1) Title, Abstract & Keywords

Mindful Grading: Screencasting to Improve the Student Feedback Process

As faculty members, the time spent grading can get monotonous and impersonal. Faced with a stack of digital or hardcopy papers to grade, all saying relatively similar things, it is easy to see how faculty attitudes around grading can erode by the time we tackle the 20th paper. This becomes particularly salient when we experience time poverty at the end of the term when deadlines loom large. We know through research that the more mindfulness faculty bring to the classroom the more students benefit. The purpose of this session is to introduce faculty to screencasting as a way of leveraging mindfulness during the grading process, resulting in more personalized, and useful, feedback to students. During the interactive portion of the session, participants will create a screencast, then reflect and share how they might use the process to benefit both the student and themselves.

Keywords: Grading, Screencasting, Mindfulness

2) Format
  __X_ Activity or exercise
  ___ Roundtable discussion (60 minute only)
  ___ General discussion session

2a) For activities and exercises only, is yours best suited for
  ___ A traditional classroom
  ___ An online class
  _X_ Either

2b) For activities and exercises only, is yours best suited for
  ___ Undergraduate students
  ___ Graduate students
  _X_ Either

3) Time Requested:
  ___ 30 Minutes
  ___ 60 Minutes (*Roundtables must select 60 minutes*)
  _X_ 90 Minutes

4) Planning Details:

Each room contains a white board with markers, computer (PC) with DVD capability and computer projector. Does your session require any other equipment?

Please add this note to the program:

Although not required, session participants are encouraged to bring their personal laptops, tablets, or iPads to the session if they want to practice creating a screencast video. All personal technology must be "record ready" which means the computer or tablet will have screen capture software, and a webcam, installed prior to the session. Participants should be comfortable recording with their software. Screen capture software examples include, but are not limited to:

- **Quicktime   http://www.apple.com/quicktime/download/**
- **Screencast-O-Matic   http://www.screencast-o-matic.com/**
- **Open Broadcaster Software (for advanced users)   http://obsproject.com/**
- **CamStudio   http://camstudio.org**
- **Voila   https://itunes.apple.com/us/app/voila-screen-recorder-screen/id407741870?mt=12**

5) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

While grading is an essential part of the teaching process it can also be an area of great stress for faculty members, particularly when deadlines allow little time on task. Despite best intentions, faculty sometimes resort to satisficing and mental shortcuts, that is, limiting feedback to a rubric attached to the assignment, a few handwritten notes in the margin, or simply uploading a numerical score into the grade book. Wiggins (2012) argues that simple statements such as, "You need more examples in your report." or "Good work on the presentation." does nothing to help the students improve their grades or their learning outcomes. It is simply "advice" or a "value judgment" that does not show the students how well they are doing. Feedback should instead, by definition, highlight the effects of one's action as related to a goal. When feedback is timely, actionable, user-friendly, ongoing, and consistent, learning improves. Additionally, Lengel and Daft (1989) argue, "The more learning that can be pumped through a medium, the richer the medium." Rich communication media: 1) includes multiple information cues simultaneously (e.g., words, tone, body language), 2) facilitates rapid feedback, 3)

establishes a personal focus, and 4) utilizes natural language (conversational language that is not premeditated).

At the intersection of these two expectations – delivering feedback relating student work to the assignment goal utilizing a rich communication medium – is an opportunity to serve students better by providing robust, personalized assignment feedback. We argue that screencasting (Martinez, 2016; Whitehurst 2014) satisfies these requirements for the following reason - screencasting is a mindful process during which the instructor must be fully present in the moment while developing student feedback. The video format gives students both visual and auditory cues about the instructor and their assessment of the submission. Screencasting mitigates the relatively impersonal tone to feedback that is limited to written comments, often in the form of advice or value judgments. Recording the feedback encourages instructors to be more mindful and present to exactly how the student will perceive the assignment feedback, thus positioning the instructor to be more thoughtful, personal, and empathetic in their comments (Duer & Bergman; The Center for Contemplative Mind in Society). Hearing the tone in the instructor's voice describing submission strengths and weaknesses provides students with actionable, personalized feedback in a way printed feedback cannot.

References

3 Simple Ways To Record iPad Screen and Create Educational Screencasts. (Feb. 11, 2015). *Educational Technology and Mobile Learning.* Retrieved January 10, 2016 from http://www.educatorstechnology.com/2015/02/3-simple-ways-to-record-ipad-screen-and.html

Duerr, M., & Bergman, C. (n.d.) The tree of contemplative practices. *The Center for Contemplative Mind in Society*. Retrieved August 9, 2011 from http://www.contemplativemind.org/practices/tree

Lengel, R., & Daft, R. L. (1989). The selection of communication media as an executive skill. *The Academy of Management Executive, 2(3)*: 225–232.

Martinez, R. (2016). Flipping feedback: Screencasting feedback on student essays. *Faculty Focus.* Retrieved January 8, 2016 from http://www.facultyfocus.com/articles/teaching-with-technology-articles/flipping-feedback-screencasting-feedback-on-student-essays/

Whitehurst, J. (July 16, 2014). Screencast feedback for clear and effective revisions of high-stakes process assignments. *NCTE Conference on College Composition and Communication.* Retrieved January 8, 2016 from http://www.ncte.org/cccc/owi-open-resource/screencast-feedback/contenthistory

Wiggins, G. (2012). Seven keys to effective feedback. *Feedback for Learning*, 70(1): 10-16.

6) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.

General activities:
1. Welcome and introductions (10 minutes)
2. Brief explanation of screencasting (5 minutes)
3. History of personal experience and data from students receiving assignment feedback via screencast videos (10 Minutes)
4. Videos illustrating our own screencasts using several different types of assignments (10 minutes)
5. Discussion of pros and cons of use from both the instructor and student perspective (15 minutes)
6. Demonstrate how to create a grading screencast (includes an handout) (5 minutes)
7. Encourage participants with session-ready laptops or tablets to try (20 minutes)
8. Debrief challenges and successes creating screencasts (15 minutes)

7) Application to Conference theme:

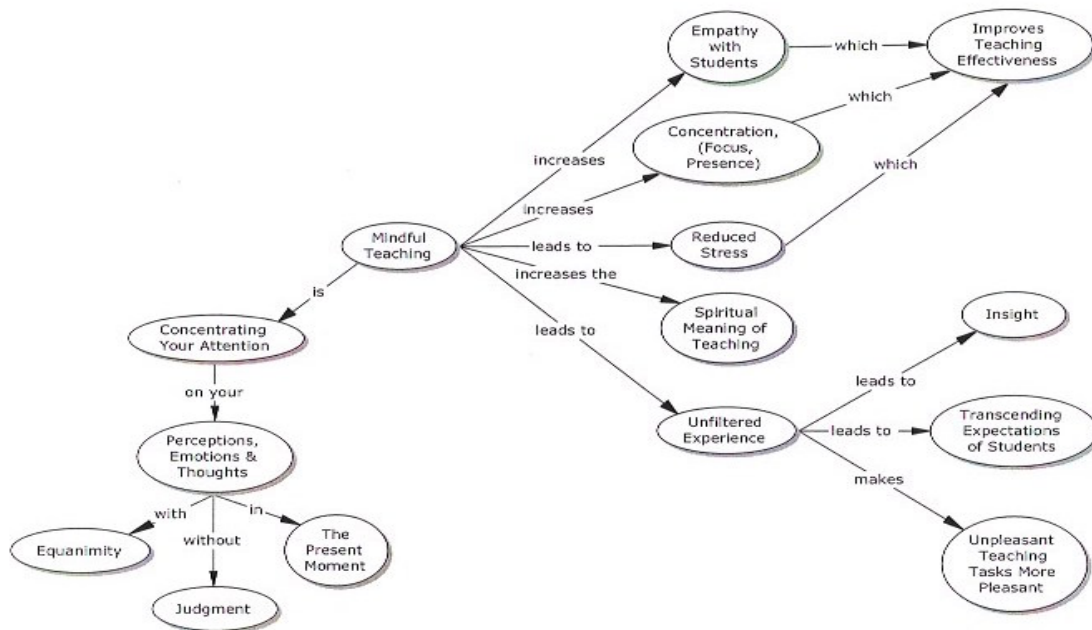How does your session fit with the overall OBTC theme of *United in Service*?

The theme "United in Service" implies that teaching is, by definition, a form of service we offer to students. Teaching instructors how to be more mindful through the requirements of their job does a service to students, such that they often have improved outcomes. Students enrolled in all course types – face to face, online, blended, flipped - can benefit from the personalized feedback that screencasting can offer. Thus our session offers a two-pronged approach to addressing the conference theme.

8) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

This work has not been previously submitted to OBTC and is not currently under review elsewhere.

Appendix

The Center for Contemplative Mind in Society