

# Digital Teaching Summer Camp

Using Audio/Visual Tools for Feedback  
(Or, “Is This Thing On?”)



How has switching to remote instruction changed your feedback practices?

Share your thoughts in the public chat.

# Common complaints about written feedback, especially in remote contexts:

- It takes too long to prepare (typing, formatting, uploading).
- Students don't read it (or, not as thoroughly as we hope).
- Student can't open the files or can't find the Track Changes or Annotations.
- It feels impersonal when not paired with F2F conversation.

But Moodle is rich in opportunities for audio and visual feedback for students.

What if you could replicate some of the person-to-person feedback from the classroom setting?

# Jon's Tips for Engaging Video

How to make the most out of quick hit video.

# Strategies to Try...

- Reading an essay aloud and sharing your reactions (particularly useful in upper-level courses).
- Using quick videos to respond to forum posts.
- Audio feedback on exam essay questions.
  
- **Anywhere** you see your toolbar in Moodle, you can insert two minutes of audio or video instead of typing content.
- **For longer responses**, or in marking contexts, we have Kaltura.

Feedback comments ✕

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The image shows a rich text editor interface. The top toolbar contains various icons for text formatting and editing, including bold (B), italic (I), text color, background color, bulleted list, numbered list, link, unlink, image, insert, video, audio, and code. The second row of the toolbar includes undo, redo, link, unlink, code, and other symbols. Below the toolbar is a large, empty white text area for editing content.



Comment

Rich text editor toolbar with icons for bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, insert link, image, video, audio, document, undo, redo, text color, text background color, font size, font family, text color, text background color, calculator, emoji, insert link, insert table, insert code, undo, redo, help, settings, source code, hash, and close buttons.

Mark

18.5 out of 20.00

# Or flip the script!

Where can students use audio and video to respond to you and to each other?  
Forum posts, peer review exercises, reading journals...?

Share ideas in the chat!

# Key Parameters

- Never more than five minutes. Seriously.
- Consider BBB conferences for longer feedback sessions (eg. reading an essay aloud).
- Think about captioning (we have a workshop on this coming next week), especially when preparing whole-class feedback via video.

# A reminder about accessibility...

Video is less accessible than text for many students, as is audio, so be clear on student expectations around feedback. I have had a lot of success offering students **choice** in feedback options!

# Congratulations!

You've earned a badge!

You'll see this appear on your Moodle later today; it also includes a very brief summary of the workshop that might be useful for your APAR/PRC.

Remember that if you complete eight of these sessions this summer, you'll earn our Certificate of Digital Competency to recognize your hard work and engagement.

