in the process of integrating the video feedback protocol in your course?
10. What challenges did you experience in the process of integrating the video feedback protocol in your course?
11. How did the use of video feedback impact your feedback provision practices as a course instructor?
12. Was it your perception that students took more notice of the video feedback than your normal mechanisms for feedback? Explain?
13. Did you enjoy using video for feedback provision? Why? Why not?
14. What do you see as the TWO main educational advantages of using video to provide feedback to students?
15. What do you see as the TWO main challenges of using video to provide feedback to students?
16. What TWO improvements could be made to the (INSERT THE NAME OF THE SCREENCASTING TOOL ONCE SELECTED) video feedback protocol?
17. Would you recommend using video for feedback provision to colleagues who teach online course?
18. Describe a memorable event or incident that occurred as you used video feedback in your course this week. (Optional)

WEEK 3

1. What school or college is the course involved in this study assigned to?
2. How would you describe this week's experience of working with the video feedback protocol that was designed for this study?
3. Based on your experience with (INSERT THE NAME OF THE SCREENCASTING TOOL ONCE SELECTED), the video feedback production interface, would you say it is user friendly or difficult to use?
4. As it relates to ease of use, describe the following:
 - a. Your ability to log into the video recording interface:
 - b. Navigate the recording tools
 - c. Search for videos within the interface
 - d. Store/Upload videos in the learning management system
5. Approximately how many videos did you create and upload this week?
6. On average, how long did it take you to produce a video?
 - a. Less than 10 minutes
 - b. 10-20 minutes
 - c. 20-30 minutes
 - d. More than 30 minutes
7. Did you find that using (INSERT THE NAME OF THE SCREENCASTING TOOL ONCE SELECTED) for video feedback was more or less time consuming than other methods of feedback?
8. What steps did you take to integrate the video feedback protocol into your course?
9. What went well in the process of integrating the video feedback protocol in your course?
10. What challenges did you experience in the process of integrating the video feedback protocol in your course?
11. How did the use of video feedback impact your feedback provision practices as a course instructor?
12. Was it your perception that students took more notice of the video feedback than your normal mechanisms for feedback? Explain?
13. Did you enjoy using video for feedback provision? Why? Why not?
14. What do you see as the TWO main educational advantages of using video to provide feedback to students?
15. What do you see as the TWO main challenges of using video to provide feedback to students?
16. What TWO improvements could be made to the (INSERT THE NAME OF THE SCREENCASTING TOOL ONCE SELECTED) video feedback protocol?
17. Would you recommend using video for feedback provision to colleagues who teach online course?
18. Describe a memorable event or incident that occurred as you used video feedback in your course this week. (Optional)

WEEK 4

1. What school or college is the course involved in this study assigned to?

2. How would you describe this week's experience of working with the video feedback protocol that was designed for this study?
3. Based on your experience with (INSERT THE NAME OF THE SCREENCASTING TOOL ONCE SELECTED), the video feedback production interface, would you say it is user friendly or difficult to use?
4. As it relates to ease of use, describe the following:
 - a. Your ability to log into the video recording interface:
 - b. Navigate the recording tools
 - c. Search for videos within the interface
 - d. Store/Upload videos in the learning management system
5. Approximately how many videos did you create and upload this week?
6. On average, how long did it take you to produce a video?
 - a. Less than 10 minutes
 - b. 10-20 minutes
 - c. 20-30 minutes
 - d. More than 30 minutes
7. Did you find that using (INSERT THE NAME OF THE SCREENCASTING TOOL ONCE SELECTED) for video feedback was more or less time consuming than other methods of feedback?
8. What steps did you take to integrate the video feedback protocol into your course?
9. What went well in the process of integrating the video feedback protocol in your course?
10. What challenges did you experience in the process of integrating the video feedback protocol in your course?
11. How did the use of video feedback impact your feedback provision practices as a course instructor?
12. Was it your perception that students took more notice of the video feedback than your normal mechanisms for feedback? Explain?
13. Did you enjoy using video for feedback provision? Why? Why not?
14. What do you see as the TWO main educational advantages of using video to provide feedback to students?
15. What do you see as the TWO main challenges of using video to provide feedback to students?
16. What TWO improvements could be made to the (INSERT THE NAME OF THE SCREENCASTING TOOL ONCE SELECTED) video feedback protocol?
17. Would you recommend using video for feedback provision to colleagues who teach online course?
18. Describe a memorable event or incident that occurred as you used video feedback in your course this week. (Optional)
19. As the implementation period concludes, what other ideas would you like to share related to your experience with video feedback? (Optional)

APPENDIX E

FACULTY/INSTRUCTOR VIDEO FEEDBACK DEBRIEF QUESTIONS

Note: these questions have been adapted, with permission, from the ASSET: Moving Forward with Feedback project at the University of Reading.

Demographics

1. In which school or college are you a faculty member or an instructor?
2. What academic level best describes the students that received your video feedback?
 - a. Freshman
 - b. Sophomores
 - c. Juniors
 - d. Seniors

Video Feedback Utility

3. How easy was it for you to:
 - a. Log in to (INSERT THE NAME OF THE SCREENCASTING TOOL ONCE SELECTED)
 - b. Navigate the screencasting tool
 - c. Record videos within the screencasting tool
 - d. Upload or deliver videos to students
4. How long did it take to get used to it using video feedback in your course?
5. Do you think that the use video feedback protocol can be incorporated into online courses without adding to the instructor's workload?

Implementation

6. Where did you record the majority of your feedback messages?
7. How did you introduce the method to your students?
8. Approximately how long were your videos?
9. What lessons were learned in the process of implementing the use of video feedback in your course?

Instructor Workload and Productivity

10. Approximately how many videos did you upload this term?
11. On average, how long did it take you to produce a video?
12. Did you find using that using video feedback was more or less time consuming than other methods of feedback? Why? (Optional)
13. Do you think the use of video feedback had any influence on your ability to manage your course in a productive manner?
14. How do you think the use of video feedback impacted the number of clarifying emails and individual responses you had with students?
15. What do you believe are the time implications of using video feedback?

Instructor Motivation

16. Has using video changed your approach to feedback provision?
17. What do you believe are the motivational implications of using video feedback for

instructors?

Instructor Reflections

18. How would you describe your level of efficiency with the video feedback process?
19. What did you enjoy most/least about using video for feedback provision?
20. How would you describe the feeling of talking to your camera as a part of your video feedback?
21. What was it like to provide oral monologues about student assignments without them physically present?
22. What factors of the video feedback experience impacted your perspective(s) of its educational potential?
23. Was it your perception that students took more or less notice of the video feedback than your normal mechanisms of feedback? Why?
24. What influence did the use of video feedback have on your students?
25. On average, how many times did students listen to your feedback messages?
26. What reason do you think prompted students to listen or not listen?

Summative Evaluation

27. What situation(s) have had the most influence on your experience?
28. Would you consider using video feedback again?
29. Would you recommend the use of video for feedback provision to colleagues who instruct other courses in your school or college? Why/Why not?
30. Do you think the use of video feedback allowed you to provide better quality and more timely feedback to students?
31. How do you imagine feedback will evolve in the future?
32. Please share any other final thoughts you have about your experience with the video feedback intervention?

APPENDIX F
OPTIONAL STUDENT SURVEY
For Instructor Use Post Implementation

Note: these questions have been adapted, with permission, from the ASSET: Moving Forward with Feedback project at the University of Reading.

Directions: *Thank you for participating with The Face of Feedback educational research study. Please use the following questions to reflect on your experience with video feedback in this course.*

1. What degree program are you in?
2. What is your academic status?
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
3. What is your gender?
 - a. Male
 - b. Female
 - c. Other:
4. What types of instructor feedback have you received in the past (Check all that apply):
 - a. Oral
 - b. Written via Microsoft Track Changes
 - c. Written via Learning Management System post (e.g. Blackboard)
 - d. Written via Email
 - e. In-person
 - f. Audio
 - g. Video
 - h. Other: Please describe
5. Complete the following statement:
 - a. Good feedback is ...
 - b. Bad feedback is ...
6. What was your reaction to the idea of receiving video feedback in this course?
7. In general, did you like the use of video as a way of receiving feedback?
 - a. Yes
 - b. No
 - c. Why?
8. How easy was it for you to:
 - a. Log into the video feedback interface:
 - b. Access your video feedback recordings:
 - c. Search for videos within the interface:
 - d. View videos:
9. In general, how has receiving video feedback impacted you in this course?

10. Has receiving video feedback encouraged you to take more notice of instructor feedback compared to other methods?
 - a. Yes
 - b. No
 - c. Why?
11. Did you find video feedback to be more useful than other types of feedback you normally receive?
 - a. Yes
 - b. No
 - c. Why?
 - d.
12. Please give an example of how you made use of the video feedback you received:
13. Through what device did you view most of your video feedback files
 - a. Tablet
 - b. Mobile Phone
 - c. Laptop Computer
 - d. Desktop Computer
 - e. Other
14. Prior to video feedback, how did you receive instructor feedback in this course?
15. Where you previously received feedback (non-video format) did you prefer the video feedback or other method(s) of feedback?
16. Did the use of video help you to better understand your feedback?
17. Do you think using video meant that you were provided with better quality feedback?
 - a. Yes
 - b. No
 - c. Why?
18. Did you ever watch your instructor's video message with other students?
 - a. Yes
 - b. No
19. Did you ever discuss your instructor's video message with other students?
20. Did you ever view the same video more than once?
 - a. Yes
 - b. No
 - c. If yes, how many times?
21. Would you like your instructor to continue to use video for feedback?
22. What TWO advantages did you perceive from the use of video for feedback provision?
23. What TWO disadvantages did you perceive from the use of video for feedback?
24. Do you have any suggestions for how your instructor could improve their video feedback?
25. Would you like to provide any other comments about your video feedback experience?

APPENDIX G

VIDEO FEEDBACK PARTICIPANT WORKSHOP- VIDEO PRODUCTION CHECKLIST

You are now ready to implement video feedback into your course. Record video feedback messages for student assignments using this basic format. Remember, to keep file sizes small and students engaged, keep the video clips short (less than 5 minutes).

BEFORE VIDEO PRODUCTION:

- Tell your students in advance that you are going to use this form of feedback and explain why.
- Find a quiet workspace where you will not be disturbed.
- Turn off your mobile phone to avoid it ringing during recording.
- Use a combined microphone and earphones headset to keep hands free.
- Annotate the students work with brief text comments and use video to emphasize and discuss the details of your comments.

DURING VIDEO PRODUCTION

- Greet the student using their first name.
- Introduce yourself.
- Use video to convey your enthusiasm and excitement about your discipline!
- Avoid editing and don't worry about "ums" and "ehs," just apologize, correct your mistake and keep going. This creates a feeling of being live and in-person with you.
- State the work that the feedback applies to.
- Make an overall comment on their assignments.
- Expand on each of the points highlighted and attempt to strike a balance between positive and corrective comments.
- Sum up and outline any follow-up work that is needed.
- Save the audio-video screen capture and publish.

AFTER VIDEO PRODUCTION

- Notify your students that their feedback is ready and direct their attention to where to access files.
- Be prepared to provide technical support for students who are unable to view and/or listen to their feedback.

APPENDIX H RECRUITMENT SCRIPTS

Faculty Script

Naimah Wade has been approved by the HIC office to conduct a study called: The Face of Feedback: Exploring the Use of Asynchronous Video as a Mechanism for Delivering Online Instructor Feedback. This study is being conducted at Wayne State University in the College of Education's department of Instructional Technology. You are being asked to volunteer to be a participant in this study by sharing your perspectives on video feedback in three ways; 1) attending a one-hour video feedback orientation to set up the process in your course and demonstrate best practices, 2) completing 5 online surveys to reflect on your experience with video feedback over a 4 week period, 3) and a 30-minute debrief interview to discuss your experience with video feedback provision post implementation. Each online survey will take approximately 10-15 minutes to complete. No identifier will be used to connect you to your responses. As a participant in this research study, there will be no direct benefit for you; however, information from this study may benefit other people now or in the future. I truly appreciate your participation, and ask that you complete each survey within seven days of receiving this email. You can find a full information sheet about the study by clicking on the survey link below.

Here is the link to the survey:

Thank you in advance for your participation.

Naimah Wade

Student Script

Naimah Wade has been approved by the HIC office to conduct a study called: The Face of Feedback: Exploring the Use of Asynchronous Video as a Mechanism for Delivering Online Instructor Feedback. This study is being conducted at Wayne State University in the College of Education's department of Instructional Technology. You are being asked to volunteer to be a participant in this study by completing an online survey on your instructor's use of video feedback. This survey should take approximately 15-30 minutes to complete and no identifier will be used to connect you to your responses. As a participant in this research study, there will be no direct benefit for you; however, information from this study may benefit other people now or in the future. Your perspectives are truly appreciated, as they will help inform decisions regarding the potential of video feedback in future online courses. Please complete the survey within seven days of receiving this email. You can find a full information sheet about the study by clicking on the survey link below.

Thank you in advance for your participation.

Naimah Wade

APPENDIX I

VIDEO FEEDBACK PERFORMANCE SUPPORT TOOLKIT (INITIAL DESIGN)

The Face of Feedback: Exploring the Use of Asynchronous Video as a Mechanism for Delivering Instructor Feedback to Online Students
Dissertation Research Pilot-Instructor Consult
October 9, 2014

What Is Feedback, Really?

Instructor feedback is communication of information to a student that helps the student reflect on the information, construct self-knowledge relevant to learning, and set further learning goals (Bonnel, 2008).

In online courses feedback impacts:

- ✓ Learner's sense of interaction
- ✓ Learner motivation
- ✓ Learner's potential for performance improvement
- ✓ Learner outcomes

How Can Video Help?

An especially unique aspect of online courses is their asynchronous nature. In this format, students work cooperatively, toward a common goal at different times (Ice, Curtis, Philips & Wells, 2010). This results in a rising demand for individual attention and subsequently, increases in faculty workload.

There has been much speculation around the potential video has for streamlining the feedback provision process. Research suggests that teacher feedback in different modalities and media (e.g., video feedback) mediates different social, cognitive, and affective responses in students (Silva 2012). Through *Personal Monologues* (Middleton & Nortcliffe, 2010) and a *think-aloud protocol* (Silva, 2012), video feedback works to signal the social construction of knowledge.

Asynchronous video could offer an alternative medium for enhancing feedback provision practices. As a delivery mechanism, it allows for the creation of a direct message from an online instructor, regarding a submitted assignment (Middleton and Nortcliffe, 2010). In addition:

- ✓ Instructor monologues can be recorded in sync with voice and mouse movements.
- ✓ Feedback messages can be recorded in short, 5 minutes increments.
- ✓ Instructors can retain the rights of the content that is uploaded.
- ✓ Student privacy can be maintained by using password protect features or unique URLs.

How do I get started?

Download JING at <http://www.techsmith.com/jing.html>

Technical requirements include a computer, software for capturing the computer screen in video format (screencast), microphone for voice recording and optionally a web cam and speakers for playback. According to Mahorovicic (2012) a person who creates screencast doesn't need any specific technical knowledge besides the basic computer operating skills.

Recording Asynchronous Video Feedback

1

Tips for Success

- ✓ Use the student's name
- ✓ Be natural, don't worry about minor pauses and sounds that naturally occur when speaking like um, eh, etc.
- ✓ Don't just react to what you read, but think aloud by telling students how to improve.
- ✓ Point students to assessment criteria or rubrics where appropriate.
- ✓ Personalize a segment of your message and simulate live office hours by recording your face during the summary
- ✓ Convey enthusiasm and maintain an affirming tone.

How to record a feedback video message:

1. **OPEN** the student's assignment and your web cam window.
2. **SELECT** the desired section of your computer screen.
3. Click the **CAPTURE A VIDEO** button and briefly introduce the feedback message by greeting the student and informing them of what assignment you are responding to. (The capture video icon is illustrated by a filmstrip)
4. Immediately click the **PAUSE** button to suspend the recording. (The pause icon is illustrated two vertical parallel lines)
 - While in pause mode, close your webcam window and begin read the text in sections, highlighting areas that you want to discuss, question or emphasize. This helps to draw students' attention to textual elements in their texts. Only begin to record again when an aspect of the assignment requires a comment.
5. Click the **RESUME** button to begin your personal monologue by which you will comment on the text orally and visually. (The resume icon is illustrated by a circle)
6. Repeat steps 1-5 until you have finished reviewing the student assignment.
7. Bring your web cam window forward to add a more personalized "face-to-face" summary to your feedback message.
8. Click the **FINISH** button to finalize the file. (The finish button is illustrated by a square)

Adapted from Seror, 2012

Uploading Asynchronous Video Feedback for Student Viewing

2

Tips for Success

- ✓ Save files to desktop and then upload to the host site for faster speeds.
- ✓ Create a folder for each student or work group in your class.
- ✓ Protect student privacy by hiding your feedback message behind a unique URL or requiring a password.
- ✓ Notify students that their feedback has an expiration date.

How to upload and share a feedback video message:

1. Click the **SAVE** button to download your recording to your desktop. (The save icon is illustrated by a small down arrow over a rectangular hard drive)
2. Name each file with the student's name and the assignment name.
3. Log into the video hosting site www.screencast.com and click the **CREATE FOLDER** button to create a folder to each student or group in your class.
 - In the privacy section on the page, click the **CHANGE** button and select **HIDDEN** or **PASSWORD** to restrict access to the folder. This will maintain student privacy. Click the **SAVE** button after you have made your selection.
4. Now that your folders are in place, select the desired folder and click the **UPLOAD CONTENT** button on the left to add your feedback message to the student folder.
 - Click the **BROWSE** button to locate your video.
 - Click the **CLOSE** button when the check mark appears next to your file.
5. Once your video has been added to the folder, you can scroll down to copy and send the URL to your students for viewing or embed it into a web page.

APPENDIX J

VIDEO FEEDBACK PERFORMANCE SUPPORT TOOLKIT VERSION #2

Recording Asynchronous Video Feedback Messages

1

How to create a video feedback for Blackboard:

1. In a quiet and well-lit workspace, **OPEN** the student's assignment in Blackboard and your webcam window.
2. **LAUNCH** the screencast-o-matic web page and click the option to **DOWNLOAD THE APP** to your workstation. As an alternative you click the **START RECORDING** button on your computer screen. (You may need to follow the prompts to allow Java to run the application.)
3. **ALIGN** the black and white dotted frame with your assignment and web cam window.
4. To begin recording your feedback video, click the **RED CIRCLE** button. Briefly introduce the feedback message by greeting the student and informing them of what assignment you are responding to. After the introduction, immediately click the button with **TWO BLUE VERTICAL PARALLEL LINES** to suspend the recording.
 - While in pause mode, minimize your webcam window and begin read the text in sections, highlighting areas that you want to discuss, question or emphasize. This helps to draw students' attention to textual elements in their texts. Only begin to record again when an aspect of the assignment requires a comment.
5. Click the **RED CIRCLE** button to resume your personal monologue by which you will comment on the student's text orally and visually. (Note, the "restart" button will erase anything you have already recorded.)
6. **REPEAT** steps 1-5 until you have finished reviewing the student assignment.
7. Bring your web cam window forward to add a more personalized "face-to-face" summary to your feedback message. (Note, this will increase your file size)
8. Click the **DONE** button to finalize the file. Congratulations, you have recorded a video feedback message using a screencasting technology!

Tips for Success

- ✓ Address the student by name.
- ✓ Personalize a segment of your message and simulate live interaction by recording your face during intro or the summary.
- ✓ Speak naturally, don't worry about minor pauses and sounds that typically occur when speaking like um, eh, etc.
- ✓ Don't just react to what you read, but think aloud by telling students how to improve.
- ✓ Point students to assessment criteria or rubrics where appropriate.
- ✓ Mouse movements should be slower than usual as you discuss segments of the assignment.
- ✓ Convey enthusiasm by maintaining an affirming tone.

Adapted from Seror, 2012

Sharing Asynchronous Video Feedback with Students

2

Tips for Success

- ✓ Create a desktop folder using the assignment name to keep saved MP4 videos organized and easily accessible.
- ✓ Protect student privacy by uploading feedback videos directly into the Blackboard Assignment Details section of the Grade book.
- ✓ Encourage students to download their video feedback to their own devices for future use.

How to upload and share a feedback video message via Blackboard:

1. Select the **PUBLISH TO VIDEO** option to save your recorded feedback message to your desktop. (A small filmstrip reel icon illustrates this option.)
 - a. Make sure your **VIDEO TYPE** is MP4
 - b. **FILE SIZE** should be full-size
 - c. Click the **SAVE VIDEO** button
2. Name each file with the student's name and the assignment name and create a folder for the assignment that is being reviewed or graded.
3. In your Blackboard Grade Center window, assign a score for the student's assignment and in the section for additional comments, **FEEDBACK-SHOWN TO LEARNER**, attach your MP4 feedback message by clicking the **PAPERCLIP ICON**.
 - a. You will need to **BROWSE YOUR COMPUTER** to locate the file.
 - b. In the text field, add a brief note instructing the student to view your feedback using the attached file.
 - c. Click the **SUBMIT** button to record the grade and send the file.
4. Once your grade and video message has been added to the Grade Center, you are ready to move to the next student's assignment.
 - a. **REPEAT** steps 1-8 of performance support tool 1 and 1-3 of this performance support tool, as needed.

APPENDIX K

VIDEO FEEDBACK PERFORMANCE SUPPORT TOOLKIT VERSION #3

Tips for Success

- ✓ Address the student by name.
- ✓ Personalize a segment of your message and simulate live interaction by recording your face during intro or the summary.
- ✓ Speak naturally, don't worry about minor pauses and sounds that typically occur when speaking like um, eh, etc.
- ✓ Don't just react to what you read, but think aloud by telling students how to improve.
- ✓ Visually point students to assessment criteria or rubrics where appropriate.
- ✓ Remember mouse movements should be slower than usual as you discuss segments of the assignment.
- ✓ Convey enthusiasm by maintaining an affirming tone.
- ✓ Offer advanced directives or feed forward content in preparation for upcoming content and assignments.

Recording Asynchronous Video Feedback Messages

1

How to create a video feedback for Online Courses in Blackboard:

1. In a quiet and well-lit workspace, **OPEN** the student's assignment in Blackboard.
2. **LAUNCH** the Screencast-o-matic web page and click the option to **DOWNLOAD THE APP** to your workstation. (You will only need to download the app upon first use. Also note, may need to follow the prompts to allow Java to run the application.) As an alternative you can produce videos directly from their web page by clicking the **START RECORDING** button on your computer screen.
3. **OPEN** your web camera application and **ALIGN** the Screencast-o-matic black and white dotted frame with both your assignment and web camera window.
4. To begin recording your feedback video, click the **RED CIRCLE** button. Briefly introduce the feedback message with a web cam segment where you greet the student face-to-face and informing them of what assignment you are responding to. After the introduction, immediately click the button with **TWO BLUE VERTICAL PARALLEL LINES** to suspend or pause the recording.
 - While in pause mode, minimize your webcam window and begin read the text in sections, highlighting areas that you want to discuss, question or emphasize. This helps to draw students' attention to textual elements in their assignment. Only begin to record again when an aspect of the assignment requires a comment. Make your comments, Track Changes etc., during the recording.
5. Click the **RED CIRCLE** button to resume your personal monologue and provide comments on the student's text orally and visually. This can include opening examples from the web or visually referring to your rubric. (Caution, the "restart" button will erase anything you have already recorded.) Continue to suspend the recording between each comment until you have finished reviewing the student assignment. This keeps you from recording silent moments when you are reading and helps to minimize file size.
6. As an option, bring your web cam window forward again to add a more personalized "face-to-face" summary to your feedback message. (Note, this may increase your file size upload time.)
7. Click the **DONE** button to finalize the file. Congratulations, you have recorded a video feedback message using a screencasting technology!

Adapted from Seror, 20

Research-Based Strategies for Effective Feedback Message Construction (Thurlings et al., 2013)

- ✓ Ensure that feedback is task-oriented by maintaining a focus on the performance not the person.
- ✓ Assess performance on assignments in the context of collaboration to promote competence and give control to the learner.
- ✓ Constructively point to next steps or alternative learning strategies, as needed.
- ✓ Clearly articulate what the necessary actions for improvement.
- ✓ Acknowledge learning progress and describe what the student did well.
- ✓ Offer the student an opportunity to respond, if needed.

N. Wade 2015- *The Face of Feedback: Exploring the Use of Asynchronous Video as a Mechanism for Delivering Instructor Feedback*. Instructor Performance Support Tool V3 (screencast-o-matic)

Tips for Success

- ✓ Create a desktop folder using the assignment name to keep saved MP4 videos organized and easily accessible.
- ✓ Protect student privacy by uploading feedback videos directly into the Blackboard Assignment Details section of the Grade book.
- ✓ Encourage students to download their video feedback to their own devices for future use.

Sharing Asynchronous Video Feedback with Students

2

How to upload and share a feedback video message via Blackboard:

1. Select the **PUBLISH TO VIDEO** option to save your recorded feedback message to your desktop. (A small filmstrip reel icon illustrates this option.)
 - a. Make sure your **VIDEO TYPE** is MP4
 - b. **FILE SIZE** should be full-size
 - c. Click the **SAVE VIDEO** button
2. Name each file with the student's name and the assignment name and create a folder for the assignment that is being reviewed or graded.
3. In your Blackboard Grade Center window, assign a score for the student's assignment and in the section for additional comments, **FEEDBACK-SHOWN TO LEARNER**, attach your MP4 feedback message by clicking the **PAPERCLIP ICON**.
 - a. You will need to **BROWSE YOUR COMPUTER** to locate the file.
 - b. In the text field, add a brief note instructing the student to view your feedback using the attached file.
 - c. Click the **SUBMIT** button to record the grade and send the file.
4. Once your grade and video message has been added to the Grade Center, you are ready to move to the next student's assignment.
 - a. **REPEAT** steps 1-7 of Performance Support Tool #1 and steps 1-3 of this Performance Support Tool, as needed.

1 **APPENDIX L**
2 **DESIGNER REFLECTION JOURNAL**

3 **June 7th:** Getting study participants is HARD. That's all.
4
5

6 **June 12, 2014:** I met with Denise today about being a part of the study. She wondered
7 why I would not include student perceptions. She also raised the question of whether or
8 not she would have to use video feedback for all of her students during the 4-week
9 period.
10

11 On a positive note, I received my 2nd Letter of Support from KHS! Yay! I have 11
12 instructors interested from 6 different disciplines, Which is good. Hopefully they will all
13 follow through.
14
15

16 **Sept 29, 2014:**
17

18 Activity:

19 I received notification that my study has been approved on Monday of this week. (YAY.)
20 Today I created the pre- launch survey that will be used for the pilot. I hope that my
21 instructor who said yes can still do the pilot.
22

23 Design Decision 1:

24 A planning calendar was created and integrated into my main Google Calendar. Hopefully
25 this will help me to stay on task. The survey was divided into 4 segments with visual cues
26 for where the person is on the survey. This was done with message design
27 considerations in mind regarding chunking and advance organizers.
28

29 Theoretical Justification: N/A
30

31 Notes:

32 Due to the fact that I want to finish the study. I also decided that it made sense to
33 concurrently pre-assess the 10 participants in the study WHILE the pilot was in progress,
34 instead of waiting until afterward. This will allow me to meet the deadline of finishing
35 the study before the Thanksgiving Holiday. The survey will go to study participants after
36 I have received the responses from the pilot instructor, just to make sure there are no
37 kinks in the survey.
38

39 Design Decision 2:

40 As I prepared the initial sketch of the design doc, it occurred to me that perhaps meeting
41 with the participants by college or in a one-on-one setting would be better for them. I
42 considered sending an introductory video to them their meeting confirmation and using
43 the meeting time for more of a hand-on coaching/training. My thinking is that although it
44 will be more hours spent for me, it is a learner-centered approach that could potentially

45 reduce their frustrations with new technology. It will also allow them to create practice
46 files without background noise of others and to ask more questions.

47

48 I am still decided on this. It will depend on the availability of the instructors. If indeed
49 one synchronous meeting works for them. We can meet on campus in OTL or my
50 Conference Room.

51

52 **Sept 30, 2014**

53

54 Activity:

55 Met with a Blackboard Support Team member this evening to get help with using Echo
56 Personal Capture settings. I was informed that although the decision to use Echo was a
57 good one because of FERPA regulations, it would not allow me to make individual
58 student feedback message private. All echo videos are uploaded to one location in the
59 echo center, which would be that all students can access each other's videos.... NOT
60 GOOD. I am now back to the drawing board for the design of the process and am
61 considering the use of JING again since I know it allows for individual access. The video
62 publisher also retains the rights to the videos they create (Seror 2012) We will see if it
63 has the bandwidth to hold all of the videos for a student roster. (Deep sigh).

64

65 **October 8, 2014**

66

67 Activity:

68 Today I put the ideas I had in my head about how to coach the pilot instructor on the
69 video feedback process on paper. I began by analyzing his syllabus to understand what
70 kind of assignments would be turned in during the pilot period. Since group work will be
71 submitted, the instructor should have more than enough space to record videos for just 2
72 weeks. (let's hope so). The JING tool is free... and it does have limitations. Next I reviewed
73 my methods section to make sure I didn't promise that a specific tool would be used.
74 Once I confirmed that, I started a design doc as a way to visually see how I wanted I
75 wanted our meeting to go, and if I could accomplish everything in the time allowed. I
76 then began to look back at my lit review for best practices for video feedback design and
77 then started composing what is now called the instructor consult toolkit. It is basically a
78 more thorough job aid to support their ability to produce and share their feedback
79 messages. I stopped working on it when I completed the critical components for
80 tomorrow's pilot meeting. I do however want to include an addition segment for the
81 study participants, which provides a sort of prescription for providing feedback. It will
82 be called Best Practices for Instructor Feedback Message Construction. In this way, I will
83 teach them how to give good feedback in addition to teaching them the tool.

84

85 Design Decision(s):

86 I practiced with the tool as much as possible, given the fact that James uses Google Apps.
87 I decided to add blend face time with video text to enhance "dual coding" potential

88

89 Theoretical Justification: N/A

90

91 Notes: N/A

92

93 **Tuesday October 14th:**

94

95 I'm designing the weekly reflection survey I think that it should be separated or
96 segmented based on the research questions but I'm just going to send it to my pilot
97 instructor as is for the sake of collecting information this week the survey appropriately
98 for the week 2 reflection

99

100 **Friday October 31, 2014:**

101

102 The pilot is complete and the instructor was great. He liked the process but commented
103 on the limitations due to file size and the free version of JING.

104

105 My peer tested the process for me in Blackboard and it worked perfectly. (Yay) I simply
106 followed the same process that was designed for my pilot and pasted the link to the
107 video, which is housed on screencast.com into the comment section of the Blackboard
108 grade book. She said she could open it with no problems. I am glad this worked out
109 because I feared that I might have to upload the video to Blackboard's content collection,
110 which would be another step for the instructor. I will now invite to instructors to set up
111 coaching meetings to get the process implemented into their classes! Here we go!

112

113 **Theoretical Justification: N/A**

114

115 Notes:

116 write out the step-by-step process in training docs for study participants, as they relate
117 to blackboard. We will need to review their syllabi for a tailored approach. Don't forget
118 to thank the pilot instructor for his participation.

119

120 **Tuesday November 3, 2014:**

121 A total of 7 of 10 people opted into the study and filled out the pre-launch assessment. I
122 now have 4 out of 7 coaching meetings set up to help the instructors implement the
123 process into their courses. I would have 5 set up but one person is totally uncooperative
124 when it comes to setting appointments. He refuses to meet in person or actually schedule
125 a call. I even offered to come to wherever he is. At any rate... I decided to comply with his
126 request to just email him the instructions, mostly because I want to keep my N as close to
127 10 as possible.

128

129 I have come into some issues with feeling sure about my direction. I talked with my chair
130 about whether or not it mattered that the instructors were not going to use the design on
131 the entire class, but I was still unclear after the talk. On late night impulse I called my
132 friend who has her Ph.D. and is a quantitative person to ask about the selection issue. She
133 recommended random selection, but had a very clear and teachable way of explaining
134 why. To avoid instructor bias I decided to go with the idea. I will strive to select a range
135 of 8 -12 students per class, depending on the class size.

136

137

138

139 **Wednesday, November 5, 2014**

140

141 I am preparing for my first instructor coaching meeting and I am on the fence about
 142 staying with JING or switching to Screencast-o-matic. Both have been cited for
 143 effectiveness in similar studies in the literature, and both have favorable and unfavorable
 144 features. This indecisiveness stems from my pilot feedback about the issues with file
 145 limitations.

146

147 When my peer tested my process for me in blackboard, the one thing I didn't check was if
 148 she could download the video to save it herself. This is important because with JING the
 149 instructor will need to delete the videos from assignment X to make room for the
 150 assignment Y videos (only 2 GB of space), meaning the student would not be able to view
 151 files later unless they save them on their own device or workstation. This space
 152 limitation also makes me nervous because each class will have a different amount of
 153 students, which could mean that the 2 GB may not be enough for one instructor, but is
 154 more than enough for another.

155

156

157 The features are as follows:

158

Feature	JING via Screencast.com	Screencast-o-Matic
Account Required	Yes	No
Recording Time Max	5 minutes	15 minutes
Space Limitations for Account	2 GB	None
Files Downloadable	Yes via JING website	Yes via file Attachment
File Type	SWF	MP4
URL generated	Yes in account	Yes in account
Student Privacy Retained	Yes User owns rights to videos	Yes User owns rights to videos

159 JING via Screencast.com Screencast-o-Matic

160

161 I called Blackboard Support and talked with a representative.
 162 She was able to test for me what happens when I attach a SWF file in the student grade
 163 comments. She was able to play the file, but admitted that she uses JING and probably
 164 already had the proper media players installed on the computer. She cautioned me to
 165 remember that every student will be using a different device. She recommended sticking
 166 with the use of a URL because it would be universally effective on all devices. MP4s

167 would also work well in Blackboard, according to the rep. (Hence my thinking about
168 entertaining Screencast-o-matic.

169

170 I called TechSmith, the producer of JING and asked the following: (Answers are in Blue)

171 Can video files created with JING be saved as MP4 instead of SWF. **No**

172 Is the 2 GB space allowance is only for the amount the amount that can be uploaded to
173 screencast.com or the limit to what can be recorded at all with JING? **Only for the site,**
174 **you can create and save more on your computer, but SWF don't play well, so there isn't**
175 **much you can do with them.**

176 Can video files be downloaded by receivers/viewers? **Yes, you can check the box in the**
177 **settings that will allow viewers to download, but it will still be a SWF file. They will need**
178 **the right kind of media player to view the file.**

179

180 I emailed Screencast-o-matic and asked the following: Answers are in Blue.

181

182 If I use screencast-o-matic and I save the Mp4 file to my computer, is another version of
183 the file saved in the background somewhere or on your servers? I am concerned about
184 student privacy here and want to make sure that as the instructor I retain the rights to
185 the video. **Nothing is saved on our server. It is your record and then makes an MP4.**

186

187 If I create an account, will screencast-o-matic give me the option of creating a URL for
188 each video I create? Are these URLs public or can they be set to private. **If you create an**
189 **account and upload the video you will get a URL, which isn't really public, but is viewable**
190 **by anybody with the URL.**

191

192 Finally, is there a space limit to how many videos can be stored on my account? **No limit**
193 **to the number of uploads.**

194

195 DESIGN DECISIONS: In the name of process improvement I think I need to switch to
196 Screencast-o-matic. I have confirmed the privacy issue with the company and heard back
197 from Professor Jones in KY about her experiences with the tool. It is the nature of DBR to
198 change things that are not working so I will see what happens... I will also run it by my
199 chair to be sure I am not invalidating my pilot by changing the tool. Here is what Lisa Ann
200 Jones from KY had to say:

201

202 Greetings Naimah,

203 Thank you for your inquiry and I am happy to answer your questions.

204 I had extensive conversations with the owners of Screencast-o-matic regarding the
205 privacy for the application. I am told that regarding the link, as long as it is marked
206 private and non-searchable, only the person with the link can find it. Screencast-o-matic
207 does not share videos or information with third parties. If you save to your computer or
208 device as an MP4 then it becomes your property through intellectual property rights
209 according to your institution's intellectual property policy. In this case it seems it would
210 also be the students property too, since it does in essence become part of their grade. To
211 be extra careful about FERPA, I think the MP4 is likely the most secure since it is
212 downloaded and then not stored in the virtual environment. The videos can also be

213 stored in a private library on YouTube for streaming back to the student in a private link.
214 There is always the concern that YouTube, Screencast-o-matic or any virtual
215 environment can be hacked and information seen, but I think this is highly unlikely.
216 Many faculty use online grade books, Blackboard, Moodle and those could hypothetically
217 be hacked as well.

218 To my understanding there is no limit on recordings, only on the duration. For the free
219 version, that is only 15 minutes. For the paid version that is up to 8 hours at once I
220 believe. Not recommended! In fact, 15 minutes is the standard video length that most
221 instructional designers or even lecturers strive for. Most feedback that I upload does
222 not exceed 15 minutes and averages around 10. I normally save as MP4 and upload in
223 the feedback section of Blackboard and have had no storage issues due to space. Of
224 course, depending on the size of your school and your IT department rules, this could be
225 an issue. In that case, saving it as a link in Screencast or YouTube solves the space issue.
226 I have had great success with this feedback method. I have several unsolicited student
227 comments stating they do not want feedback any other way, especially when used in a
228 distance-learning environment. I have less questions now on how to format a paper, and
229 basic errors on research papers than before I started using this method. Red comments
230 on the side just cannot take the place of hearing the professor's encouragement as well
231 as the critique. And it can be used as a permanent resource for future reference.
232 Hope this answers your questions. Let me know if you have further questions.

233

234 **Wednesday, Nov 5, 2014**

235

236 I reached out to my chair and she advised me to change the tool and discuss the fact that
237 the change was in response to the findings from the pilot.

238

239 Design Decision:

240

241 Tested the new revised video feedback protocol and the process is really similar to that
242 of JING. I decided that it was also a good idea to include some tips about good feedback
243 and the feedback loop. I will use references from Jones, 2014 and findings from my lit
244 review grid.

245

246

247

248 **Thursday, Nov 6, 2014**

249

250 I revised the performance support tools to align with the screencast-o-matic app. I also
251 got rid of the overview page and placed that information in a PPT presentation. When
252 used as a document during the pilot, the instructor never looked at it, so I thought slides
253 would make for a shorter summary and could guide my coaching session better.

254

255 I met with my first instructor. She was really nice and easy to work with. We had some
256 challenges at first with launching the tool, but found it easier to install it as an app, rather
257 than simply launching it from the web site. The session lasted a little over 30 minutes, so I

258 think for my next instructor meetings, I will add a segment where the instructor has to
259 practice 2x to help them with the process.

260

261

262

263

264

265 DESIGN DECISIONS:

266 download it as an app, update support tools to talk about the meaning of each button in
267 the screencast frame, and use the random group selector in Blackboard to pick the
268 students.

269

270 NEXT STEPS:

271 Send a note to the class about the research study and send the randomly selected
272 students the info sheet. Update the slides to include the practice steps and the criteria for
273 effective feedback.

274

275

276 **Friday, Jan 9th**

277 It has been a long while since I made an entry. This is attributed to the fact that the
278 instructors had no design-based changes to recommend during the implementation
279 period, and because of the Holiday Break. Since my last entry, I met with and coached
280 each instructor, created randomly assigned groups for the instructors to provide video
281 feedback to, send those lists to each instructor, drafted an announcement for each class
282 to be posted in Blackboard, and set up the weekly reflection questionnaires in Qualtrics.
283 The 4 week implementation period is complete and the debrief interviews have been
284 done with only 4 of 10 instructors finishing the process. (SAD face). Dr. M, stopped with
285 the process after week 1. I think she was frustrated with the timing of the intervention,
286 however I have not been able to confirm this with her because she has not been
287 responsive to my emails. I am interested to see what the constant comparison analysis of
288 the interviews reveals as it compares to their weekly reflections.

**APPENDIX M
JAMES' CASE RECORD**

James Pre-Launch Survey (Video Feedback Research Study)

Last Modified: 07/22/2015

1. How long have you been teaching at the university?

#	Answer	Response	%
1	0-1 year	0	0%
2	2-5 years	1	100%
3	6-10 years	0	0%
4	11 or more years	0	0%
	Total	1	100%

2. How long have you been teaching online courses?

#	Answer	Response	%
1	0-1 year	0	0%
2	2-5 years	1	100%
3	6-10 years	0	0%
4	11 or more years	0	0%
	Total	1	100%

3. How many online courses do you currently teach?

Text Response

Currently teach one online course.

4. What is your gender?

#	Answer	Response	%
1	Male	1	100%
2	Female	0	0%
	Total	1	100%

5. What course(s) will be used to participate in this study?

Text Response

It 6110

6. What school or college is this course assigned to?

Text Response

College of Education - Instructional Technology

18 **7. What course management platform do you use to store**
 19 **content and post grades for the course that is involved in this**
 20 **study? (i.e. Blackboard, Moodle, Google Applications, etc.)**

Text Response

Google Applications.

21
 22 **8. On average, how many hours per week do you spend on**
 23 **teaching activities for this online course?**

Text Response

7-10 hours

24
 25 **9. In what form(s) do you currently give feedback to**
 26 **students? (Select all that apply)**

#	Question	Always	Most of the Time	Sometimes	Rarely	Never	Total Responses
1	Handwritten	0	0	0	0	1	1
2	Typed-email	0	0	1	0	0	1
3	Typed-track changes	0	0	0	1	0	1
4	Oral	0	0	1	0	0	1
5	Audio Recording	0	0	0	0	1	1
6	Video Recording	0	0	0	0	1	1
7	Video Conference	0	0	1	0	0	1
8	In-person	0	0	1	0	0	1
9	Other (please specify)	1	0	0	0	0	1

27

Statistic	Handwritten	Typed-email	Typed-track changes	Oral	Audio Recording	Video Recording	Video Conference	In-person	Other (please specify)
Min Value	5	3	4	3	5	5	3	3	1
Max Value	5	3	4	3	5	5	3	3	1
Total Responses	1	1	1	1	1	1	1	1	1

28

29 **10. Which of these do you use most often?**

#	Answer	Response	%
1	Handwritten	0	0%
2	Typed-email	0	0%
3	Typed-track changes	0	0%
4	Oral	0	0%
5	Audio Recording	0	0%
6	Video Recording	0	0%
7	Video Conference	0	0%
8	In-person	0	0%
9	Other (please specify)	1	100%
	Total	1	100%

30

31 **11. Do you think that students prefer this method?**

#	Answer	Response	%
1	Yes	1	100%
2	No	0	0%
	Total	1	100%

32

33 **12. How often do you do the following?**

#	Question	Explicitly discuss the purpose(s) of feedback with students	Ask your students how useful they find your feedback	Discuss your strategies for providing feedback to students with colleagues	Total Responses	Mean
1	Always	1	0	0	1	1.00
2	Most of the Time	0	0	1	1	3.00
3	Sometimes	0	0	0	0	0.00
7	Rarely	0	0	0	0	0.00
8	Never	0	0	0	0	0.00

34

35 **13. How do you judge the effectiveness of your feedback?**

Text Response

I try to judge it on a weekly basis.

36

37 **14. How do you ensure that your feedback is aligned to your**
38 **grading criteria?**

Text Response

I align the feedback based on the expectations of the assignments which are shared with the students via weekly assignments.

39
40 **15. How do you feel about your current feedback practice for**
41 **online learners?**

Text Response

I think it works well and it is well received.

42
43 **16. What do you think makes good student feedback?**

Text Response

Honest and supportive feedback. Most often, students are not that far off. They just need some guidance down the right road.

44
45 **17. What are your particular concerns about providing**
46 **feedback to online students? (Please discuss at least two**
47 **concerns)**

Text Response

Students may not understand everything because it is written. They do not always have the chance to ask follow-up questions. Timing...Each week, students reflect on assignments in a Google Doc. By the time I am reading the journal the students are in the next week. I notice that they do not always respond to my feedback. I do not know if they actually read it or not.

48
49 **18. Of these concerns, which is most important to you?**

Text Response

The fact that students read my feedback and reflect on it. As long as they do this, I am not concerned that they respond to me.

50
51 **19. How have you attempted to address your concerns?**

Text Response

Yes, in each week's assignments, I remind students to respond to my feedback.

52

53 **20. Consider the duration of time spent on student**
 54 **assignments including the review of assignments, providing**
 55 **corrections and communicating feedback. On average, what**
 56 **percentage of your working week is spend on providing**
 57 **feedback to the students in the class(es) used in this study?**

#	Answer	Response	%
1	Less than 10%	0	0%
2	10-20%	0	0%
3	21-30%	0	0%
4	31-40%	0	0%
5	41-50%	0	0%
6	51-60%	0	0%
7	61-70%	0	0%
8	More than 70%	1	100%
	Total	1	100%

58

59 **21. On average, how many hours do you spend providing**
 60 **feedback per student?**

#	Answer	Response	%
1	Less than 30 minutes	0	0%
2	31 minutes to 1 hour	1	100%
3	1.5 hours to 2 hours	0	0%
4	More than 2 hours	0	0%
	Total	1	100%

61

62 **22. Do you have access to the following:**

#	Question	Yes	No	Total Responses	Mean
1	Camera enabled computer	1	0	1	1.00
2	Headset	0	1	1	2.00
3	Microphone	1	0	1	1.00

63

64 **23. How would you describe your level of comfort with using**
 65 **computer technology in your teaching?**

Text Response

Fairly comfortable.

66
 67 **24. Describe your experience with video or screencasting**
 68 **technologies?**

Text Response

I do not have a lot of experience.

69
 70 **25. Do you have a preferred software or video production**
 71 **tool?**

#	Answer	Response	%
1	Yes (please provide the name)	0	0%
2	No	1	100%
	Total	1	100%

72
 73 **26. How do you envision using asynchronous video**
 74 **feedback?**

Text Response

Not sure, I have been trying to think how it may best be used in the class.

75
 76 **27. How is asynchronous video currently being used in your**
 77 **online course(s)?**

Text Response

We have a couple of case studies where we have used it.

78
 79 **28. What potential advantages do you see in using**
 80 **asynchronous video as a method of providing feedback?**

Text Response

Anytime, you can bring a person-to-person feel to an online class it is an advantage.

81
 82 **29. What potential challenges do you see in using**
 83 **asynchronous video as a method of providing feedback?**

Text Response

Time to produce the videos.

84

85 **30. How might the use of asynchronous video contribute to**
86 **your student feedback provision practices?**

Text Response

This is tough. As the semester progresses, the students design their own instruction. Each student's instruction is unique. Providing feedback to each student via video could become very tedious.

87

88 **31. How might the use of asynchronous video in your**
89 **feedback provision practices impact your students?**

Text Response

It could help alleviate the challenges I have with feedback where students may not quite get what I mean via written feedback. It could be more timely in that students would not have to look back to journal entries and see the feedback.

90

James Video Feedback Reflections (Pilot Week 1)

Last Modified: 07/22/2015

1. Instructor Name:

Text Response

"James"

2. What school or college is the course involved in this study assigned to?

Text Response

College of Education - Instructional Technology

3. Describe your initial reactions to the process of using video feedback in your course:

Text Response

I really enjoyed. I received one tutorial and was able to do it all without looking back at the job aid. Jing is really easy to use. I liked that I could talk very naturally. I did not worry about losing my thought. It was very conversational. I am wondering if the entire process is just as long or not as long as writing out my responses. I felt that I could emphasize my point more with the video than with words. I opened with a short video of me on each one. I get it that students like this, however it increased the size of the file quite a bit. I kept my videos to around 2 minutes and they were pushing 60-70 Mb.

4. Based on your experience with JING, the video feedback production interface, would you say it is:

#	Answer	Response	%
1	User Friendly	1	100%
2	Difficult to Use	0	0%
3	Click to write Choice 3	0	0%
	Total	1	100%

14 **5. As it relates to ease of use, please describe your ability to:**

#	Question	Very Easy	Easy	Neutral	Difficult	Very Difficult	Total Responses	Mean
1	Log into the video recording interface	0	1	0	0	0	1	2.00
2	Navigate the recording tools	0	1	0	0	0	1	2.00
3	Search for videos within the interface	0	1	0	0	0	1	2.00
4	Upload videos to your learning management system	0	1	0	0	0	1	2.00

15

16 **6. What steps did you take to integrate the video feedback**
17 **protocol into your course?****Text Response**

I opened up the student's Google Doc. I then opened up my web cam. I captured the a big enough area to cover both the web cam and the Google Doc. I hit video and had a short intro via the web cam. I paused the video, closed the web cam and the hit video to capture on the Google Doc. I paused the video. I read a paragraph and then hit record to video myself. I repeated this until I was done. Each video was just short of 2 minutes. I saved the video to mu desktop and then uploaded into the Jing interface. I opened the video and then copied the url back into the student's Google Doc with a sentence or two to explain what I did. I opened up the url to test that it worked.

18

19 **7. What went well in the process of integrating the video**
20 **feedback protocol in your course?****Text Response**

Using Jing is really easy. I liked providing feedback this way as a change. It easy to just drop in the url. Setting up folders and organizing the videos works really well in Jing. I took the advice from my tutorial and uploaded each video individually. This made uploading much quicker.

21

22 **8. What challenges did you experience in the process of**
 23 **integrating the video feedback protocol in your course?**

Text Response

Just being new to it. I did 3 videos on Friday, October 17. The first one took longer than the last two. After I saw that the first one ended up being pretty big, I made sure that the last two went no more that 2 minutes. I did not feel that I was rushed in the 2 minutes. Trying to do anything longer than 2 minutes would be an issue.

24

25 **9. Approximately how many videos did you create and upload**
 26 **this week?**

Text Response

I did 3 videos this week. I wanted to do four but the person who I contacted did not place her assignment in Google Docs as of Friday afternoon.

27

28 **10. On average, how long did it take you to produce a**
 29 **feedback video? (per student)**

#	Answer	Response	%
1	Less than 10 minutes	0	0%
2	10-20 minutes	1	100%
3	20-30 minutes	0	0%
4	More than 30 minutes	0	0%
	Total	1	100%

30

31 **11. Did you find that using JING for video feedback was more**
 32 **or less time consuming than other methods of feedback**
 33 **provision?**

#	Answer	Response	%
1	More time consuming	0	0%
2	Less time consuming	0	0%
3	Click to write Choice 3	1	100%
	Total	1	100%

34

35 **12. How did the use of video feedback impact your feedback**
 36 **provision practices as an online course instructor?**

Text Response

I felt I could do a much better job emphasizing key points. This is important as it is difficult to do in a Google Doc.

37

38 **13. Was it your perception that students took more notice of**
 39 **the video feedback than your normal mechanisms for**
 40 **feedback? Please explain why.**

#	Answer	Response	%
1	Yes	0	0%
2	No	1	100%
	Total	1	100%

41

Yes	No
	Not sure yet. My feedback from students lags a bit. Should have feedback on this next week.

42

43 **14. Did you enjoy using video for feedback provision?**

#	Answer	Response	%
1	Yes	1	100%
2	No	0	0%
	Total	1	100%

44

45 **15. What do you see as the TWO main educational advantages**
 46 **of using video to provide feedback to online students?**

Text Response

The "face-to-face" connection. It is real and directed to them individually. The ability to emphasize key points which is lost with written words.

47

48 **16. What do you see as the TWO main challenges of using**
 49 **video to provide feedback to online students?**

Text Response

Not sure I would ever do this with all 25 students, but I would be willing to rotate students each week. The size of the videos. If you go over 100 MB it appears that you have to upgrade to a paid version.

50

51 **17. What TWO improvements could be made to the JING**
 52 **video feedback protocol?**

Text Response

I need another week to see. I am wondering if the students have to create a Jing account. When they open the URL can they just view it. When I opened the urls they opened in my Jing account.

53

54 **18. Would you recommend using video for feedback**
 55 **provision to colleagues who teach online courses?**

#	Answer	Response	%
1	Yes	1	100%
2	No	0	0%
	Total	1	100%

56

James Video Feedback Reflection (Pilot Week 2)

Last Modified: 07/22/2015

1. Instructor Name:

Text Response

"James"

2. What school or college is the course involved in this study assigned to?

Text Response

College of Education - Instructional Technology

3. How would you describe this week's experience of working with the video feedback protocol that was designed for this study?

Text Response

Much smoother than week 1. Just as a note, I only used it with 2 of the 4 students because two students had yet to update their design Google Document by the time the survey was due. Making the video, uploading it, and then providing the student with a link was much easier after having a week under my belt.

4. Based on your experience with JING, the video feedback production interface, would you say it is:

#	Answer	Response	%
1	User Friendly	1	100%
2	Difficult to Use	0	0%
	Total	1	100%

15 **5. As it relates to ease of use, please describe your ability to:**

#	Question	Very Easy	Easy	Neutral	Difficult	Very Difficult	Total Responses	Mean
1	Log into the video recording interface	0	1	0	0	0	1	2.00
2	Navigate the recording tools	0	1	0	0	0	1	2.00
3	Search for videos within the interface	0	1	0	0	0	1	2.00
4	Upload videos to your learning management system	0	1	0	0	0	1	2.00

16

17 **6. What steps did you take to integrate the video feedback**
18 **protocol into your course?****Text Response**

In addition to providing two students feedback regarding their persona discovery for their instructional design, I used it to make comments regarding week 9. I used it to introduce the week.

19

20 **7. What went well in the process of integrating the video**
21 **feedback protocol in your course?****Text Response**

The whole process is really easy. Once you have a process that works for you, it is really easy to upload the video and then provide the student with a link.

22

23 **8. What challenges did you experience in the process of**
24 **integrating the video feedback protocol in your course?****Text Response**

This week, uploading the video was slow. It was because we had a lot of devices running in our house. For one video, I had to upload it three times before I got it to upload.

25

26 **9. Approximately how many videos did you create and upload**
 27 **this week?**

Text Response

three videos this week.

28

29 **10. On average, how long did it take you to produce a**
 30 **feedback video? (per student)**

#	Answer	Response	%
1	Less than 10 minutes	0	0%
2	10-20 minutes	1	100%
3	20-30 minutes	0	0%
4	More than 30 minutes	0	0%
	Total	1	100%

31

32 **11. Did you find that using JING for video feedback was more**
 33 **or less time consuming than other methods of feedback**
 34 **provision?**

#	Answer	Response	%
1	More time consuming	0	0%
2	Less time consuming	1	100%
	Total	1	100%

35

36 **12. How did the use of video feedback impact your feedback**
 37 **provision practices as an online course instructor?**

Text Response

It is a great way to emphasize items. With written feedback, really emphasizing does not translate so well unless you bold, change font color, use all caps, etc. I like it for this. It is also personal and more informal which works well.

38

39 **13. Was it your perception that students took more notice of**
 40 **the video feedback than your normal mechanisms for**
 41 **feedback? Please explain why.**

#	Answer	Response	%
1	Yes	0	0%
2	No	1	100%
	Total	1	100%

42

Yes	No
	Not sure if they did or not. They liked it, but did not comment that they took more notice of the feedback.

43

44 **14. Did you enjoy using video for feedback provision?**

#	Answer	Response	%
1	Yes	1	100%
2	No	0	0%
	Total	1	100%

45

46 **15. What do you see as the TWO main educational advantages**
 47 **of using video to provide feedback to online students?**

Text Response

1. Ability to emphasize feedback points. 2. Personal touch. Make a one-to-one connection with a student.

48

49 **16. What do you see as the TWO main challenges of using**
 50 **video to provide feedback to online students?**

Text Response

1. Size of files and how long it may take to upload a video. 2. This would be hard to do it for all students. I would see that I would need to rotate it around for select students week to week.

51

52 **17. What TWO improvements could be made to the JING**
 53 **video feedback protocol?**

Text Response

1. Speed to upload videos 2. The embed feature is quirky and does not work with Google Docs.

54

55 **18. Would you recommend using video for feedback**
56 **provision to colleagues who teach online courses?**

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

57

**APPENDIX N
ELLE'S CASE RECORD**

Elle Pre-Launch Survey

Last Modified: 11/10/2015

1. Faculty/Instructor Name:

Text Response

"Elle"

2. How long have you been teaching at the university?

#	Answer	Bar	Response	%
1	0-1 year		0	0%
2	2-5 years		1	100%
3	6-10 years		0	0%
4	11 or more years		0	0%
	Total		1	

3. How long have you been teaching online courses?

#	Answer	Bar	Response	%
1	0-1 year		0	0%
2	2-5 years		1	100%
3	6-10 years		0	0%
4	11 or more years		0	0%
	Total		1	

4. How many online courses do you currently teach?

Text Response

2 this semester, but I have developed 4 online courses that I regularly teach

5. What is your gender?

#	Answer	Bar	Response	%
---	--------	-----	----------	---

1	Male		0	0%
2	Female		1	100%
Total			1	

25
26
27

6. What course(s) will be used to participate in this study?

Text Response

Not completely sure; I hope to take a sabbatical if/when granted tenure which may mean I implement it Winter 2016. The course would likely be research methods or multicultural info svcs and rcs

30
31
32

7. What school or college is this course assigned to?

Text Response

School of Library and Information Science

33
34
35
36
37

8. What course management platform do you use to store content and post grades for the course that is involved in this study? (i.e. Blackboard, Moodle, Google Applications, etc.)

Text Response

Blackboard

38
39
40
41
42

9. On average, how many hours per week do you spend on teaching activities for this online course? (This includes, preparation, presentations, interacting with students, evaluating submitted assignments)

Text Response

10-12

43
44
45
46
47

10. In what form(s) do you currently give feedback to students? (Select all that apply)

#	Question	Always	Most of the Time	Sometimes	Rarely	Never	Total Responses
1	Handwritten	0	1	0	0	0	1
2	Typed-email	0	0	1	0	0	1
3	Typed-track changes	0	0	1	0	0	1

48
49

4	Oral	0	0	0	1	0	1
5	Audio Recording	0	0	1	0	0	1
6	Video Recording	0	0	1	0	0	1
7	Video Conference	0	0	1	0	0	1
8	In-person	0	0	0	1	0	1
9	Other (please specify)	0	0	0	0	0	0

Other (please specify)

graded rubrics on Blackboard with comments in the feedback area on the gradebook

11. Which of these do you use most often?

#	Answer	Bar	Response	%
1	Handwritten		0	0%
2	Typed-email		0	0%
3	Typed-track changes		0	0%
4	Oral		0	0%
5	Audio Recording		0	0%
6	Video Recording		0	0%
7	Video Conference		0	0%
8	In-person		0	0%
9	Other (please specify)		1	100%
	Total		1	

Other (please specify)

quick comment feature in Blackboard grade center

12. Do you think that students prefer this method?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

13. If no, what method of feedback do you think is preferred by students?

This question was not displayed to the respondent.

68
69

14. How often do you do the following?

70
71

#	Question	Explicitly discuss the purpose(s) of feedback with students	Ask your students how useful they find your feedback	Discuss your strategies for providing feedback to students with colleagues	Total responses	Mean
1	Always	0	0	0	0	0.00
2	Most of the Time	0	0	1	1	3.00
3	Sometimes	0	1	0	1	2.00
7	Rarely	1	0	0	1	1.00
8	Never	0	0	0	0	0.00

72
73

15. How do you judge the effectiveness of your feedback?

74
75

Text Response

The previous question on this survey has a glitch where you cannot select the same response for different question items. FYI Effective.

76
77
78

16. How do you ensure that your feedback is aligned to your grading criteria?

79
80

Text Response

use the rubric feature on blackboard and speak to areas where students did well or poorly in a rubric category.

81
82
83

17. How do you feel about your current feedback practice for online learners?

84
85

Text Response

It could be standardized a bit more to save time and to provide more useful feedback. Perhaps create a rubric that features common areas of concern that students exhibit in their assignments and show how future employers may have issues with the weak areas that have been identified so that can understand the feedback within the context of an employer.

86
87
88

18. What do you think makes good student feedback?

89
90

Text Response

Its usefulness to the student in their future practices (academic, careers, technology, etc)

91

92
93

19. What are your particular concerns about providing feedback to online students? (Please discuss at least two concerns)

94
95

Text Response

Time consuming; not useful

96
97
98

20. Of these concerns, which is most important to you?

99
100

Text Response

time consuming

101
102
103

21. How have you attempted to address your concerns?

104
105

Text Response

developing rubrics with no expectation of further written feedback aside from checking off the rubric category

106
107
108

22. Consider the duration of time spent on student assignments including the review of assignments, providing corrections and communicating feedback. On average, what percentage of your working week is spend on providing feedback to the students in the course(s) used in this study?

109
110

#	Answer	Bar	Response	%
1	Less than 10%		0	0%
2	10-20%		0	0%
3	21-30%		0	0%
4	31-40%		0	0%
5	41-50%		0	0%
6	51-60%		1	100%
7	61-70%		0	0%
8	More than 70%		0	0%
	Total		1	

111
112

23. On average, how many hours do you spend providing feedback per student?

113
114

#	Answer	Bar	Response	%
1	Less than 30 minutes		0	0%
2	31 minutes to 1 hour		0	0%
3	1.5 hours to 2 hours		0	0%
4	More than 2 hours		1	100%
	Total		1	

115
116

24. Do you have access to the following:

117

#	Question	Yes	No	Total Responses	Mean
1	Camera enabled computer	1	0	1	1.00
2	Headset	1	0	1	1.00
3	Microphone	1	0	1	1.00

119
120

25. How would you describe your level of comfort with using computer technology in your teaching?

121
122

Text Response
Comfortable

123
124
125

26. Describe your experience with video or screencasting technologies?

126
127

Text Response
Adobe Connect/ camtasia/ voicethread, wimba classroom

128
129

27. Do you have a preferred software or video production tool?

130
131

#	Answer	Bar	Response	%
1	Yes (please provide the name)		1	100%
2	No		0	0%
	Total		1	

132

Yes (please provide the name)
adobe connect

133
134

28. How do you envision using asynchronous video feedback?

135

136

Text Response

Voicethread allows for asynchronous video feedback

137

138

139

29. How is asynchronous video currently being used in your online course(s)?

140

141

Text Response

Voicethread

142

143

144

145

30. What potential advantages do you see in using asynchronous video as a method of providing feedback?

146

147

Text Response

the fact that it is asynchronous is an obvious benefit for students who can look at recorded feedback at their leisure or within a specific grading period.

148

149

150

31. What potential challenges do you see in using asynchronous video as a method of providing feedback?

151

152

Text Response

The fact that it is asynchronous means the instructor has to be tied to the computer and one assignment longer than a typical in-class handwritten assignment that can be graded and returned to students in one sitting.

153

154

155

32. How might the use of asynchronous video contribute to your student feedback provision practices?

156

157

158

159

160

This question was not answered by the respondent.

33. How might the use of asynchronous video in your feedback provision practices impact your students?

161

162

163

164

This question was not answered by the respondent.

Last Modified: 11/11/2015

3

1. Instructor Name:

Text Response

"Elle"

4
5

6

2. What school or college is the course involved in this study assigned to?

Text Response

School of Library and Info Science

7
8

9

3. Describe your initial reactions to the process of using video feedback in your course:

Text Response

Excited about the concept in practice, but worried about making commitments I cannot uphold due to the competing demands of research, teaching, and service.

10

11
12

13

4. Based on your experience with JING, the video feedback production interface, would you say it is:

14

#	Answer	Bar	Response	%
1	User Friendlv		1	100%
2	Difficult to Use		0	0%
3	Click to write Choice 3		0	0%
	Total		1	

15

16

5. As it relates to ease of use, please describe your ability to:

#	Question	Very Easy	Easy	Neutral	Difficult	Very Difficult	Total Responses	Mean
1	Log into the video recording interface	1	0	0	0	0	1	1.00
2	Navigate the recording tools	1	0	0	0	0	1	1.00
3	Save video recordings within the interface	0	1	0	0	0	1	2.00
4	Upload videos to your learning management system	0	0	1	0	0	1	3.00

17

18

19

20

21

6. What steps did you take to integrate the video feedback protocol into your course?

22

Text Response

1. Added researcher to the course 2. Waited to see who would participate in the study 3. Graded an assignment using the protocol given by the researcher

23
24

7. What went well in the process of integrating the video feedback protocol in your course?

25
26

Text Response

The overall process went well.

27
28

8. What challenges did you experience in the process of integrating the video feedback protocol in your course?

29
30

Text Response

Scrolling down the student work while in the small video window of the recording software. Staying within the recommended 3-5 min time frame. Standardizing the feedback but providing individualized help that is varied in problems with student work.

31
32

9. Approximately how many videos did you create and upload this week?

33
34

Text Response

3

35
36

10. On average, how long did it take you to produce a feedback video? (per student)

37
38

#	Answer	Bar	Response	%
1	Less than 10 minutes		0	0%
2	10-20 minutes		1	100%
3	20-30 minutes		0	0%
4	More than 30 minutes		0	0%
	Total		1	

39
40

11. Did you find that using Screencast-o-matic for video feedback was more or less time consuming than other methods of feedback provision?

42
43

#	Answer	Bar	Response	%
1	More time consuming		1	100%
2	Less time consuming		0	0%

3	Click to write Choice 3		0	0%
	Total		1	

44

12. How did the use of video feedback impact your feedback provision practices as an online course instructor?

45

46

Text Response

Not sure what is being asked

47

48

13. Was it your perception that students took more notice of the video feedback than your normal mechanisms for feedback? Please explain why.

49

51

52

This question was not answered by the respondent.

14. Did you enjoy using video for feedback provision?

53

54

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

55

15. What do you see as the TWO main educational advantages of using video to provide feedback to online students?

56

57

Text Response

1. Social presence of the instructor 2. Individualized feedback on a more interpersonal level

58

59

16. What do you see as the TWO main challenges of using video to provide feedback to online students?

60

61

Text Response

1. Time 2. technology constraints

62

63

17. What TWO improvements could be made to the video feedback process being used in this study?

64

65

Text Response

Sample feedback prompts could be given to instructors. Instructors could have some way of knowing that the video was watched by students.


66

67

68

18. Would you recommend using video for feedback provision to colleagues who teach online courses?

69
70

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

71

1
2
3
4
5

Faculty/Instructor Video Feedback Debrief
Elle (LIBRARY INFORMATION SCIENCES)

6 NW: In which school or college are you a faculty member or an instructor?

7

8 ELLE:: Library Information Sciences

9

10 NW: What academic level best describes the students that received your video feedback?

11

12 ELLE:: (UNABLE TO HEAR)

13

14 NW: How long did it take for you... I know you said you did about two, but how long did it
15 take for you to... would you say that you ever got used to the process?

16

17 ELLE: : (UNABLE TO HEAR)

18

19 **Video Feedback Utility**

20

21 NW: Do you think that the use video feedback protocol can be incorporated into online
22 courses without adding to the instructor's workload?

23

24 ELLE:: HMMM. I don't see how it could... uh, there could be a possibility, but from how I
25 participated in it, I think it would add to the workload. I think it is just a natural by product
26 because you have to take the time to give them feedback on every assignment. Unless there is
27 some kind of way to, I don't know, I am trying to think... I don't really think there is a way to
28 decrease it. I think it will automatically increase the instructor's workload.

29

30 NW: Ok.

31

32 **Implementation**

33 NW: Where did you record the majority of your feedback messages? Where were you sitting,
34 you know, what area were you working in.

35

36 ELLE:: Just in my home office area.

37

38 NW: Ok. And other than emailing the students to tell them what was coming to them, how did
39 you introduce the method to your students? The ones that did receive the video messages.

40

41 ELLE:: Well actually, I thought since they were getting the message from you that they sort
42 of knew that it might be coming. And so in the grade center when I gave my feedback I
43 simply noted please find the attached video file for more detailed feedback, or something
44 along those lines.

45

46 NW: ok, that sounds good. Approximately how long were your videos?

47

48 ELLE::One was bordering 5 to 6 minutes and one was about 5 minutes. A little over 4.

49

50 NW: What lessons were learned about the process or yourself in the process of implementing
51 the use of video feedback in your course? Could be for or against it.

52

53 ELLE:: I think I learned that... um, in order to be... so the grading is complex and even with
 54 the best rubric, there is still a lot of room for nuance discussion. You could get into grammar,
 55 you can get into ideas/concepts. So it is a very complex process. In order to give a fair amount
 56 of attention to each student, I think that I learned that I need to be... I need to sit down and
 57 think about what is most important for my students to get from the assignment and for me to
 58 give to them in addition to the rubric. So the rubric provides a gives a guide, but I found
 59 myself trying to go through each part of the rubric. I learned that one thing I could do is focus
 60 on one thing weakness or strengths because I think I spent a lot of time trying to justify the
 61 grade by going over each rubric category so...

62

63 NW: Ok Approximately how long did it take you to produce each video?

64

65 ELLE::I would say about 15 minutes. The second one was more like 10 once I decided I was
 66 going to do it. I opened up the screen... the first one was like open up the screen and figure
 67 out what I was doing and all that... the set up one takes the longest. Then after that it wasn't
 68 bad.

69

70 NW: Ok. So you have mentioned that you do believe that it would increase the workload. Do
 71 you think that it is more or less consuming than other methods of feedback?

72

73 ELLE:: Yes I think it is more time consuming than written feedback, or using a standardized
 74 rubric. (Technical Difficulty with the phones).

75

76 NW: So you were saying why you thought it was more or less time consuming than written
 77 feedback.

78

79 ELLE:: Yes, written feedback is umm... you have a certain method that you are using
 80 (UNCLEAR) like a rubric... (UNCLEAR FROM 7:25 – 7:53)

81

82 NW: OK. So you are saying the ability to be more concise...it is just easier to write it?

83

84 ELLE:: (UNCLEAR 8:09 – 8:20) It would seem kind of rude to go through the work of
 85 preparing the video, to say hi you did this and then bye. You know? ... be warm and be
 86 cordial, establish that... (UNCLEAR 8:35)

87

88 N: OK for my next question... for those who did receive video feedback, do you think that it
 89 impacted the number of clarifying emails and individual questions you had with students?

90

91 ELLE:: I think actually it may have. The student I choose to do it with was one who always
 92 has several emails. But I think it did help... (UNCLEAR 9:12-9:15)

93

94 N: Ok. Would you say that using video feedback has changed your approach to giving
 95 feedback at all?

96

97 ELLE:: Uh, I don't necessarily think so, if I were to use that method I think my approach
 98 would be changed, but I don't my overall approach has changed.

99

100 N: Ok, What do you believe are the motivational implications of using video feedback for
101 instructors? Like what would make an instructor say yes, this is something I want to do or this
102 is something that could help me.

103

104 ELLE:: to be honest, I think it would have to be something with an institutional reward tied to
105 it, I hate to sound like that, but faculty we have so many obligations with research and
106 publications and that is not taking into account things like tenure and promotion. I don't think
107 they will necessarily see the investment. I think it is worthwhile I just think it has to be
108 somehow accounted for in our merit, you know considerations, as far as tenure and promotion.

109

110 N: Ok, that makes sense. I think that is true for a lot of people, not just ... tied to merit makes
111 it important, right?

112

113 **Instructor Reflections**

114

115 N: You've kind of alluded to this already, but What did you enjoy most/least about using
116 video for feedback provision?

117

118 ELLE:: I think what I enjoyed most was the idea of having a more personal connection with
119 students in the online setting. Although you are not seeing them, they are hearing you so there
120 is a little more of a value added experience. On the other hand, I was sort of dreading the
121 process because I was trying to get grading done, so I was thinking do I spend 30 minutes to
122 do a few videos or 45 minutes to get them all done.

123

124 N: that's fair. That makes sense. Ok , how would you describe the feeling of talking to your
125 camera as a part of your video feedback?

126

127 ELLE:: It was a little awkward at times, but I just kept telling myself that it was natural to feel
128 uncomfortable. It wasn't necessarily difficult, just different.

129

130 N: Alright. Um could you summarize for me how the video feedback experience impacted
131 your perspective(s) of its educational potential for students?

132

133 ELLE:: I don't know. I really have to think more about it.

134

135 N: Would you consider using video feedback again?

136

137 ELLE:: yeah, I would. In a less stressful time period. I think, I knew what it was, but if I were
138 to go into a semester folding it into my course, holding myself accountable as opposed to
139 volunteering some students.... But holding myself accountable and letting the students know, I
140 think I would definitely do it again.

141

142 **Summative Evaluation**

143

144 N: How do you imagine feedback will evolve in the future for online classes?

145

146 ELLE:: We are right there at the cusp of everything being virtual, maybe there is something

147 where students can get there assignments digitally and there is something like a feature inside
148 Blackboard that is a little more intuitive or native to the Learning Management System to give
149 feedback, they turn it in electronically and then there is an audio record button there and you
150 don't have to set it up with a whole lot of screen... something more native or integrated into
151 the learning management system.

152

153 N: Do you think you would recommend any colleagues or instructors in your college to use
154 video feedback?

155

156 ELLE: Yes, for the sake of the experience, whether they would adopt it or not I can't say...
157 but for the experience yes.

158

159 N: Any final thoughts you have about your experience with the video feedback that you would
160 like to share about the intervention or the future and how it can evolve? You've mentioned
161 streamlining it a little bit, making it more integrated into the LMS, the importance of having a
162 sort of script to it... anything else?

163

164 ELLE:: Um I think perhaps having students peer evaluate each other with narration might be
165 another direction that you could take. Therefore they might see how much work is involved
166 and they might be a little more accommodating and realistic about their expectations.

167

168 (Laughter)

169

170 N: ok that makes sense. That is all of the questions I have.

171

**APPENDIX O
SAM'S CASE RECORD**

Sam Pre-Launch Survey

Last Modified: 11/11/2015

1. Faculty/Instructor Name:

Text Response

"Sam"

2. How long have you been teaching at the university?

#	Answer	Bar	Response	%
1	0-1 year		0	0%
2	2-5 years		0	0%
3	6-10 years		0	0%
4	11 or more years		1	100%
	Total		1	

3. How long have you been teaching online courses?

#	Answer	Bar	Response	%
1	0-1 year		0	0%
2	2-5 years		0	0%
3	6-10 years		1	100%
4	11 or more years		0	0%
	Total		1	

4. How many online courses do you currently teach?

Text Response

one

5. What is your gender?

#	Answer	Bar	Response	%
1	Male		0	0%
2	Female		1	100%
	Total		1	

21

6. What course(s) will be used to participate in this study?

22

23

Text Response

SW 7995 Interdisciplinary Gerontology

24

25

26

7. What school or college is this course assigned to?

27

28

Text Response

School of Social Work

29

30

31

8. What course management platform do you use to store content and post grades for the course that is involved in this study? (i.e. Blackboard, Moodle, Google Applications, etc.)

32

33

Text Response

Blackboard

34

35

36

9. On average, how many hours per week do you spend on teaching activities for this online course? (This includes, preparation, presentations, interacting with students, evaluating submitted assignments)

37

38

Text Response

10

39

40

41

10. In what form(s) do you currently give feedback to students? (Select all that apply)

42

43

#	Question	Always	Most of the Time	Sometimes	Rarely	Never	Total Responses
1	Handwritten	0	0	0	0	0	0
2	Typed-email	0	1	0	0	0	1
3	Typed-track changes	0	0	0	0	0	0
4	Oral	0	0	0	1	0	1
5	Audio Recording	0	0	0	1	0	1
6	Video Recording	0	0	0	0	1	1
7	Video Conference	0	0	0	0	1	1

44
45
46
47
48

8	In-person	0	0	0	1	0	1
9	Other (please specify)	0	0	0	0	0	0

Other (please specify)

49
50

11. Which of these do you use most often?

#	Answer	Bar	Response	%
1	Handwritten		0	0%
2	Typed-email		1	100%
3	Typed-track changes		0	0%
4	Oral		0	0%
5	Audio Recording		0	0%
6	Video Recording		0	0%
7	Video Conference		0	0%
8	In-person		0	0%
9	Other (please specify)		0	0%
	Total		1	

51
52
53
54

Other (please specify)

55
56

12. Do you think that students prefer this method?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

57
58

13. If no, what method of feedback do you think is preferred by students?

59
60
61
62
63

This question was not displayed to the respondent.

64
65

14. How often do you do the following?

#	Question	Explicitly discuss the purpose(s) of feedback with students	Ask your students how useful they find your feedback	Discuss your strategies for providing feedback to students with colleagues	Total Responses	Mean
1	Always	0	0	0	0	0.00
2	Most of the Time	0	0	0	0	0.00
3	Sometimes	0	1	0	1	2.00
7	Rarely	0	0	1	1	3.00
8	Never	0	0	0	0	0.00

15. How do you judge the effectiveness of your feedback?

Text Response

Student online evaluations (through discussion boards) mainly

16. How do you ensure that your feedback is aligned to your grading criteria?

Text Response

Feedback is related to grading but not aligned with

17. How do you feel about your current feedback practice for online learners?

Text Response

It seems to have been effective

18. What do you think makes good student feedback?

Text Response

Honesty, help with specific issues, positive feedback on good work, assistance on how to improve (not so good work). Also fairness and objective, clear expectations.

19. What are your particular concerns about providing feedback to online students? (Please discuss at least two concerns)

Text Response

I know some prefer face to face contact and some find the discipline to be 'self starters' difficult. Some do not read all the tutorial material and then need help navigating the course.

91
92
93
94
95
96
97

20. Of these concerns, which is most important to you?

98
99

Text Response

The ability to understand the material in this format -- so the self discipline to keep on a strict timeline would be the biggest concern.

100
102
103
104

21. How have you attempted to address your concerns?

105
106

Text Response

I do remain flexible to individual students and issues that make keeping up difficult (family, health, work...) and allow some adjustments to timelines. Submit documents related to expectations and FAQs about online learning. Provide a 'weekly feedback' thread on weekly discussion boards to hear specific concerns.

107
108
109

22. Consider the duration of time spent on student assignments including the review of assignments, providing corrections and communicating feedback. On average, what percentage of your working week is spend on providing feedback to the students in the course(s) used in this study?

110
111

#	Answer	Bar	Response	%
1	Less than 10%		0	0%
2	10-20%		0	0%
3	21-30%		0	0%
4	31-40%		0	0%
5	41-50%		0	0%
6	51-60%		0	0%
7	61-70%		1	100%
8	More than 70%		0	0%
	Total		1	

112
113

23. On average, how many hours do you spend providing feedback per student?

114

115

#	Answer	Bar	Response	%
1	Less than 30 minutes		1	100%
2	31 minutes to 1 hour		0	0%
3	1.5 hours to 2 hours		0	0%
4	More than 2 hours		0	0%
	Total		1	

116
117

24. Do you have access to the following:

118
119

#	Question	Yes	No	Total Responses	Mean
1	Camera enabled computer	1	0	1	1.00
2	Headset	1	0	1	1.00
3	Microphone	1	0	1	1.00

120
121

25. How would you describe your level of comfort with using computer technology in your teaching?

122
123

Text Response

medium high

124
125
126

26. Describe your experience with video or screencasting technologies?

127
128

Text Response

very little

129
130
131

27. Do you have a preferred software or video production tool?

132
133

#	Answer	Bar	Response	%
1	Yes (please provide the name)		0	0%
2	No		1	100%
	Total		1	

134

Yes (please provide the name)

135
136
137

138 28. How do you envision using asynchronous video feedback?
139

Text Response

140 ??
141
142

143 29. How is asynchronous video currently being used in your online course(s)?
144

Text Response

145 it isn't used
146
147

148 30. What potential advantages do you see in using asynchronous video as a method of providing feedback?

Text Response

149 I guess people like to see people who are talking -- it adds a dimension, but I have felt the methods I've used to be
150 effective and I'm not sure 'asynchronous video' will make the course any more 'intimate' or informative than it is now.
151

152 31. What potential challenges do you see in using asynchronous video as a method of providing feedback?
153

Text Response

154 Sometimes, the words themselves are as or more effective without video -- it can be distracting.
155
156

157 32. How might the use of asynchronous video contribute to your student feedback provision practices?
158

Text Response

159 I don't know.
160
161

162 33. How might the use of asynchronous video in your feedback provision practices impact your students?
163

Text Response

164 I don't know -- that is why I'm participating in the research
165

Sam Video Feedback Reflection Week 1

Last Modified: 11/11/2015

1. Instructor Name:

Text Response

"Sam"

2. What school or college is the course involved in this study assigned to?

Text Response

School of Social Work

3. Describe your initial reactions to the process of using video feedback in your course:

Text Response

I liked it! It was different and I do think I got more points in through speaking, than I formerly did through writing. It will be interesting to hear what the students thought about it.

4. Based on your experience with JING, the video feedback production interface, would you say it is:

#	Answer	Bar	Response	%
1	User Friendlv		1	100%
2	Difficult to Use		0	0%
3	Click to write Choice 3		0	0%
	Total		1	

5. As it relates to ease of use, please describe your ability to:

#	Question	Very Easy	Easy	Neutral	Difficult	Very Difficult	Total Responses	Mean
1	Log into the video recording interface	1	0	0	0	0	1	1.00
2	Navigate the recording tools	1	0	0	0	0	1	1.00
3	Save video recordings within the interface	1	0	0	0	0	1	1.00

23	Upload videos to your learning								
24	4 management system	1	0	0	0	0	1	1.00	

25
26

6. What steps did you take to integrate the video feedback protocol into your course?

27
28

Text Response

I sent an announcement to students and began each video with a short intro. They had just turned in short papers, so this was perfect timing for me to use for grading purposes.

29
30
31

7. What went well in the process of integrating the video feedback protocol in your course?

32
33

Text Response

Everything -- no problem. I got better as I went along....

34
35
36

8. What challenges did you experience in the process of integrating the video feedback protocol in your course?

37
38

Text Response

None really, but I did learn that I could also use 'track changes' and show the student the edits I was suggesting. I didn't realize that until a few papers into the grading....

39
40
41

9. Approximately how many videos did you create and upload this week?

42
43

Text Response

20

44
45
46

10. On average, how long did it take you to produce a feedback video? (per student)

47
48

#	Answer	Bar	Response	%
1	Less than 10 minutes		0	0%
2	10-20 minutes		1	100%
3	20-30 minutes		0	0%
4	More than 30 minutes		0	0%

49
50
51
52
53

Total		1	
-------	--	---	--

56

11. Did you find that using Screencast-o-matic for video feedback was more or less time consuming than other methods of feedback provision?

#	Answer	Bar	Response	%
1	More time consuming		0	0%
2	Less time consuming		0	0%
3	Click to write Choice 3		1	100%
	Total		1	

57
58

12. How did the use of video feedback impact your feedback provision practices as an online course instructor?

Text Response

Not sure what you want here -- my former 'feedback provision practice' for grading papers was use of 'track changes' in Word and typing up general overall comments -- sending papers back through safe assign. Video mp4 files were also sent back through safe assign in grade center.

60
61
62

13. Was it your perception that students took more notice of the video feedback than your normal mechanisms for feedback? Please explain why.

#	Answer	Bar	Response	%
1	Yes		0	0%
2	No		1	100%
	Total		1	

64

Yes	No
-	You need a 'DK' response here --- because I don't know

65

14. Did you enjoy using video for feedback provision?

66
67

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

68

15. What do you see as the TWO main educational advantages of using video to provide feedback to online students?

69
70

71
72
73

Text Response

1) Involve more senses in the process: they can see me and hear and not just read my comments. It is proven that by involving more senses in an experience, it becomes more memorable. 2) More in-depth feedback: By speaking, I found I could give more comments related to their content, as well as about the grammar and syntax and the flow was more natural. I imagine they understood I was 'connecting' to their written thoughts.

76
77
78

16. What do you see as the TWO main challenges of using video to provide feedback to online students?

79
80

Text Response

Keeping it manageable in terms of time.

81
82
83

17. What TWO improvements could be made to the video feedback process being used in this study?

84
85


Text Response

Let people know, in initial training, that they can make actual written edits to papers (using track changes and comments)

86
87
88

18. Would you recommend using video for feedback provision to colleagues who teach online courses?

89
90

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

91

Sam Video Feedback Reflection Week 2

Last Modified: 11/11/2015

1. Instructor Name:

Text Response

"Sam"

2. What school or college is the course involved in this study assigned to?

Text Response

School of Social Work

3. How would you describe this week's experience of working with the video feedback protocol that was designed for this study?

Text Response

Quite satisfactory

4. Based on your experience with Screencast-O-matic, the video feedback production interface, would you say it is:

#	Answer	Bar	Response	%
1	User Friendly		1	100%
2	Difficult to Use		0	0%
	Total		1	

5. As it relates to ease of use, please describe your ability to:

#	Question	Very Easy	Easy	Neutral	Difficult	Very Difficult	Total Responses	Mean
1	Launch the video recording interface	1	0	0	0	0	1	1.00
2	Navigate the recording tools	1	0	0	0	0	1	1.00
3	Search for videos within the interface	1	0	0	0	0	1	1.00
4	Upload videos to your learning management system	1	0	0	0	0	1	1.00

6. What steps did you take this week to make the video feedback process easier to execute in your course?

Text Response

I graded all papers (20) last week and this week I asked for voluntary comments about the process in a weekly discussion board.

22

7. What went well in the process of using the video feedback protocol in your course?

23
24

Text Response

The students really liked it ...felt it was a much 'softer' approach to criticism than just reading it in digital form with track changes. The said it humanizes the online course and seems more intimate and like I care.

25
26
27

8. What challenges did you experience with using the video feedback protocol in your course?

28
29

Text Response

none

30
31
32

9. Approximately how many videos did you create and upload this week?

33
34

Text Response

just the 20 I did last week

35
36
37

10. On average, how long did it take you to produce a feedback video? (per student)

38
39

#	Answer	Bar	Response	%
1	Less than 10 minutes		0	0%
2	10-20 minutes		0	0%
3	20-30 minutes		1	100%
4	More than 30 minutes		0	0%
	Total		1	

40
41

11. Did you find that using Screencast-o-matic for video feedback was more or less time consuming than other methods of feedback provision?

42

#	Answer	Bar	Response	%
1	More time consuming		0	0%
2	Less time consuming		1	100%

Total		1	
-------	--	---	--

43
44
45
46

12. How did the use of video feedback impact your feedback an online course instructor?

47
48

Text Response
???

49
50
51

13. Was it your perception that students took more notice of the video feedback than your normal mechanisms for feedback? Please explain why.

52
53

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

54

Yes	No
They said they did ...and it was much more helpful and understood than the former approach	-

55
56

14. Did you enjoy using video for feedback provision?

57
58

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

59
60

15. What do you see as the TWO main educational advantages of using video to provide feedback to online students?

61
62

Text Response
1) More personal 2) Critiques more clear and acceptable

63
64
65

16. What do you see as the TWO main challenges of using video to provide feedback to online students?

66

Text Response

Keeping it to a manageable length (around 5 minutes)

67

17. What TWO improvements could be made to the Screencast-o-matic video feedback protocol?

68

69

Text Response

Can't think of any new ones....

70

71

18. Would you recommend using video for feedback provision to colleagues who teach online courses?

72

73

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

74

Sam Video Feedback Reflection Week 3

Last Modified: 11/11/2015

1. Instructor Name:

Text Response

"Sam"

2. What school or college is the course involved in this study assigned to?

Text Response

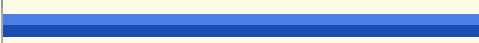

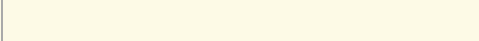
School of Social Work

3. How would you describe this week's experience of working with the video feedback protocol that was designed for this study?

Text Response

Not much this week -- I did use it once to explicate the Final Assignment ...I walked through the guidelines and added to the basic description.

4. Based on your experience with Screencast-O-matic, the video feedback production interface, would you say it is:

#	Answer	Bar	Response	%
1	User Friendlv		1	100%
2	Difficult to Use		0	0%
	Total		1	

5. As it relates to ease of use, please describe your ability to:

#	Question	Very Easy	Easy	Neutral	Difficult	Very Difficult	Total Responses	Mean
1	Launch the video recording interface	1	0	0	0	0	1	1.00
2	Navigate the recording tools	1	0	0	0	0	1	1.00
3	Search for videos within the interface	1	0	0	0	0	1	1.00
4	Upload videos to your learning management system	1	0	0	0	0	1	1.00

6. What steps did you take this week to make the video feedback process easier to execute in your course?

22

Text Response
nothing new

23
24
25

7. What went well in the process of using the video feedback protocol in your course?

26
27

Text Response
Continues to be useful and easy.

28
29
30

8. What challenges did you experience with using the video feedback protocol in your course?

31
32

Text Response
none

33
34
35

9. Approximately how many videos did you create and upload this week?

36
37

Text Response
one

38
39
40

10. On average, how long did it take you to produce a feedback video? (per student)

41
42

#	Answer	Bar	Response	%
1	Less than 10 minutes		0	0%
2	10-20 minutes		1	100%
3	20-30 minutes		0	0%
4	More than 30 minutes		0	0%
	Total		1	

43
44

11. Did you find that using Screencast-o-matic for video feedback was more or less time consuming than other methods of feedback provision?

45
46

#	Answer	Bar	Response	%
1	More time consuming		0	0%

2	Less time consuming		1	100%
	Total		1	

47
48

12. How did the use of video feedback impact your feedback as an online course instructor?

49
50

Text Response

students like it and said it is more personal so I will continue to use it where possible

51
52
53

13. Was it your perception that students took more notice of the video feedback than your normal mechanisms for feedback? Please explain why.

54
55

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

56

Yes	No
-----	----

57
58
59

14. Did you enjoy using video for feedback provision?

60
61

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

62
63

15. What do you see as the TWO main educational advantages of using video to provide feedback to online students?

64
65

Text Response

More personal Can insert more info in short time

66
67
68

16. What do you see as the TWO main challenges of using video to provide feedback to online students?

69
70

Text Response

Having to look good before turning it on!

71
72
73
74

17. What TWO improvements could be made to the Screencast-o-matic video feedback protocol?

75
76

Text Response

Can't think of any new ones to mention

77
78
79

18. Would you recommend using video for feedback provision to colleagues who teach online courses?

80
81

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

82

Sam Video Feedback Reflection Week 4

Last Modified: 11/11/2015

1. Instructor Name:

Text Response

"Sam"

2. What school or college is the course involved in this study assigned to?

Text Response



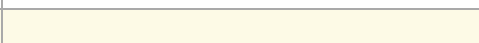
School of Social Work

3. How would you describe this week's experience of working with the video feedback protocol that was designed for this study?

Text Response

Comfortable -- and successful

4. Based on your experience with Screencast-O-matic, the video feedback production interface, would you say it is:

#	Answer	Bar	Response	%
1	User Friendlv		1	100%
2	Difficult to Use		0	0%
	Total		1	

5. As it relates to ease of use, please describe your ability to:

#	Question	Very Easy	Easy	Neutral	Difficult	Very Difficult	Total Responses	Mean
1	Launch the video recording interface	1	0	0	0	0	1	1.00
2	Navigate the recording tools	1	0	0	0	0	1	1.00
3	Search for videos within the interface	1	0	0	0	0	1	1.00
4	Upload videos to your learning management system	1	0	0	0	0	1	1.00

6. What steps did you take this week to make the video feedback process easier to execute in your course?

Text Response

Nothing new

24
25

7. What went well in the process of using the video feedback protocol in your course?

26
27

Text Response

Graded 20 papers successfully.

28
29

8. What challenges did you experience with using the video feedback protocol in your course?

30
31

Text Response

None

32
33
34

9. Approximately how many videos did you create and upload this week?

35
36

Text Response

20

37
38
39

10. On average, how long did it take you to produce a feedback video? (per student)

40
41

#	Answer	Bar	Response	%
1	Less than 10 minutes		0	0%
2	10-20 minutes		1	100%
3	20-30 minutes		0	0%
4	More than 30 minutes		0	0%
	Total		1	

42
43

11. Did you find that using Screencast-o-matic for video feedback was more or less time consuming than other methods of feedback provision?

44
45

#	Answer	Bar	Response	%
1	More time consuming		0	0%
2	Less time consuming		1	100%

Total		1	
-------	--	---	--

46
47
48

12. How did the use of video feedback impact your feedback as an online course instructor?

49
50

Text Response

I was able describe more fully the reasons and suggestions for edits to their papers

51
52

13. Was it your perception that students took more notice of the video feedback than your normal mechanisms for feedback? Please explain why.

53
54

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

55

Yes	No
Their comments on discussion board	-

56

14. Did you enjoy using video for feedback provision?

57
58

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

59

15. What do you see as the TWO main educational advantages of using video to provide feedback to online students?

60
61

Text Response

More personalized Clearer and more in depth feedback to students

62
63

16. What do you see as the TWO main challenges of using video to provide feedback to online students?

64

Text Response

Fear on part of faculty in trying something new, thinking it will take more time Not recognizing the potential to provide in depth understanding of assignments

65

66
67
68

17. What TWO improvements could be made to the Screencast-o-matic video feedback protocol?

69
70


Text Response

I am not sure what 'protocol' is concerning program. It might suggested or required for use in classes that are entirely online.

71
72
73

18. Would you recommend using video for feedback provision to colleagues who teach online courses?

74
75

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

76
77

19. Describe a memorable event or incident that occurred as you used video feedback in your course.

78
79

Text Response

I was able to answer questions concerning assignment guidelines before they were asked, by 'walking' through the guidelines and explaining further what is intended.

80
81
82

20. As the implementation period concludes, what other ideas would you like to share related to your experience with video feedback?

83
84

Text Response

I believe this method of feedback should be strongly urged for all fully online courses. It involves the students at a deeper level --

85
86

**Faculty/Instructor Video Feedback Debrief
Sam (Social Work 1)**

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46

NW: In which school or college are you a faculty member or an instructor?

SAM: Social Work

NW: What academic level best describes the students that received your video feedback?

SAM: They are graduate students in the MSW program for the most part.

NW: OK

SAM: Some from other disciplines.

Video Feedback Utility

NW: Alright, based on your feedback from the weekly responses, I just want to confirm...you found it pretty easy to log in and navigate the tool?

SAM: Yes.

NW: How long did it take to get used to it using video feedback in your course?

SAM: not really very long. I did it a few times, sometimes I felt I was too verbal, I just went on too long so I did over so that it would be shorter. I wanted it to be a little more succinct. I would say I just did it a few times and it was fine (Laughing). So having done it a couple of times I would say maybe a half hour, or whatever if you wanted to look at it that way.

NW: Ok that's great thanks. Do you think that the use video feedback protocol can be incorporated into online courses without adding to the instructor's workload?

SAM: I think it should be (laughing), let me say not just that it could be, but I honestly think that it is a excellent resource and it can enhance your ability to actually communicate with the student in a way that doesn't appear to be as authoritative. One of the students commented that it seemed softer when I was speaking it than when I just wrote it. (laughter) You know on a paper and returned it and gave them criticism. So the criticisms, you could define them more and give them a little bit more understanding.

NW Alright great thank you.

Implementation

NW: Where did you record the majority of your feedback messages?

SAM: Where or what part of my course?

NW: Where, like where were you physically located?

47
48 SAM: right here where I am now, in my home office.
49
50 NW: Ok home office wonderful. Umm...
51
52 (Technical difficulties occurred with Skype. Call audio stopped. We had to restart the call.)
53
54 NW: Besides the message that we sent to students to introduce the video feedback concept, did
55 you do anything else to introduce the method to your students? Did you do anything else to
56 make your students aware that it was coming?
57
58 SAM: I did. I told them, I think on a course announcement that this was going to be
59 happening. It came at an opportune time because I was just getting ready to read all of the
60 papers that were due for the class and so, no it was the second paper. I had already done the
61 first paper was using, uh you know the thing in Word. The track changes and things like that.
62 They commented on the fact that they liked that feedback so much better than the first paper.
63
64 NW: cool, ok. Approximately how long were your videos?
65
66 SAM: I would say they were about five minutes. Five to seven at the most.
67
68 NW: What lessons were learned in the process of implementing the use of video feedback in
69 your course?
70
71 SAM: Umm... well I think the importance of the candidness that you can portray thru using
72 your voice and some video. Um, pictures also. It just makes it more real and not so distant to
73 the student. That is the main thing. I think that is the most important thing... the connection to
74 the students because they do miss the online... I mean the face to face. They also like the
75 advantage of being at home and in their pajamas.
76
77 (Laughter)
78
79 NW: Ok Wonderful. The next section of questions revolve around workload and productivity
80 for you as an instructor.
81
82 Approximately how many videos did you upload this term?
83
84 SAM: I would say about 40.
85
86 NW: and you used the list that we created for your class? The random list? You gave feedback
87 to all of those students?
88
89 SAM: I gave feedback to all of the students. Not just those who got video. The same feedback
90 to all of them, but you know...
91
92 NW: Ok wonderful. On average, how long did it take you to produce a single video?
93

94 SAM: Uhh... it got fast. Maybe like 15 minutes? I had to read the paper too and then think
95 about what I wanted to tell them.
96

97 NW: right. Did you find using that using video feedback was more or less time consuming
98 than other methods of feedback?
99

100 SAM: Well it depends on the type of feedback the professor gives in the first place. Some
101 people just read a paper and barely mark it up. Other people spend some time explaining what
102 they are trying to teach... I tend to be a part of that second group because I like students to
103 understand everything, from the parameter to the concepts that we are discussing in the course.
104 So, umm...
105

106 NW: The next question then for you would be do you feel like it was faster than using track
107 changes, since that is the way you graded your papers the first time.
108

109 SAM: umm, I think toward the... when I got really used to it, I don't know that it was faster,
110 but I felt it was more effective because I was doing both. I finally found out that I could use it
111 and do some track changes while they were watching.
112

113 NW: OK.
114

115 SAM: With the track changes in Word anyway. So I was kind of doing both. I think it ended
116 up the same amount of time.
117

118 N: ok very good. Do you think the use of video feedback had any influence on your ability to
119 manage your course in a productive manner?
120

121 SAM: Umm, I don't know about the productivity as much as the quality. I think I was the
122 same amount of productive and uh, but actually I do think the quality was improved.
123

124 N: How do you think the use of video feedback impacted the number of clarifying emails and
125 individual responses you had with students?
126

127 SAM: That is an interesting question. I didn't have as many this year, but they have been
128 reduced as students get more used to using blackboard and used to using tools for the online
129 course. So, it is hard to tell if it was due to that and what is due to my using... I don't know.
130 Sorry.
131

132 N: Ok. That is fair, there could be some other factors at play... that is absolutely true. What do
133 you believe are the time implications of using video feedback, in general?
134

135 SAM: Well I think it makes a greater connection between the online teacher and the students.
136 And I think it lessens the distance. It makes your comments more real when you can add some
137 context to them.
138

139 N: Right.
140

141 SAM: So when people understand why you are saying something and not just that you are
142 being critical... it just makes a difference. And the students commented on it... I mean
143 everybody didn't, but those who did were very, very positive. I don't know. It will be
144 interesting. Will I get to see the feedback?

145
146 N: yes you will. I will pass it along once I have it all summarized.

147
148 SAM: Ok.

149
150 N: So, do you think that using video feedback this semester changed the way you will give
151 feedback going forward?

152
153 SAM: Yes. I think I am going to continue to use it... I am planning to walk through the
154 syllabus with the next group of students because they have so many questions.

155
156 N: Ahhh ok!

157
158 SAM: I think you are right, it does reduce the number of phone calls and emails. Yes, so I am
159 going to continue to use it for my grading and for discussing areas of the course curriculum.

160
161 N: In my experience, I have taught some online classes before and I always say to my husband
162 that you are just always "on" when you are an online teacher.

163
164 SAM: Right!

165
166 N: because the questions are still coming and the emails are still coming in and there is no off
167 time. So when we were thinking about this approach, I was thinking... gosh! Instructors will
168 probably love to be able to have a Saturday where no one is calling or something like that. So
169 that is interesting.

170
171 Ok, What do you believe are the motivational implications of using video feedback for
172 instructors?

173
174 SAM: I know you shouldn't just impose it on them. Well, you should use some of these
175 comments that you are getting from the people. I am sure everyone liked it! I am just saying,
176 the shouldn't not like it because to me it did enhance the connection and the understanding
177 between me and the students. I don't know, I guess do more marketing.

178
179 N: Ok

180
181 SAM: you can use anything I say, because I think it is really an important tool and I think it
182 really helped. And I can clarify up front, I am going to use the tool to walk through the
183 syllabus and tell them... I mean I had a student have a question about the fact that my grading
184 system wasn't just total points, it is weighted and it varies between the discussion boards, the
185 papers and the... they are all weighted differently. It is really clear in the syllabus, but I don't
186 know.

187

188 N: they still had questions.

189

190 SAM: yes. It was clear to me, but not so much to them.

191

192

193 **Instructor Reflections**

194

195 N: Ok. So now I am just going to ask a few questions about your reflection of the experience.
196 How would you describe your level of efficiency with the video feedback process? Seems like
197 you feel fairly comfortable since you plan to continue to use it.

198

199 SAM: I do.

200

201 N: What did you enjoy most/least about using video for feedback provision?

202 You have said a few things that relate to what you like the most, so I just want to ask about the
203 least here.

204

205 SAM: Well I had to look decent. (laughter)

206

207 N: at least from the shoulders down, right?! (laughing)

208

209 SAM: Yes, I didn't want to do it without my hair being decent and I sort of wanted to be
210 dressed. Not that I need to do it that way but, a certain amount of me wanted to be involved.

211

212 N: that was actually going to be my next question. Describe the feeling of talking to your
213 camera as a part of your video feedback?

214

215 SAM: Yes well I was always worried because I sit in this place and the light is behind me. So
216 this is the way it looks. I don't know if it is good or bad... you cant see all of the wrinkles
217 (laughing). I don't know, I didn't mind it much after a while... and I wasn't on screen that
218 much. I would just introduce it and then I would walk and talk them through the paper.

219

220 N: uh hunh, just like we did when we practiced?

221

222 SAM: right.

223

224 N: What was it like to provide oral monologues about student assignments without them
225 physically present? Did you feel that it was uncomfortable or fairly comfortable.

226

227 SAM: No because, they were never there... I mean with an online course, they were never
228 there anyway. With an online course you don't have the opportunity to sit and talk with them
229 anyway. I mean you can have a one on one, but not face to face.

230

231 N: Alright. Um.. You have kind of touched on this, but could you summarize for me how the
232 video feedback experience impacted your perspective(s) of its educational potential for
233 students?

234

235 SAM: I think it has a lot of potential. I think it engages the students more at some level and
236 you are walking through their paper and showing it to them at the same time you can kind of
237 explain why something is a run on sentence, or what ever it is you are commenting on. And, I
238 think it does have excellent potential for their learning experience. I think they pay more
239 attention to it. I mean some of these students may get a paper back and never look at it again.
240 It is hard to say.

241
242 N: So you do think they paid more attention to this feedback.

243
244 SAM: I do, yes.

245
246 **Summative Evaluation**

247 N: What situation(s) have had the most influence on your experience? Or anything that
248 surprised you?

249
250 SAM: I can't think of anything terribly surprising.

251
252 N: You've already said that you would use video feedback again... would you recommend the
253 use of video for feedback provision to colleagues who instruct other courses in your school or
254 college?

255
256 SAM: I would highly recommend it! Definitely. I gotta tell you, I have even used it to give my
257 college granddaughter some feedback on a paper than she was writing

258
259 N: Wow!

260
261 SAM: and she liked it... she said "oh! This is great Nani," That is what she calls me.

262
263 N: So cool! I am glad, I am so glad this research is helping people! Ok, umm... so that is an
264 influential experience, something that was surprising and out of the blue.

265
266 SAM: I guess so, I had not thought of it.

267
268 N: Ok you have already said that you believe that it provided better quality feedback... um, do
269 you think the use of video feedback allowed you to provide and more timely feedback to
270 students because you were able to talk it out as opposed to writing so much?

271
272 SAM: yes. You know, I can't recall the specific comments, but as I have said I could provide
273 much more by just talking off the top of your head, you could make a comment or change a
274 word, but you can give it so much more substance.

275
276 N: How do you imagine feedback will evolve in the future for online classes?

277
278 SAM: I would imagine that it would be like this, streaming video. I do think that the
279 synchronicity of the courses is useful to the student and the professor in terms of time. So I
280 don't know that that would really be an outcome.

281

282 N: Any final thoughts you have about your experienced with the video feedback intervention
283 before we conclude?

284

285 SAM: How widely used is this tool used for online classes? You must have done research on
286 this since it is your dissertation. I just think it is a great selection of a topic for a dissertation
287 and I think you have done a great job.

288

289 N: Thanks! So screen-cast-o-matic is used mostly to things like a sales pitch or a training
290 video or something like that. But specifically for feedback itself... there is not a lot... I found
291 a few studies people in Ohio and two professors at U of M that I read about who've used it just
292 in the last year though. The people in Ohio have been doing it for quite a while, but the ones
293 that I found the most relevant studies to borrow from and use questions from are actually in
294 the UK.

295

296 SAM: Oh really!

297

298 N: yes, there is a lot of work in the UK around this for feedback and for other things in online
299 course. Most of the research that I found revolved around the student's perceptions. So
300 Instructors are doing this, what do the students think?

301

302 SAM: Umm hmm.

303

304 N: But I hadn't found anything that really focused in on faculty development and how to help
305 the instructors be more productive and efficient, so that is why I flipped my study to focus
306 on...

307

308 SAM: well I attended a retreat for the school of social work and they invited the adjunct
309 faculty and they had a lot of little things that.. various tools. I was thinking that would be a
310 great way to present your research and discuss this option with other faculty... to tell them it
311 really wasn't much of a job to get it up and running and using it. I know your purpose isn't to
312 up an market it, but ...

313

314 N: no but I do have a heart for this kind of thing... I would come to the college and sit down
315 with everyone at once if they wanted to do that. I do intend to work with the office of teaching
316 and learning to say hey, here is a technique that we have used here at WSU that is worth
317 duplicating if people want to do it.

318

319 SAM: I think that is great. And if the OTL would go to one of these faculty meetings where
320 we are all assembled and have an example of one of your screencasts it would be great.

321

322 N: yes! I look forward to doing that. I just want to have my data to back it up, because it takes
323 some convincing. I started with 10 instructors and only ended up with 5 finishing the work.

324

325 SAM: really?

326

327 N: Part of it I think was the timing... when I was able to get IRB approval to roll it out. It
328 collided with the holiday season. So some instructors were just like "Oh I don't have time for

329 this, I can't do it."

330

331 SAM: See that's the thing, I had promised to do it... and when I say I am going to do
332 something I do it...

333

334 N: and I truly appreciate you because it was a challenge! (laughing)

335

336 SAM: Yeah, the thing is, it didn't take as much time as they assumed it would.

337

338 N: and I am going to quote you on that! (laughing)

339

340 That is all the questions I have. My next step is to do some constant comparison and analyze
341 everyone's debrief questions. I will be writing this all up and when I am ready to deafened I
342 will let you all know because I would love for you to come and see the full picture if you
343 wanted to.

344

345 SAM: that would be very nice. Best of luck.

346

**APPENDIX P
BRENDA'S CASE RECORD**

Brenda Pre-Launch Survey

Last Modified: 11/11/2015

1. Faculty/Instructor Name:

Text Response

"Brenda"

2. How long have you been teaching at the university?

#	Answer	Bar	Response	%
1	0-1 year		0	0%
2	2-5 years		0	0%
3	6-10 years		1	100%
4	11 or more years		0	0%
	Total		1	

3. How long have you been teaching online courses?

#	Answer	Bar	Response	%
1	0-1 year		0	0%
2	2-5 years		1	100%
3	6-10 years		0	0%
4	11 or more years		0	0%
	Total		1	

4. How many online courses do you currently teach?

Text Response

1

5. What is your gender?

#	Answer	Bar	Response	%
1	Male		0	0%
2	Female		1	100%
	Total		1	

19
20
21

6. What course(s) will be used to participate in this study?

22
23

Text Response

NUR 7730 Practice Teaching in Nursing

24
25

7. What school or college is this course assigned to?

26
27

Text Response

College of Nursing

28
29

8. What course management platform do you use to store content and post grades for the course that is involved in this study? (i.e. Blackboard, Moodle, Google Applications, etc.)

30
31

Text Response

Blackboard

32
33

9. On average, how many hours per week do you spend on teaching activities for this online course? (This includes, preparation, presentations, interacting with students, evaluating submitted assignments)

34
35

Text Response

2

36
37

10. In what form(s) do you currently give feedback to students? (Select all that apply)

38
39

#	Question	Always	Most of the Time	Sometimes	Rarely	Never	Total Responses
1	Handwritten	0	0	0	0	1	1
2	Typed-email	0	0	1	0	0	1
3	Typed-track changes	0	1	0	0	0	1
4	Oral	0	0	0	1	0	1
5	Audio Recording	0	0	0	0	1	1
6	Video Recording	0	0	0	0	1	1
7	Video Conference	0	0	0	0	1	1
8	In-person	0	0	0	1	0	1
9	Other (please specify)	0	0	0	0	1	1

40

41

Other (please specify)

42

43

44

45

46

11. Which of these do you use most often?

#	Answer	Bar	Response	%
1	Handwritten		0	0%
2	Typed-email		0	0%
3	Typed-track changes		1	100%
4	Oral		0	0%
5	Audio Recording		0	0%
6	Video Recording		0	0%
7	Video Conference		0	0%
8	In-person		0	0%
9	Other (please specify)		0	0%
	Total		1	

47

Other (please specify)

48

49

50

51

52

12. Do you think that students prefer this method?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

53

54

13. If no, what method of feedback do you think is preferred by students?

55

56

57

58

59

This question was not displayed to the respondent.

60

61

14. How often do you do the following?

#	Question	Explicitly discuss the purpose(s) of feedback with students	Ask your students how useful they find your feedback	Discuss your strategies for providing feedback to students with colleagues	Total Responses	Mean
1	Always	0	0	0	0	0.00

2	Most of the Time	0	0	0	0	0.00
3	Sometimes	0	0	0	0	0.00
7	Rarely	1	0	0	1	1.00
8	Never	0	0	1	1	3.00

62

15. How do you judge the effectiveness of your feedback?

63

64

Text Response

I never thought about it. Although sometimes students will hand in a 2nd draft that incorporates none of my feedback. I suppose that should be a clue to me. In general, I would judge the effectiveness as "good."

65

66

16. How do you ensure that your feedback is aligned to your grading criteria?

67

68

Text Response

my feedback directly applies to grading criteria.

69

70

17. How do you feel about your current feedback practice for online learners?

71

72

Text Response

I thought it was fine.

73

74

18. What do you think makes good student feedback?

75

76

Text Response

Timely, focused, and detailed.

77

78

19. What are your particular concerns about providing feedback to online students? (Please discuss at least two concerns)

79

80

Text Response

I can't really tell how my students react to the feedback. I tend to discuss weak points without commending stronger points--been working on that.

81

82

20. Of these concerns, which is most important to you?

83

84

Text Response

providing more positive feedback

85

86

87

88

21. How have you attempted to address your concerns?

89
90

Text Response

I just try to remember as I am providing feedback to students.

91
92
93

22. Consider the duration of time spent on student assignments including the review of assignments, providing corrections and communicating feedback. On average, what percentage of your working week is spend on providing feedback to the students in the course(s) used in this study?

94
95

#	Answer	Bar	Response	%
1	Less than 10%		0	0%
2	10-20%		0	0%
3	21-30%		1	100%
4	31-40%		0	0%
5	41-50%		0	0%
6	51-60%		0	0%
7	61-70%		0	0%
8	More than 70%		0	0%
	Total		1	

96
97

23. On average, how many hours do you spend providing feedback per student?

98
99

#	Answer	Bar	Response	%
1	Less than 30 minutes		0	0%
2	31 minutes to 1 hour		1	100%
3	1.5 hours to 2 hours		0	0%
4	More than 2 hours		0	0%
	Total		1	

100
101

24. Do you have access to the following:

102
103

#	Question	Yes	No	Total Responses	Mean
1	Camera enabled computer	1	0	1	1.00
2	Headset	0	1	1	2.00

104

3	Microphone	1	0	1	1.00
---	------------	---	---	---	------

105
106

25. How would you describe your level of comfort with using computer technology in your teaching?

107
108

Text Response

comfortable

109
110
111

26. Describe your experience with video or screencasting technologies?

112
113

Text Response

Sometimes, at my request, the college will videotape my classes. I have used Skype rarely.

114
115

27. Do you have a preferred software or video production tool?

116
117

#	Answer	Bar	Response	%
1	Yes (please provide the name)		0	0%
2	No		1	100%
	Total		1	

118

Yes (please provide the name)

119
120

28. How do you envision using asynchronous video feedback?

121
122

Text Response

I think I would track changes and then discuss them on video.

123
124

29. How is asynchronous video currently being used in your online course(s)?

125
126

Text Response

not being used

127
128

30. What potential advantages do you see in using asynchronous video as a method of providing feedback?

129
130

Text Response

131

132
133
134

I don't know.

135
136

31. What potential challenges do you see in using asynchronous video as a method of providing feedback?

Text Response

137
138
139

I do not like the way I look on camera.

140
141

32. How might the use of asynchronous video contribute to your student feedback provision practices?

Text Response

142
143
144

It might make it more personable. It would add tone-of-voice and non-verbal communication.

145
146

33. How might the use of asynchronous video in your feedback provision practices impact your students?

Text Response

147
148
149

They might get more out of it because on the non-verbal communication

Brenda Video Feedback Reflections Week 2

Last Modified: 11/11/2015

1. Instructor Name:

Text Response

"Brenda"

2. What school or college is the course involved in this study assigned to?

Text Response

College of Nursing

3. How would you describe this week's experience of working with the video feedback protocol that was designed for this study?

Text Response

fun

4. Based on your experience with Screencast-O-matic, the video feedback production interface, would you say it is:

#	Answer	Bar	Response	%
1	User Friendlv		1	100%
2	Difficult to Use		0	0%
	Total		1	

5. As it relates to ease of use, please describe your ability to:

#	Question	Very Easy	Easy	Neutral	Difficult	Very Difficult	Total Responses	Mean
1	Launch the video recording interface	1	0	0	0	0	1	1.00
2	Navigate the recording tools	1	0	0	0	0	1	1.00
3	Search for videos within the interface	0	1	0	0	0	1	2.00
4	Upload videos to your learning management system	1	0	0	0	0	1	1.00

24
25
26

6. What steps did you take this week to make the video feedback process easier to execute in your course?

27
28

Text Response

sent students an email informing them to expect it

29
30
31

7. What went well in the process of using the video feedback protocol in your course?

32
33

Text Response

Students really liked it

34
35
36

8. What challenges did you experience with using the video feedback protocol in your course?

37
38

Text Response

I tried it with a long paper from a doctoral student. File was too big to email. Next time I will heed your instructions to keep videos short.

39
40
41

9. Approximately how many videos did you create and upload this week?

42
43


Text Response

4

44
45
46

10. On average, how long did it take you to produce a feedback video? (per student)

47
48

#	Answer	Bar	Response	%
1	Less than 10 minutes		1	100%
2	10-20 minutes		0	0%
3	20-30 minutes		0	0%
4	More than 30 minutes		0	0%
	Total		1	

49
50

51 11. Did you find that using Screencast-o-matic for video feedback was more or
52 less time consuming than other methods of feedback provision?

53

#	Answer	Bar	Response	%
1	More time consuming		0	0%
2	Less time consuming		1	100%
	Total		1	

54

55 12. How did the use of video feedback impact your feedback an online course
56 instructor?

57 **Text Response**

58 students like it. one said she understood my comments better

59 13. Was it your perception that students took more notice of the video feedback
60 than your normal mechanisms for feedback? Please explain why.

61

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

62 **Yes**

They took time to email me a response

No

-

63 14. Did you enjoy using video for feedback provision?
64

65

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

66 15. What do you see as the TWO main educational advantages of using video
67 to provide feedback to online students?

68 **Text Response**

69 more personal easy to indicate the part of the assignment I was talking about

70 **16.** What do you see as the TWO main challenges of using video to provide
71 feedback to online students?

72 **Text Response**

73 Keeping my own focus while recording monitoring video size
74

75 **17.** What TWO improvements could be made to the Screencast-o-matic video
76 feedback protocol?

77 **Text Response**

78 ?
79

80 **18.** Would you recommend using video for feedback provision to colleagues
81 who teach online courses?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

82
83

Brenda Video Feedback Reflection Week 3

Last Modified: 11/11/2015

1. Instructor Name:

Text Response

"Brenda"

2. What school or college is the course involved in this study assigned to?

Text Response

College of Nursing

3. How would you describe this week's experience of working with the video feedback protocol that was designed for this study?

Text Response

I did not give any feedback to students this week in any form.

4. Based on your experience with Screencast-O-matic, the video feedback production interface, would you say it is:

#	Answer	Bar	Response	%
1	User Friendlv	<div style="width: 100%; height: 10px; background-color: blue;"></div>	1	100%
2	Difficult to Use	<div style="width: 0%; height: 10px; background-color: blue;"></div>	0	0%
	Total		1	

5. As it relates to ease of use, please describe your ability to:

#	Question	Very Easy	Easy	Neutral	Difficult	Very Difficult	Total Responses	Mean
1	Launch the video recording interface	1	0	0	0	0	1	1.00
2	Navigate the recording tools	1	0	0	0	0	1	1.00
3	Search for videos within the interface	1	0	0	0	0	1	1.00
4	Upload videos to your learning management system	1	0	0	0	0	1	1.00

6. What steps did you take this week to make the video feedback process easier to execute in your course?

22

Text Response
None (Sorry)

23
24

7. What went well in the process of using the video feedback protocol in your course?

25
26

Text Response
N/A

27
28

8. What challenges did you experience with using the video feedback protocol in your course?

29
30

Text Response
N/A

31
32

9. Approximately how many videos did you create and upload this week?

33
34
35
36

This question was not answered by the respondent.

10. On average, how long did it take you to produce a feedback video? (per student)

37
38

#	Answer	Bar	Response	%
1	Less than 10 minutes		1	100%
2	10-20 minutes		0	0%
3	20-30 minutes		0	0%
4	More than 30 minutes		0	0%
	Total		1	

39
40

11. Did you find that using Screencast-o-matic for video feedback was more or less time consuming than other methods of feedback provision?

41
42

#	Answer	Bar	Response	%
1	More time consuming		1	100%
2	Less time consuming		0	0%
	Total		1	

43

44 12. How did the use of video feedback impact your feedback as an online
45 course instructor?

46 **Text Response**

47 More time consuming, but MUCH more effective. Strengthens relationship between student and instructor.

48 13. Was it your perception that students took more notice of the video feedback
49 than your normal mechanisms for feedback? Please explain why.

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Yes	No
They took time to email me a response	-

50 14. Did you enjoy using video for feedback provision?
51

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

52 15. What do you see as the TWO main educational advantages of using video
53 to provide feedback to online students?

54 **Text Response**

55 more personal can provide more detailed and specific feedback.

56 16. What do you see as the TWO main challenges of using video to provide
57 feedback to online students?

58 **Text Response**

I am not yet confident enough to use only video feedback. I provide feedback via the "track changes" function in word, but then I create a video providing more detail about the feedback. Therefore, my time is a challenge

59 17. What TWO improvements could be made to the Screencast-o-matic video
60 feedback protocol?

61 **Text Response**

62 can't think of any

63
64

18. Would you recommend using video for feedback provision to colleagues who teach online courses?

65

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

66

Brenda Video Feedback Reflection Week 4

Last Modified: 11/11/2015

1. Instructor Name:

Text Response

"Brenda"

2. What school or college is the course involved in this study assigned to?

Text Response

College of Nursing

3. How would you describe this week's experience of working with the video feedback protocol that was designed for this study?

Text Response

I am swamped with emails and end-of-semester tasks and assignments. I have not gotten to the assignments yet, so once again I did not give video feedback. I intend to keep using it, however, and am very excited to be introduced to this new tool.

4. Based on your experience with Screencast-O-matic, the video feedback production interface, would you say it is:

#	Answer	Bar	Response	%
1	User Friendly		1	100%
2	Difficult to Use		0	0%
	Total		1	

5. As it relates to ease of use, please describe your ability to:

#	Question	Very Easy	Easy	Neutral	Difficult	Very Difficult	Total Responses	Mean
1	Launch the video recording interface	1	0	0	0	0	1	1.00
2	Navigate the recording tools	1	0	0	0	0	1	1.00
3	Search for videos within the interface	1	0	0	0	0	1	1.00
4	Upload videos to your learning management system	1	0	0	0	0	1	1.00

21
22
23
24
6. What steps did you take this week to make the video feedback process easier to execute in your course?

This question was not answered by the respondent.

25
26
27
28
7. What went well in the process of using the video feedback protocol in your course?

This question was not answered by the respondent.

29
30
31
32
8. What challenges did you experience with using the video feedback protocol in your course?

This question was not answered by the respondent.

33
34
35
36
9. Approximately how many videos did you create and upload this week?

This question was not answered by the respondent.

37
10. On average, how long did it take you to produce a feedback video? (per student)

#	Answer	Bar	Response	%
1	Less than 10 minutes		1	100%
2	10-20 minutes		0	0%
3	20-30 minutes		0	0%
4	More than 30 minutes		0	0%
	Total		1	

38
39
40
11. Did you find that using Screencast-o-matic for video feedback was more or less time consuming than other methods of feedback provision?

#	Answer	Bar	Response	%
1	More time consuming		1	100%
2	Less time consuming		0	0%
	Total		1	

41
42
43
44
45
12. How did the use of video feedback impact your feedback as an online course instructor?

This question was not answered by the respondent.

46 **13.** Was it your perception that students took more notice of the video feedback
 47 than your normal mechanisms for feedback? Please explain why.
 48

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Yes	No
-----	----

49
 50
 51
 52
 53 **14.** Did you enjoy using video for feedback provision?
 54

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

55
 56 **15.** What do you see as the TWO main educational advantages of using video
 57 to provide feedback to online students?
 58
 59

This question was not answered by the respondent.

60 **16.** What do you see as the TWO main challenges of using video to provide
 61 feedback to online students?
 62
 63
 64

This question was not answered by the respondent.

65 **17.** What TWO improvements could be made to the Screencast-o-matic video
 66 feedback protocol?
 67
 68

This question was not answered by the respondent.

69 **18.** Would you recommend using video for feedback provision to colleagues
 70 who teach online courses?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%

	Total		1	
--	-------	--	---	--

71
72

19. Describe a memorable event or incident that occurred as you used video feedback in your course.

73
74

Text Response

I was surprised how MUCH my students appreciated the video feedback. One told me that she understood my feedback better with the video. This was a student who has already taken two face-to-face classes with me.

75
76
77

20. As the implementation period concludes, what other ideas would you like to share related to your experience with video feedback?

78
80
81

This question was not answered by the respondent.

Faculty/Instructor Video Feedback Debrief

Brenda (Nursing)

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46

NW: In which school or college are you a faculty member or an instructor?

BRENDA: Nursing

NW: What academic level best describes the students that received your video feedback?

BRENDA: They were graduate students

NW: Ok. Grads. So next we will talk about utility. This is a familiar question, would you generally say that the tool was relatively easy for you to log into,

BRENDA: yes.

NW: to navigate, to record and to upload it to blackboard?

BRENDA: Yes, I felt it was very easy.

NW: how long did it take for you to get used to using it?

BRENDA: Uhh... (Deep sigh). Like half an hour.

NW: Alright good. Do you think that the use video feedback protocol can be incorporated into online courses without adding to the instructor's workload?

BRENDA: Yes.

NW: Where did you record the majority of your feedback messages?

BRENDA: I did a couple in my office and a couple from home.

NW: Ok. And other than emailing the students to tell them what was coming to them, did you do anything else to introduce the method to your students?

BRENDA: No... I guess I did place an announcement in blackboard that said I was going to use it.

NW: Ok, Approximately how long were your videos?

BRENDA: Most of them were probably fewer than 8 minutes. I had one that was a dissertation, so it was getting kind of long... I should have broken it into a few pieces.

NW: What lessons were learned about the process or yourself in the process of implementing the use of video feedback in your course?

47
48 BRENDA: Well, the students really like it! And that surprised me. And one student, this is the
49 3rd class she has taken from me and she said she understood my feedback much better. So, that
50 surprised me as well.

51
52 NW: hmmm. That was good.

53
54 NW: Now we are going to talk about your workload and ideas about productivity.
55 Approximately how many videos would you say you did over the course of the term?

56
57 BRENDA: I would say probably only 8.

58
59 NW: on average how long did it take you to produce one video?

60
61 BRENDA: uhhh, I forget, I'd say maybe 10 minutes.

62
63 NW: It is your opinion that video feedback was more or less time consuming than other
64 methods of feedback that you have used before?

65
66 BRENDA: less time consuming.

67
68 NW: Why do you say that?

69
70 BRENDA: Well because it is quicker to talk than to write, although I was still at the stage
71 where I felt more comfortable writing out my comments and then doing the video but I think
72 as I practice with it, I won't need that step, that writing step and I'll feel a little more secure.

73
74 NW: That is a good point. And actually I have heard that same thing from a couple different
75 faculty members that were using the tool as well.

76
77 BRENDA: Oh, OK

78
79 NW: do you think that the use of video feedback allowed you to manage your course in a more
80 productive manner.

81
82 BRENDA: uhh, manage my course... no.

83
84 NW: Do you think that it impacted the number of clarifying emails and individual questions
85 you had with students?

86
87 BRENDA: Yes I think that I got fewer requests for clarifications.

88
89 NW: What do you believe are the time implications for using video feedback? Like if there
90 was an instructor considering using this in the future, what would they want to know upfront?

91 BRENDA: Ok, well it is very easy to do. And students were very excited about it. And as I
92 say, as I get more comfortable with it, I think it will reduce my time as well. It felt a lot more
93 personal

94
95 NW: Yeah, that is another word I've been hearing a lot.
96
97 BRENDA: (laughing) Yeah?
98
99 NW: Yes, I am sure that will be a theme. (Laughter).
100
101 BRENDA: this next set of questions is about instructor motivation. They are being asked
102 because when I was looking for participants to help with the process, a lot of people were like
103 "oh no, I don't have time for this or anything extra." So these questions trying to get to the
104 bottom of what would convince them to try it because...if it could help them.
105 Ok so has using video feedback has changed your approach to giving feedback at all?
106
107 BRENDA: Yes, I am using it more often than just for the students in that course.
108
109 NW: Wonderful! What do you believe are the motivational implications of using video
110 feedback for instructors?
111
112 BRENDA: Well I don't know what your research will show, but if you find that 90% say that
113 it is a good thing and worth doing, then that might be persuasive. I have talked patients into
114 accepting hospital beds at home, by saying "I've never had anyone send one back" (laughing).
115 That sort of thing.
116
117 NW: Ok, thank you. How would you describe your level of efficiency with the video feedback
118 process?
119
120 BRENDA: Ah, like 4 out of 5.
121
122 NW: Ok, that is really good.
123
124 **Instructor Reflections**
125
126 NW: What did you enjoy most about using video for feedback provision?
127
128 BRENDA: I enjoyed talking to the students even though they weren't right there. I liked that I
129 could say a little more and that they could hear my tone of voice and that they were less likely
130 to misunderstand. So I liked that about it.
131
132 NW: what did you like least? What did you like least about it?
133
134 BRENDA: (deep sigh) I can't think of anything.
135
136 NW: How would you describe the feeling of talking to your camera instead of to a live
137 person?
138
139 BRENDA: Umm... it is a little more, self-conscious isn't quite the word that I want, but you
140 know it's not natural yet. Although, for those of us that are hams, it is getting natural pretty

141 quickly.

142

143 NW: Alright. What was it like to provide an oral monologue to the student's without them
144 being physically present?

145

146 BRENDA: well again I thought it was better, because in the past, I have only given them
147 written so I think I was able to personalize what I was saying to them more and explain a little
148 more because it is easier to tell someone something and give examples than to write it all out.

149

150 NW: Ok thank you. Was it your perception that students took more or less notice to the video
151 messages than other types of feedback?

152

153 BRENDA: I think they took more.

154

155 NW: you do... why?

156

157 BRENDA: Just because they sent me emails saying they liked it.

158

159 NW: oh wow. Ok. Well this is kind of the same question. What impact would you say video
160 feedback had on your students... you've said they liked it?

161

162 BRENDA: yes, and they understood it better.

163

164 NW: did anyone mention listening to the videos more than once?

165

166 BRENDA: no.

167

168 NW: Ok. We are already at the summary part... did you have a situation occur that had the
169 most influence on your experience?

170

171 BRENDA: Well I think the student that I have had in other classes who said she understood
172 my feedback so much more, that made an impression on me. You know and another one sent
173 me an email "I Love video feedback." (Laughing)

174

175 NW: yay! Warms my heart at least.

176

177 BRENDA: uh hunh, yeah!

178

179 NW: I think your answer to this is yes, would you consider using video feedback again?

180

181 BRENDA: Yes.

182

183 NW: Do you think you would recommend any colleagues or instructors in your college to use
184 video feedback?

185

186 BRENDA: Yes.

187

188 NW: what would be your biggest reason why?
189
190 BRENDA: the things that I have already said... That the students love it, it is more personable.
191
192 NW: do you think that the use of video feedback allowed you to provide more quality
193 feedback?
194
195 BRENDA: Yes.
196
197 NW: more timely feedback?
198
199 BRENDA: I think the timeliness was about the same.
200
201 NW: OK. How do you think feedback will evolve in the future for online students?
202
203 BRENDA: I don't know, I imagine there will be more... from time to time where there will be
204 more skypeing, where the student and I can be looking at each other.
205
206 NW: yeah, a more synchronous experience?
207
208 BRENDA: yes.
209
210 NW: Any final thoughts you have about your experience with the video feedback that you
211 would like to share about the intervention or the future and how it can evolve.
212
213 BRENDA: I thought it was great. I am glad I signed up for it. I think it helped me and I plan to
214 continue to use it. I am co teaching a course next semester and I am going to encourage my co-
215 teacher to use it.
216
217 NW: awesome! Well if you need any assistance or you want me to sit down with your co
218 teacher, let me know.
219
220 BRENDA: ok.
221
222 NW: that is all.
223

**APPENDIX Q
DENISE'S CASE RECORD**

Denise Pre-Launch Survey

Last Modified: 11/11/2015

1. Faculty/Instructor Name:

Text Response

"Denise"

2. How long have you been teaching at the university?

#	Answer	Bar	Response	%
1	0-1 year		0	0%
2	2-5 years		0	0%
3	6-10 years		0	0%
4	11 or more years		1	100%
	Total		1	

3. How long have you been teaching online courses?

#	Answer	Bar	Response	%
1	0-1 year		0	0%
2	2-5 years		1	100%
3	6-10 years		0	0%
4	11 or more years		0	0%
	Total		1	


4. How many online courses do you currently teach?

Text Response

one

5. What is your gender?

#	Answer	Bar	Response	%
1	Male		0	0%

2	Female		1	100%
	Total		1	

21
22

6. What course(s) will be used to participate in this study?

23
24

Text Response

SW7820 - Research Methods for Social Work I

25
26

7. What school or college is this course assigned to?

27
28

Text Response

Social Work

29
30

8. What course management platform do you use to store content and post grades for the course that is involved in this study? (i.e. Blackboard, Moodle, Google Applications, etc.)

31
32

Text Response

Blackboard

33
34

9. On average, how many hours per week do you spend on teaching activities for this online course? (This includes, preparation, presentations, interacting with students, evaluating submitted assignments)

35
36

Text Response

7

37
38

10. In what form(s) do you currently give feedback to students? (Select all that apply)

39
40

#	Question	Always	Most of the Time	Sometimes	Rarely	Never	Total Responses
1	Handwritten	0	0	0	0	1	1
2	Typed-email	0	0	1	0	0	1
3	Typed-track changes	0	1	0	0	0	1
4	Oral	0	0	1	0	0	1
5	Audio Recording	0	0	0	0	1	1
6	Video Recording	0	0	0	0	1	1
7	Video Conference	0	0	0	0	1	1

41

8	In-person	0	0	0	1	0	1
9	Other (please specify)	0	0	0	0	0	0

42

Other (please specify)							

43

44

11. Which of these do you use most often?

45

46

#	Answer	Bar	Response	%
1	Handwritten		0	0%
2	Typed-email		0	0%
3	Tvoed-track changes		1	100%
4	Oral		0	0%
5	Audio Recording		0	0%
6	Video Recording		0	0%
7	Video Conference		0	0%
8	In-person		0	0%
9	Other (please specify)		0	0%
	Total		1	

47

Other (please specify)							
-------------------------------	--	--	--	--	--	--	--

48

49

12. Do you think that students prefer this method?

50

51

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

52

13. If no, what method of feedback do you think is preferred by students?

53

54

55

56

This question was not displayed to the respondent.

14. How often do you do the following?

57

58

#	Question	Explicitly discuss the purpose(s) of feedback with students	Ask your students how useful they find your feedback	Discuss your strategies for providing feedback to students with colleagues	Total Responses	Mean
1	Always	0	0	0	0	0.00

59

2	Most of the Time	0	0	1	1	3.00
3	Sometimes	0	1	0	1	2.00
7	Rarely	1	0	0	1	1.00
8	Never	0	0	0	0	0.00

60
61

15. How do you judge the effectiveness of your feedback?

62
63**Text Response**

I find this challenging in an online class. In the class I teach - there is a phased assignment. So how well the next phase takes feedback into account is one way.

64
65

16. How do you ensure that your feedback is aligned to your grading criteria?

66
67**Text Response**

rubric

68
69

17. How do you feel about your current feedback practice for online learners?

70
71**Text Response**

challenging. Without verbal/visual cues from students - it is hard to know what is getting through.

72
73

18. What do you think makes good student feedback?

74
75**Text Response**

connects it to learning objectives in the course

76
77

19. What are your particular concerns about providing feedback to online students? (Please discuss at least two concerns)

78
79**Text Response**

Not getting immediate feedback from them if they are understanding Students who don't really think they have something to learn.

80
81

20. Of these concerns, which is most important to you?

82
83

84

Text Response

85
86

Not getting student feedback

87
88

21. How have you attempted to address your concerns?

89
90

Text Response

I will ask them to follow up with me for a phone or in person meeting.

91
92

22. Consider the duration of time spent on student assignments including the review of assignments, providing corrections and communicating feedback. On average, what percentage of your working week is spend on providing feedback to the students in the course(s) used in this study?

#	Answer	Bar	Response	%
1	Less than 10%		1	100%
2	10-20%		0	0%
3	21-30%		0	0%
4	31-40%		0	0%
5	41-50%		0	0%
6	51-60%		0	0%
7	61-70%		0	0%
8	More than 70%		0	0%
	Total		1	

93
94

23. On average, how many hours do you spend providing feedback per student?

95

#	Answer	Bar	Response	%
1	Less than 30 minutes		0	0%
2	31 minutes to 1 hour		1	100%
3	1.5 hours to 2 hours		0	0%
4	More than 2 hours		0	0%
	Total		1	

96
97

24. Do you have access to the following:

98
99

#	Question	Yes	No	Total Responses	Mean
1	Camera enabled computer	1	0	1	1.00

100	2	Headset	1	0	1	1.00
	3	Microphone	1	0	1	1.00

101
102

25. How would you describe your level of comfort with using computer technology in your teaching?

103
104

Text Response

moderate -- I struggle with it but I can usually muddle through

105
106
107

26. Describe your experience with video or screencasting technologies?

108
109

Text Response

very successful with Echo360. I have been unsuccessful in trying to use VoiceThread

110
111

27. Do you have a preferred software or video production tool?

112
113

#	Answer	Bar	Response	%
1	Yes (please provide the name)		1	100%
2	No		0	0%
	Total		1	

114

Yes (please provide the name)

Echo 360

115
116

28. How do you envision using asynchronous video feedback?

117
118

Text Response

I don't know. I'm hoping you will be able to explain it to me.

119
120

29. How is asynchronous video currently being used in your online course(s)?

121
122

Text Response

Echo 360 lectures

123
124

30. What potential advantages do you see in using asynchronous video as a method of providing feedback?

125

126
127**Text Response**

Can explain things by talking and demonstrating.

128
129
130**31.** What potential challenges do you see in using asynchronous video as a method of providing feedback?

131

Text Response

My moderate skill level with technology. Some students might not have the technology or take it into account.

132
133**32.** How might the use of asynchronous video contribute to your student feedback provision practices?134
135**Text Response**

I don't know yet. I don't feel like I know enough yet to say.

136
137**33.** How might the use of asynchronous video in your feedback provision practices impact your students?138
139**Text Response**

Hopefully it will bring clarity to the issues for them.

140
141
142

Denise Video Feedback Reflection Week 3

Last Modified: 11/11/2015

1. Instructor Name:

Text Response

"Denise"

2. What school or college is the course involved in this study assigned to?

Text Response

Social Work

3. How would you describe this week's experience of working with the video feedback protocol that was designed for this study?

Text Response

Students submitted worksheets that are designed to help them prepare for their final paper. I provide comments about their worksheets entries. I used WORD comments to give the feedback. And then I narrated a video with the feedback to those students assigned video feedback. Overall, it was a good experience in that I felt I had the opportunity to provide more depth to my critique. This was an ungraded assignment. It was part of participation points.

4. Based on your experience with Screencast-O-matic, the video feedback production interface, would you say it is:

#	Answer	Bar	Response	%
1	User Friendlv		1	100%
2	Difficult to Use		0	0%
	Total		1	

5. As it relates to ease of use, please describe your ability to:

#	Question	Very Easy	Easy	Neutral	Difficult	Very Difficult	Total Responses	Mean
1	Launch the video recording interface	1	0	0	0	0	1	1.00
2	Navigate the recording tools	1	0	0	0	0	1	1.00
3	Search for videos within the interface	1	0	0	0	0	1	1.00
4	Upload videos to your learning management system	1	0	0	0	0	1	1.00

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26

6. What steps did you take this week to make the video feedback process easier to execute in your course?

Text Response

I found it very easy to use I am only moderately technical -- but I don't think I experienced any technical glitches. First, I reviewed the worksheet and used WORD comment function to give my critique. Then I launched the screencast and talked through the comments.

27
28

29
30

7. What went well in the process of using the video feedback protocol in your course?

Text Response

During the video production - I was reviewing my comments and what the students had wrote. Occasionally I noticed things that I had missed. So it helped me do a more thorough job of providing feedback.

31
32

33
34

8. What challenges did you experience with using the video feedback protocol in your course?

Text Response

No real challenges - other than the extra time it took to produce and upload the video file (5-12 minutes per video)

35
36

37
38

9. Approximately how many videos did you create and upload this week?

Text Response

12

39
40

41
42

10. On average, how long did it take you to produce a feedback video? (per student)

#	Answer	Bar	Response	%
1	Less than 10 minutes		0	0%
2	10-20 minutes		1	100%
3	20-30 minutes		0	0%
4	More than 30 minutes		0	0%
	Total		1	

43

44
46

11. Did you find that using Screencast-o-matic for video feedback was more or less time consuming than other methods of feedback provision?

#	Answer	Bar	Response	%
1	More time consuming		1	100%
2	Less time consuming		0	0%
	Total		1	

47

12. How did the use of video feedback impact your feedback as an online course instructor?

48

49

Text Response

I felt like I was having a conversation with the student. I started the video with "Hi Jane, this is XXXX providing some video feedback on your worksheet" With a fully online class - I liked the opportunity to talk to the student directly.

50

51

13. Was it your perception that students took more notice of the video feedback than your normal mechanisms for feedback? Please explain why.

52

53

#	Answer	Bar	Response	%
1	Yes		0	0%
2	No		1	100%
	Total		1	

54

Yes	No
-	I have not had any feedback from the students about this. So I don't know what they thought of it.

55

14. Did you enjoy using video for feedback provision?

56

57

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

58

15. What do you see as the TWO main educational advantages of using video to provide feedback to online students?

59

60

Text Response

A way to build more direct rapport with students in an online class Ability to more fully explain something This worksheet involves critique of an article. I had the article open and I was able to go to the article and show them where they could get information for sections of their paper.

61

62

16. What do you see as the TWO main challenges of using video to provide feedback to online students?

63

64

Text Response

I'm curious to know if they even listen to the video. I post recorded lectures using Personal Capture - and the reports are showing me that sometimes half of the students do not listen to the lecture. So I'm wondering if they even watch these. Time -- I don't know if I feel confident in my self to do this without reviewing the paper first. So it is just taking the time to do this.

65
66
67

17. What TWO improvements could be made to the Screencast-o-matic video feedback protocol?

68
69


Text Response

I really liked it and I can't think of any improvements that should be made at this time.

70
71
72

18. Would you recommend using video for feedback provision to colleagues who teach online courses?

73
74

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

75

Denise Video Feedback Reflection Week 4

Last Modified: 11/11/2015

1. Instructor Name:

Text Response

"Denise"

2. What school or college is the course involved in this study assigned to?

Text Response

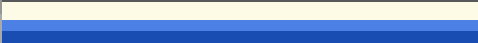
Social Work

3. How would you describe this week's experience of working with the video feedback protocol that was designed for this study?

Text Response

I was grading final papers. I provided word documents with comments to all students. And I provided video feedback to the randomly selected students. I found it tedious - because at this point, I'm not sure students are interested in feedback. The paper is graded and they have their final grade in the class. I find grading papers at the end of the semester a chore. So this was an added chore.

4. Based on your experience with Screencast-O-matic, the video feedback production interface, would you say it is:

#	Answer	Bar	Response	%
1	User Friendlv		1	100%
2	Difficult to Use		0	0%
	Total		1	

5. As it relates to ease of use, please describe your ability to:

#	Question	Very Easy	Easy	Neutral	Difficult	Very Difficult	Total Responses	Mean
1	Launch the video recording interface	1	0	0	0	0	1	1.00
2	Navigate the recording tools	1	0	0	0	0	1	1.00
3	Search for videos within the interface	1	0	0	0	0	1	1.00
4	Upload videos to your learning management system	0	0	1	0	0	1	3.00

21 6. What steps did you take this week to make the video feedback process easier
22 to execute in your course?

Text Response

23 I found that loading the videos took a long time from my lap top. But were easier to upload on my desktop.
24

25 7. What went well in the process of using the video feedback protocol in your
26 course?

Text Response

27 I liked the opportunity to talk to the student. It feels more personal than using comments in Word Review.
28

29 8. What challenges did you experience with using the video feedback protocol in
30 your course?

Text Response

31 uploading them was harder this time. It often took a long time and timed out a few times. So I had to log out and re
32 enter Blackboard and then upload again. And I felt like I was short on time for all this.

33 9. Approximately how many videos did you create and upload this week?
34

Text Response

35 12
36

37 10. On average, how long did it take you to produce a feedback video? (per
38 student)

#	Answer	Bar	Response	%
1	Less than 10 minutes		1	100%
2	10-20 minutes		0	0%
3	20-30 minutes		0	0%
4	More than 30 minutes		0	0%
	Total		1	

39 40 11. Did you find that using Screencast-o-matic for video feedback was more or
41 less time consuming than other methods of feedback provision?
42

#	Answer	Bar	Response	%

2	Less time consuming		0	0%
	Total		1	

43
44

12. How did the use of video feedback impact your feedback as an online course instructor?

45
46

Text Response

I want to explain that I went through and read the paper, used comments in Word Review to provide feedback and grade using a rubric. Then I went back and launched the video to explain this. So it didn't save any time - it was an extra step. I felt like it was a burden - and I don't know if the students noticed my being slightly irritated about doing it.

47
48

13. Was it your perception that students took more notice of the video feedback than your normal mechanisms for feedback? Please explain why.

49
50

#	Answer	Bar	Response	%
1	Yes		0	0%
2	No		1	100%
	Total		1	

51

Yes	No
-	I don't think so. But I really don't know.

52

14. Did you enjoy using video for feedback provision?

53
54

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

55

15. What do you see as the TWO main educational advantages of using video to provide feedback to online students?

56
57

Text Response

opportunity to more fully explain reviewing the paper a second time and sometimes catching things I missed the first time.

58
59

16. What do you see as the TWO main challenges of using video to provide feedback to online students?

61
62

Text Response

Time - I don't trust myself not to read through, put comments and grade using the rubric BEFORE I video record. So TIME is a challenge. I really wonder -- Are students listening to them?

63
64
65

17. What TWO improvements could be made to the Screencast-o-matic video feedback protocol?

66
67

Text Response

I think it worked great

68
69

18. Would you recommend using video for feedback provision to colleagues who teach online courses?

70
71

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

72

19. Describe a memorable event or incident that occurred as you used video feedback in your course.

73
74

Text Response

I had a student ask to talk to me. Then she realized the video feedback was there. Once she listened to that - she said that it cleared up a lot -- but she still wanted to talk to me.

75
76

20. As the implementation period concludes, what other ideas would you like to share related to your experience with video feedback?

77
78

Text Response

I really liked it and I think I will incorporate it into phase 1 and 2 of the term paper next semester. But I probably won't do it for phase 3 (the final term paper) because I don't think students will listen. I'm curious to know what they think!

79
80

Faculty/Instructor Video Feedback Debrief

Denise (Social Work 2)

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NW: The questions are divided into some area that you are familiar with, because they were on the survey as well,

DENISE: Ok.

NW: I will ask some demographic questions, some questions about utility, your prospective about productivity, your motivation to use the video feedback strategy and then some overall reflection. Ok?

DENISE: Alright.

NW: I know that you are in the school of Social Work, because that is where we are right now...but what academic level best describes the students that received your video feedback?

DENISE: They are just beginning in a masters program.

NW: OK so they are graduate level.

DENISE: Umm. Hmm.

NW: many of the instructors indicated that they felt like the tool was easy to use. How long did it take to get used to it using video feedback in your course?

DENISE: I think, from the little training you did with me... I think I pulled out the instructions thinking I was going to need them and I don't even think I looked at them.

NW: Ok so it was that easy.

DENISE: I found it very easy and intuitive.

NW: Wonderful! Ok do you think that the use of video feedback can be incorporated into the course without adding to the instructor's workload?

DENISE: Uhhh, I don't... the way I did it, I use track changes... well I don't use track changes, I stopped "changing" students papers. That makes them mad.(Laughter) I use comments to give feedback and then I went back and recorded it. So it did increase my workload. I don't know if I am.... This sounds silly... I don't know if I am clever enough to just give feedback without having done those comments. And I always make sure my comments and my rubric are aligned because I want, it should... where ever I have made comments that they are lacking in something... that it is reflected... that I don't take away points on the rubric without making sure that they know why they lost the points. So, I don't know if I could do that off the seat of my pants, so to speak with video feedback.

47 NW: OK

48

49 DENISE: maybe another tool, maybe... but there is something about having it in writing first.
50 So I think it did increase my workload and I don't see in the near future where I could get by
51 without doing the writing and the written comments.

52

53 NW: so now we will take a look at some of the implementation things that you did. Where
54 did you record the majority of your feedback messages? Were you in your office, were you in
55 a quiet room, at home with your PJs on?

56

57 DENISE: I was here and I was at home.

58

59 NW: Besides the message that we sent to students to introduce the video feedback concept, did
60 you do anything else to introduce the method to your students? Did you do anything else to
61 make your students aware that it was coming?

62

63 DENISE: So when I loaded... so they got feedback on their worksheets and their final paper.
64 With the worksheet, they loaded it into an assignment link on blackboard. Then I loaded the
65 MP4 and the written version... the Word version with my comments into blackboard and then
66 the comments section, I wrote a small note, please see the attached for comments about your
67 worksheet. When I did their papers, they are submitted via safe assign, and you can only
68 upload one thing. And because MP4 is a little clunky to email, I loaded that and then I emailed
69 them their paper.

70

71 NW: Ok.

72

73 DENISE: Now I thought I was very organized in doing that, but in so doing, I screwed up and
74 don't tell my Dean this, but I accidently the wrong a few students the wrong paper.

75 That is really bad I know. Two students pointed it out to me and I immediately went in and
76 deleted it and reshuffled. So I thought I had an organized system going, but apparently I did
77 not (laughter).

78

79 NW: It is ok. I am sure the students were very forgiving.

80

81 DENISE: So I apologized profusely. (laughter) I am pretty flexible with my students and I
82 expect them to be with me. I mean, I am not perfect and I don't expect them to be either.

83

84 NW: Yeah. Approximately how long were your videos?

85

86 DENISE: Most of them... the worksheets were longer because I really took a lot of time to,
87 you know because I am trying to improve their papers. Most of them were less than 10
88 minutes. The one or two students who were struggling and were so off the mark, I had to
89 watch my time because I was limited to 15 minutes and so I could see I was getting close to
90 the maximum, so I did start to speed up. So there were a few outliers that went like 14 minutes
91 or so, but mostly they were 8 to 10 minutes.

92

93 NW: What lessons were learned in the process of implementing the use of video feedback in

94 your course?

95

96 DENISE: Well I liked it. I liked the opportunity. I felt like I was chatting with them. And I
97 realized like I would say “Hi JXXXX” this is “(the instructors name)” and then I would realize
98 that I had several students for whom I didn’t know how to pronounce their names!

99

100 (laughter)

101

102 DENISE: and I didn’t realize it until I got right up to it! And I work hard in my face-to-face
103 classes to learn people’s names and pronounce them properly. I think it is important. I liked it,
104 I feel like I was having a conversation with them and that is what I miss about teaching. So I
105 liked that I would like to be able to have more of a discussion with them. Like I often will say
106 to students, “should we have a phone conversation?” Students just always say they are too
107 busy for it, even if they are struggling.

108

109 NW: Wow.

110

111 DENISE: right. It seems very odd to me too. So out of a class of 25 I talked to maybe 3 this
112 semester on the phone.

113

114 NW: Wow!

115

116 DENISE: And I am here, I mean I have a day job so I am physically here. I have even talked
117 to students from home and offered my cell phone number. Even students who seem to be
118 struggling and I offer a conference they don’t... but anyway. I liked it, I really did. But I have
119 no idea if they thought it was helpful.

120

121 NW: and we will find out.

122

123 DENISE: I really want to know if they liked it so that I know if it helped them with their
124 paper. I did talk to one student who did tell me that it was very helpful.

125

126

127 NW: Alright. approximately how many videos did you upload this term?

128

129 DENISE: Well you gave me 12 students, so I ... using your screen casting, because I also use
130 personal capture for lectures, but I would say 12 and 12 so 24.

131

132 NW: Ok wonderful. I think you answered this one already, how long did it take you to
133 produce a single video? And you said that some of them were outliers so 10 to 14 minutes.

134

135 DENISE: Yeah.

136

137 NW: Alright. Did you find using that using video feedback was more or less time consuming
138 than other methods of feedback? I think you alluded to this as well because you did the track
139 changes and then did the video. So in that way it did take longer, right?

140

141 DENISE: right.

142

143 NW: Did you have anything else to add to that?

144

145 DENISE: I guess I would like to try this... there are some shorter assignments and maybe I
146 would try to do that without the comments so...

147

148 NW: Do you think the use of video feedback had any influence on your ability to manage your
149 course in a productive manner going forward?

150

151 DENISE: Yeah I think I am gonna use it!

152

153 NW: think so?

154

155 DENISE: Yea I think I am going to do it again in the future. I teach the same course over and
156 over and they have two shorter assignments and then this long paper for which I have
157 developed this worksheet for. So I am going to try for everybody just to give video feedback,
158 especially for those shorter assignments. I don't know... I did say this in my survey responses,
159 I found it at the end of the semester reading 8-10 page papers with not a lot of time and giving
160 them feedback, I kinda felt like what's the point because the class is over, there is no
161 opportunity to change. I found with that paper I was a little irritated that I had to do it. I was
162 sort of glad that I didn't have to do everybody.

163

164 NW: Actually the literature does suggest that having an opportunity to adjust or to change is a
165 really big part of the feedback loop so that makes total sense.

166

167 DENISE: That last paper, it seemed silly to me. And I am always really crunched to get those
168 read and graded.

169

170 NW: ok that is good feedback. It is something to think about should we share this with other
171 people at WSU. You know, the idea that maybe it doesn't make sense for the last assignment.

172

173 DENISE: Yeah.

174

175 NW: How do you think the use of video feedback impacted the number of clarifying emails
176 and individual responses you had with students?

177

178 DENISE: I don't know if I could tell. With this group there was a few that asked a lot of
179 questions mostly there wasn't a lot of questions. I actually create a group on Blackboard for
180 them to post their questions. I don't think there are any posts there. I should look. And I am
181 not the kind of person that tells people to post their questions online after they are emailed to
182 me... I know there are instructors that do that and will not respond to email. I can't be that
183 strict.

184

185 NW: Yeah.

186

187 DENISE: so I don't know. I did not have a questioning bunch and the ones were

188 questioning... one was not in the video feedback the other one was and she and I had many
189 conversations, so I am not sure that it decreased.

190

191 NW: So, do you think that using video feedback this semester changed the way you will give
192 feedback going forward? Has it changed your approach to feedback provision?

193

194 DENISE: I do plan to use it again. I do think... you know I make comments and I work with
195 the rubric, but when I was going through the second time, I sometimes found something that I
196 missed the first time. So I do think it improves the quality of my comments, if you will,
197 because I was looking at it a second time. Even though it irritated me to do it a second time.

198

199 NW: Yeah, double the work. Ok, What do you believe are the motivational implications of
200 using video feedback for instructors? I had a couple of people who said "I just can't do this
201 right now." And the motivation to do it just wasn't there, so what do you think would help
202 instructors feel more comfortable?

203

204 DENISE: Well, I think having it be like a building assignment... I mean, what do you call it? I
205 had that worksheet and that is just a ... there is no credit attached to it, it is just something to
206 keep them organized for the paper. I have created that and it is a high stakes paper. It is worth
207 30% of your grade and is what we call here a benchmark assignment. And I am motivated to
208 have them do well on that paper. You get that paper and if you get a train wreck of a paper,
209 you feel like... I feel like I am a crappy instructor if I am reading a crappy paper. I have to
210 make sure that I am not taking all of the blame for it, but it feels like ... Oh!. So it just feels
211 like I have more influence over that paper. So if I had to pick and choose where I'd use this
212 again, it would definitely be on that worksheet because that is where you are going to have the
213 most influence. The other papers are shorter and they build towards the larger paper. Oh, The
214 other think I like too is... so they have to do things like identify what is the measure, what are
215 the measures and are they reliable and valid and sometimes they would mention things that
216 weren't measures. I could just shift... you know if they were critiquing an article, I could get
217 right into the article and say, "look here it says measures right there." I mean I didn't say it
218 with the sarcasm, but I did say " look they are going to do the Beck inventory for depression
219 here and these are the measures" depression is a variable and I could actually shift them to
220 another document...

221

222 NW: yes, right there on the screen.

223

224 DENISE: right and I thought that was actually cool that I could walk them through their article
225 and point to things. Whereas in a face to face class people would come up to me with their
226 printed article and say "I'm not sure what to do with this." So this gave me that opportunity.

227

228 NW: alright great.

229

230

231 NW:.. How would you describe your level of efficiency with the video feedback process? I
232 think you answered this.. you said it was pretty easy.

233

234 DENISE: (laughter) other than loading a few of the wrong ones... I don't know that that was

235 too efficient. (laughter)

236

237 NW: Well but you said you felt pretty comfortable and that it was intuitive and that kind of
238 thing...

239

240 DENISE: Yeah

241

242 NW: What did you enjoy most/least about using video for feedback provision?

243 You have said a few things that relate to what you like the most, so I just want to ask about the
244 least here.

245

246 DENISE: I felt like I was making a connection with them personally and I liked that. I am a
247 people person, sometimes I wonder why I even bother teaching online. It is very flexible and I
248 like it and they can't find so many people to do it. So, I like that flexibility. I just feel like it
249 gives me a chance to make a personal connection .

250

251 NW: and least?

252

253 DENISE: well it was the double work and I really didn't like it when I got to those final
254 papers. I don't think I will do that again. I do think I will use it for the worksheets again
255 though.

256

257 NW: How would you describe the feeling of talking to your camera as a part of your video
258 feedback?

259

260 DENISE: That's interesting. You did ask me to have my face shown, but I didn't do that. I
261 was... sometimes I was in my pajamas. (Laughing)

262

263 NW: It is the beauty of online teaching I know! (laughing)

264

265 DENISE: So I didn't do that, because I find that distracting, and I think I look goofy, I have
266 goofy mannerisms, but otherwise when I am looking at the work, the paper, the worksheet or
267 an article, I feel like I was just talking to them. I wasn't distracted by that.

268

269 NW: So, to provide oral monologues about student assignments without them physically
270 present, didn't really bother you.

271

272 DENISE: No, it didn't.

273

274 NW: Has using video feedback impacted your perspective(s) of its educational potential for
275 students? Like think back to when I first sent an email asking about people participating
276 versus now that you've used it. What do you think about its potential.

277

278 DENISE: Oh I think it has good potential! I shared it with our technology person, I was sitting
279 next to her in a meeting and I was like " Look at this, look what I did" and she was like oh,
280 that's cool! And I told her it was free and she said, yes it is free at the moment. Cause I guess
281 she uses, which is free Weebly, which is good for building websites and I guess it isn't

282 anymore. I guess she is afraid that this will...

283

284 NW: There are a few sites out there and what I am thinking is that at some point blackboard
285 will integrate something like this. Since we are a test-site school, we will probably be the first
286 to get it. The way it is going, I could see that happening for us, but I don't know. But that way
287 it could still be free for us.

288

289 Now you said you don't know about this part, the student part, but we will find out.

290

291 DENISE: now will I get a report about my students?

292

293 NW: yes. Well I don't know if it will just be your students. Umm, I sent one to all the
294 students...

295

296 DENISE: oh so you won't know what class they are in.

297

298 NW: no I won't... but I gotta see what qualtrics will allow me to do, if it will let me do
299 anything that will identify... but I was trying to remove the identifiers of the students.

300

301 DENISE: Right and I don't want individual students.

302

303 NW: I haven't looked yet so I don't know.

304

305 DENISE: I do a feedback survey and I just realized that I should have included that... If you
306 got video feedback how was it, and I didn't.

307

308

309 NW: What situation(s) have had the most influence on your experience? Or anything that
310 surprised you? You said you switched up a few of the videos, so that was a big experience.

311

312 DENISE: right that was (laughing). I am sure they could charge me with FERPA or
313 something. I'm like oh no! (laughing)

314

315 NW: You've already said that you would use video feedback again... and that you would...
316 well would you recommend the use of video for feedback provision to colleagues who instruct
317 other courses in your school or college?

318

319 DENISE: Yes I am telling all of my colleagues about it.

320

321 NW: Let me know if you would like me to come back and do the same kind of one on one so
322 that they could try it. I would be happy to do it. That's not a part of our research but I would
323 certainly be happy to do it.

324

325 Ok you have already said that you believe that it provided better quality feedback... How do
326 you imagine feedback will evolve in the future for online classes?

327

328 DENISE: I am not much of a visionary, I remember when there was talk about a wireless

329 internet, I thought what? That just sounds crazy. But, I moderately technical and I am not a
330 visionary, so I don't know if I can answer that.

331

332 NW: Any final thoughts you have about your experienced with the video feedback
333 intervention before we conclude?

334

335 DENISE: I enjoyed it and glad I could help you out.

336

337 NW: I so appreciate you.

338

**APPENDIX R
STUDENT REFLECTIONS**

Video Feedback Student Reactions

Last Modified: 07/07/2015

2. What is your academic status?

#	Answer	Response	%
1	Freshman	0	0%
2	Sophomore	0	0%
3	Junior	0	0%
4	Senior	0	0%
5	Graduate Masters	2	50%
6	Graduate Doctoral	2	50%
	Total	4	100%

3. What is your gender?

#	Answer	Response	%
1	Male	0	0%
2	Female	4	100%
	Total	4	100%

1
2
3
4
5
6
7
8
9

10

4. What types of instructor feedback have you received in the past (Check all that apply):

#	Answer	Response	%
1	Oral	4	100%
2	Written via Microsoft Track Changes	2	50%
3	Written via Learning Management System post (e.g. Blackboard)	2	50%
4	Written via Email	3	75%
5	In-person (office hours)	2	50%
6	Audio recording	0	0%
7	Video recording	2	50%
8	Other (please describe below)	1	25%

11
12

5. Please complete the following statement: Good feedback from an instructor is...

Text Response

when constructive criticism is offered in order for improvement(s) to be made.

Beneficial.

Honest and helpful

13

6. Please complete the following statement: Bad feedback from an instructor is...

Text Response

when criticism or poor scoring is given without reason or rational offered for the criticism or poor scoring. How can a person make improvements if they are unaware of how to go about doing so?

Does not serve any purpose.

Short responses with no basis

14

7. What was your reaction to the idea of receiving video feedback last semester?

Text Response

I was open to the idea.

I thought it was a really interesting idea.

I did not feel like I needed that type of response, it seemed a little unnecessary. I am also in a Master's program, so the instructors are always more than helpful with their written response or setting up an in person meeting, which I prefer over the recorded feedback.

15

8. In general, did you like the use of video as a way of receiving feedback?

#	Answer	Response	%
1	Yes	2	67%
2	No	0	0%
3	Why or why not?	1	33%
	Total	3	100%

16

Why or why not?

It was not needed. They could say what they wanted but I never had a chance to respond.

17
18

9. How easy was it for you to:

#	Question	Very Difficult	Difficult	Somewhat Difficult	Neutral	Somewhat Easy	Easy	Very Easy	Total Responses	Mean
1	Log into the video feedback interface?	0	0	0	0	0	2	1	3	6.33
2	Access your video feedback recordings?	0	0	0	0	0	2	1	3	6.33
3	Search for videos within the interface?	0	0	0	0	0	2	1	3	6.33

4	View your video feedback recordings?	0	0	0	0	0	2	1	3	6.33
---	--------------------------------------	---	---	---	---	---	---	---	---	------

19

10. In general, how did receiving video feedback impact you in your course?

Text Response

The video feedback filled in the blanks for what I found to be missing when papers were sent back with comments. Sometimes the comments left on your paper just raised more questions. The video feedback allowed the instructor to make their comment and elaborate on it adding more meaning and a better understanding for you.

It allowed me to understand what I was doing right and wrong. It also allowed me to understand what the professor wanted for me as a student.

Not at all

20

11. Did receiving video feedback encourage you to take more notice of your instructor's comments compared to other methods?

#	Answer	Response	%
1	Yes	2	67%
2	No	1	33%
3	Why or why not?	0	0%
Total		3	100%

21

12. Did you find video feedback to be more useful than other types of feedback you normally receive in online classes?

#	Answer	Response	%
1	Yes	2	67%
2	No	1	33%
3	Why or why not?	0	0%
Total		3	100%

22

13. Prior to receiving video feedback from your fall 2014 instructor, what forms of feedback did you receive from him or her?

Text Response

Email correspondence Face to face meeting Correspondence via blackboard

Written feedback on Microsoft Word.
Email and phone conversations

23

14. Where you previously received feedback from this instructor, (non-video format) did you prefer video feedback to other methods of feedback provision?

24

#	Answer	Response	%
1	Yes	2	67%
2	No	1	33%
	Total	3	100%

15. Did the use of video help you to better understand your feedback?

25

#	Answer	Response	%
1	Yes	3	100%
2	No	0	0%
	Total	3	100%

16. Do you think that using video meant that you were provided with better quality feedback?

26

#	Answer	Response	%
1	Yes	2	67%
2	No	1	33%
	Total	3	100%

17. Through what type of device did you view most of your video feedback files?

27

#	Answer	Response	%
1	Tablet	1	25%
2	Mobile Phone	1	25%
3	Laptop Computer	4	100%
4	Desktop Computer	1	25%
5	Other (Please Describe):	1	25%

18. Please provide an example of how you made use of the video feedback that you received:

Text Response

My video feedback was utilized in writing my teaching philosophy paper and how to improve my teaching portfolio.
I understood what my professor wanted me to do as a student. For my next paper, I wrote a better paper because my context.
While watching the video I looked at my paper and walked through her though process of my paper.

28

19. Did you ever watch your instructor's video message with other students?

#	Answer	Response	%
1	Yes	0	0%
2	No	3	100%
	Total	3	100%

29

20. Did you ever discuss your instructor's video feedback message with other students?

#	Answer	Response	%
1	Yes	0	0%
2	No	3	100%
	Total	3	100%

30

21. Did you ever view the same video feedback message more than once?

#	Answer	Response	%
1	Yes	1	33%
2	No	2	67%
	Total	3	100%

31

22. Would you recommend that your instructor continue to use video for delivering feedback to online students?

#	Answer	Response	%
1	Yes	2	67%
2	No	1	33%
	Total	3	100%

32

23. What TWO advantages did you perceive from the use of video for feedback provision?

Text Response

1) There's less ambiguity with comments at least when writing papers. 2) The process is easy.

- I had the ability to see the amount of dedication my professor took when grading papers. - I understood what was need to do good on future papers.

33

24. What TWO disadvantages did you perceive from the use of video for feedback provision?

Text Response

N/A
None

34

25. Do you have any suggestions for how your instructor could improve their video feedback techniques?

Text Response

No.
None

35

26. In the space below, please discuss any other comments about your video feedback experience that you would like to share:

Text Response

N/A

36

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ABSTRACT**THE FACE OF FEEDBACK: EXPLORING THE USE OF ASYNCHRONOUS VIDEO TO DELIVER INSTRUCTOR FEEDBACK IN MULTIDISCIPLINARY ONLINE COURSES**

by

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The purpose of this qualitative, design-based research study was to design, implement, and explore the use of an asynchronous video feedback protocol in higher education online courses. Bannan's (2013) Integrative Learning Design Framework guided the design and implementation strategy for this study by dictating its three core phases; 1) Informed Exploration, 2) Enactment, and 3) Local Impact Evaluation. The video feedback intervention designed for this study cycled through two practical iterations to understand the experiences of the participants and interpret the corresponding implications for instructional designers, teaching and learning practitioners and student success administrators in higher education.

The study gathered data using multiple methods including, a designer reflection journal, a practitioners pre-launch assessments, weekly reflections questionnaires, post-intervention debrief interviews and student reflections. To expand upon the existing body of research on technology-enhanced feedback provision in online courses, this study

explored video feedback from the perspective of faculty members and instructors, with specific regard to their experiences and engagement with the selected video technology.

The findings revealed that an asynchronous video feedback protocol, designed to integrate Screen-cast-o-matic and Blackboard, captured a plausible solution to an authentic problem with instructor feedback. Using grounded theory, the findings were unpacked as they relate to student/instructor experiences and perceived learning gains. Most notably, both audiences reported a positive feedback about the intervention's utility and ability to narrow the perceived distance between the student and the instructor.

The evidenced-based conclusions from this study also produced a recommended set of design principles that emerged in the research process. The first principle related to the design process, as a whole; The design process for an asynchronous feedback protocol is dynamic and revolves around a clear picture of the desired end, coupled with and systemic approach to progressing from concept to creation of a functional product. The second principle was associated with design decisions; The instinctive decision-making of the designer plays a defining role in bridging the gap between the intervention's technical needs and the stakeholder's functional desires. The third principle related to the universal application of asynchronous video feedback; With deliberate effort, asynchronous video feedback can be designed transcend specific topics or subject matters. Finally, the fourth principle addressed integrating asynchronous video feedback; The expectations of asynchronous video feedback users should be managed such that self-efficacy is cultivated prior to implementation.

AUTOBIOGRAPHICAL STATEMENT

Naimah Wade is a Program Manager at Wayne State University, where she designs and administers developmental experiences for adult learners in the areas of education, business, and leadership. Prior to this, Naimah designed immersion experiences for leadership development initiatives and implemented customized workplace training, along with executive education interventions for organizations in Metro-Detroit. With more than 10 years of experience, Naimah has been involved with every aspect related to impactful learning programs, from needs assessment through evaluation. Her design and educational technology portfolio includes adjunct instruction for college-level online and on-ground courses at the undergrad and masters level, corporate training facilitation, as well as online course development using Camtasia, Blackboard, Moodle and Google Applications. Additionally, she has led instructional design projects for corporations and non-profits that produced proprietary curriculum and educational programming.

Naimah's passion for teaching and training adult learners who are in pursuit of professional development inspired the pursuit of her Ph.D. in Instructional Technology. Her research interests include the use of video for learning and performance feedback in online learning environments, applications of Design-Based Research for teaching and learning in higher education, and exploring innovative instructional designs in transformational learning. Naimah holds a bachelor's degree in Business and Marketing from Michigan State University and an MBA from Wayne State University. A native of Chicago, Illinois, she enjoys traveling, cooking with her husband and bike riding with her two young daughters.