Can You Hear Me Now?

The Effect of Oral Feedback on Perceived Classroom Community in Undergraduate Students

Dr. Jennifer Boyles and Dr. Amanda Dunnagan
“This is ok.”
“Add more detail here this is unclear, be specific!”
“You have lots of details rather than key points”
“✓”
“Work to develop this more”
“This is awkward, reword”
Feedback can contribute to the learning process by giving the student new knowledge to improve their future performance (Barney, 2012; Beaumont, 2011).

Feedback in higher education needs improvement its quality (Barney et al., 2012; Khowaja, Gul, Lakhani, Rizvi, & Saleem, 2014; Lunt & Curran, 2010) timeliness, specificity, and clarity.

Weaknesses have been demonstrated in written feedback (Khowaja, Gul, Lakhani, Rizvi, & Saleem, 2014; Lunt & Curran, 2010)

A demonstrated preference exists for oral feedback (Black & McCormick, 2010; Brutus, 2010; Govaerts et al., 2013)

Online instruction yields a lack of teacher presence which leaves a negative impact on classroom community (Artino, 2008; Ashong & Commander, 2012; Baker, 2010; Jones, 2011; Pigliapoco & Bogliolo, 2008; Rovai, 2002; Tanner, Noser, & Totaro, 2009; Vavala & Namuth-Covert, 2009; and Yang, Cho, Mathews, & Worth, 2011)

Classroom community has been demonstrated to develop more engaged and motivated students (Fletcher & Baker, 2015; Jones, 2011; Wendt, 2015)
Oral Feedback Study

RQs: Is there a sig. difference in perceived classroom community scores, for oral feedback vs written feedback? Online vs In-Residence?

- Quasi-experimental, non-equivalent groups design with 68 participants
- Perceived classroom community was measured by the Classroom Community Scale (Rovai, 2002)
- A Mann-Whitney U-test and descriptive statistics analyzed the data
Results

- Oral group- highest change in mean score between the pre and post-test with a positive increase of 4.21 points on the CCS.
- Written group had a reduction of .20 of the mean score between pre and post-test.
- Greater change in students in-residence vs online
How to Jing

- Free download!
- Choose capture and select the area of your screen you’d like shown
- 3..2..1… action! Anything you say and everything on your screen will be recorded
- Stop/Save/Send
Jing Demo
Comments and Questions?
Results: Composition by Group

<table>
<thead>
<tr>
<th></th>
<th>Online</th>
<th>In-residence</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control (Written)</td>
<td>11</td>
<td>23</td>
<td>34</td>
</tr>
<tr>
<td>Treatment (Oral)</td>
<td>11</td>
<td>23</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>46</td>
<td>68</td>
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</tbody>
</table>
## Results: Descriptive Statistics

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-test Mean</th>
<th>S.D.</th>
<th>Post-test Mean</th>
<th>S.D.</th>
<th>Mean Difference</th>
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<tbody>
<tr>
<td>Online</td>
<td>22</td>
<td>48.00</td>
<td>7.43</td>
<td>48.82</td>
<td>7.97</td>
<td>+0.82</td>
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<tr>
<td>In-res</td>
<td>46</td>
<td>46.76</td>
<td>6.04</td>
<td>49.33</td>
<td>6.02</td>
<td>+2.57</td>
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<tr>
<td>Written</td>
<td>34</td>
<td>48.41</td>
<td>7.02</td>
<td>48.21</td>
<td>6.50</td>
<td>-0.20</td>
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<tr>
<td>Oral</td>
<td>34</td>
<td>45.91</td>
<td>5.75</td>
<td>50.12</td>
<td>6.76</td>
<td>+4.21</td>
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<tr>
<td>Written online</td>
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<td>49.55</td>
<td>7.22</td>
<td>48.27</td>
<td>6.53</td>
<td>-1.28</td>
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<td>46.45</td>
<td>7.66</td>
<td>49.36</td>
<td>9.50</td>
<td>+2.91</td>
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<td>23</td>
<td>47.87</td>
<td>7.02</td>
<td>48.17</td>
<td>6.64</td>
<td>+0.30</td>
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<td>45.65</td>
<td>4.77</td>
<td>50.48</td>
<td>5.21</td>
<td>+4.83</td>
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</table>
Suggestions for Future Research

- Larger and more diverse sample size
- Alternate forms of the CCS
- Combination of oral and written feedback
- Password included in oral feedback recordings
- Alternate methods for oral feedback
References


References Continued: