Using Jing to enhance student understanding through video recorded assignment commentary

Conference or Workshop Item

How to cite:


© The Authors
Version: Version of Record

Link(s) to article on publisher’s website:
http://www.seda.ac.uk/index.php?p=14_2&e=419

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online’s data policy on reuse of materials please consult the policies page.
Using Jing to enhance student understanding through video recorded assignment commentary

Hannelore Green h.green@open.ac.uk and Felicity Harper f.s.harper@open.ac.uk

What is Jing?

Jing is a screen capture tool which allows you to make a five-minute video recording of activity on your computer screen with an audio commentary. In this poster, we report on the findings of a pilot project, a current research project and spontaneous use of Jing by tutors working on modern language modules in the Open University. Jing can be downloaded free from http://www.techsmith.com/jing.html.

How tutors found it

“...You can show [the student] annotations step by step and explain why you are doing [what you are doing]. This is less overwhelming for students. Visually, it is more engaging. It adds another dimension to feedback and may, because of its less traditional presentation, reach more students. The feedback on a weak piece of work may appear "softer". My feedback felt "warmer" because I could speak to the student. There was an imagined dialogue. The written and oral feedback complement each other very well. I think it is more personal and maybe memorable for the student. I felt I had the student in front of me.”

What students thought

“...You can show [the student] annotations step by step and explain why you are doing [what you are doing]. This is less overwhelming for students. Visually, it is more engaging. It adds another dimension to feedback and may, because of its less traditional presentation, reach more students. The feedback on a weak piece of work may appear "softer". My feedback felt "warmer" because I could speak to the student. There was an imagined dialogue. The written and oral feedback complement each other very well. I think it is more personal and maybe memorable for the student. I felt I had the student in front of me.”

Where next?

- Analyse student and tutor feedback from research project questionnaires
- Analyse how tutors have used Jing and how effective this seems to have been
- Provide guidance notes to tutors on potential uses of Jing to enhance student learning
- Create a resource bank of generic recordings for use in supporting language learning