

Enhancing Accessibility Through Sustainable Affective Feedback

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Acknowledgment: I would like to personally acknowledge that I was born and educated on the traditional lands of the Powhatan People.

About: Teacher, Scholar, Writer, Advocate, Indigenous Ally, Mum, Volunteer, Vegan Foodie, Lover of Co-ops, Local Farms, Fair Wages, Science, **Queer** Pride, and My Dog. My pronouns are she/herself.



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Acknowledgment: I would like to personally acknowledge that I was born and educated on the traditional lands of the Stoney, Sinixt, and Syilx First Nations.

About: Asst. Professor and Communication Strategist in the Department of Wood Science in the Faculty of Forestry at UBC.

My expertise is in Educational Technology with a focus on Communication in academic and professional contexts. My research centers on how language learners attain comprehension in multi-modal environments.



By justiceatlast - UBC campus aerial, CC BY-SA 2.0, <https://commons.wikimedia.org/w/index.php?curid=7752343>



We would like to acknowledge that we live, learn, and work in real and virtual spaces on the traditional, ancestral, and unceded territories of the $w^m\theta k^w\acute{a}y\grave{a}m$ (Musqueam), $s_kw_xw\acute{u}7mesh$ (Squamish), $sel\acute{i}lwit\acute{u}lh$ (Tsleil-Waututh), and Syilx (Okanagan) First Nations Peoples.

Workshop Learning Outcomes

- Describe the benefits and limitations of using screencasting (multimodal feedback).
- compare textual feedback and multi-modal feedback through a well-being lens
- evaluate best practices for student and instructor accessibility and sustainability
- experience creating a short screencast for a specific person/audience

Introduction to Screencast – Affective Feedback

- A **screencast** is a video made using any software that records your screen while you narrate.
- **Affective Feedback** takes into account feelings, emotional states, stress, and attitudes in the feedback process.

Textual Feedback (10 minutes)

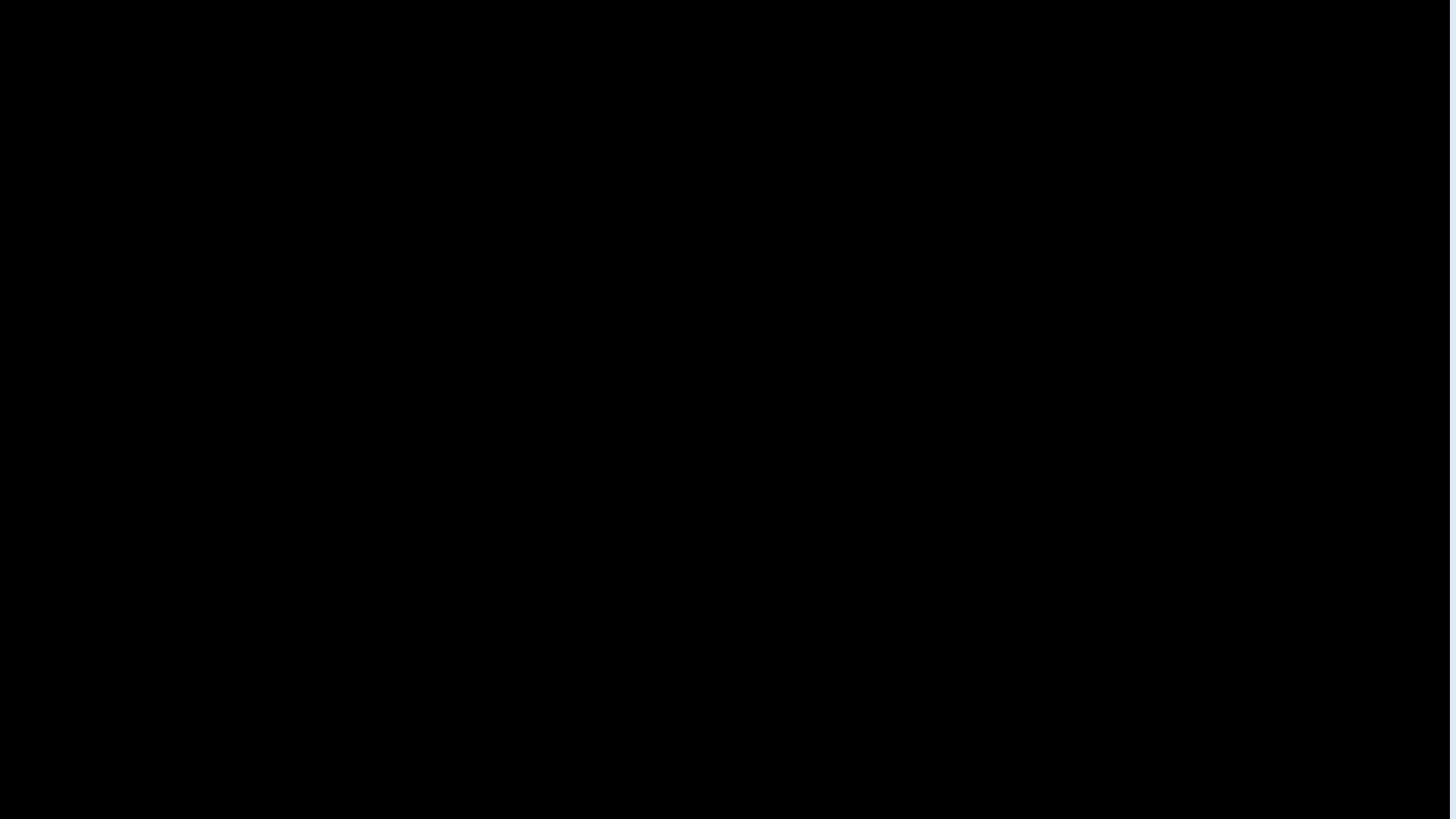
- Take 10 minutes to provide feedback on the sample paper (follow your instincts).
- Focus on feedback, not the mark or grade.
- We will use your feedback to compare to the Screencast Feedback.

Back in the main room

Share your textual feedback

Problems or issues encountered?

Screencast example video



Screencast analysis (small groups 5 minutes)

- In small groups, share your reactions and thoughts about the sample screencast video
- Be prepared to share highlights with the larger group

Screencast analysis highlights

- One member of each group, please share the highlights from your small group discussion.

Screencast practice

- In pairs, practice multimodal feedback.
- Use your voice to provide affective feedback, through tone, speed, and voice quality, while providing options to enhance/revise the document.
- Notice your own feelings and stress levels as you provide feedback

Camtasia/ Screencast-o-matic

Camtasia:

UBC Software Downloads: <https://it.ubc.ca/services/desktop-print-services/software-licensing/software-downloads>

Screencast-o-matic:

<https://screencast-o-matic.com/>

Wrap-up discussion

- Identify Benefits and Limitations of Screencasts including Health and Well-being
- Evaluate best practices for student and instructor accessibility and sustainability

Today we

- described the benefits and limitations of using screencasting (multimodal feedback).
- compared textual feedback and multi-modal feedback through a well-being lens
- evaluated best practices for student and instructor accessibility and sustainability
- experienced creating a short screencast for a specific person/audience

Additional References

Bush, J. C. (2021). Using screencasting to give feedback for academic writing. *Innovation in Language Learning and Teaching*, 15(5), 473-486. <https://doi.org/10.1080/17501229.2020.1840571>

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