



Open Access Research Note

In-the-moment video feedback for online counselling students' role play assessment: A research note

Yasuhiro Kotera, PhD^{1,3*}, Danielle Mills, PhD², Keith Taynton, PhD²

Citation: Kotera, Y., Mills, D., Taynton, k. (2023). In-the-moment video feedback for online counselling students' role play assessment: A research note. *Journal of Concurrent Disorders*, 5(2), 96-101.

Founding Editor-in-Chief: Masood Zangeneh, Ph.D.

Editor: Maryam Mokhtari Dinani, Ph.D.

Received: 09/13/2022

Accepted: 12/20/2022

Published (Online First): 12/22/2022

¹University of Nottingham, Nottingham, UK

²University of Derby, Derby, UK

³ORCID: 0000-0002-0251-0085

*Corresponding author: Yasuhiro Kotera, yasuhiro.kotera@nottingham.ac.uk

Abstract. Although the importance of feedback has been highlighted in education, innovative practices to improve the quality of feedback remain to be reported. Moreover, traditional text-based feedback often misses the emotional tone of feedback, therefore is susceptible of misunderstanding. This is a cause for concern in many online programmes, in particular counselling as this discipline focuses on communication. Accordingly, the present research note reports our on-going study appraising the first-hand experience of online counselling students who have received our in-the-moment video feedback for their role play video assessment. Inductive thematic analysis was used on semi-structured interviews. Two themes were identified: 'High feedback satisfaction' and 'Safer communication'. Findings will help educators and online education institutions to create innovative ways of providing helpful feedback to students.



Copyright: ©20223
Kotera, Y., Mills, D.,
Taynton, k. Licensee
CDS Press, Toronto,
Canada. This article is an
open access article
distributed under the
terms and conditions of
the Creative Commons
Attribution (CC BY)
license
(<http://creativecommons.org/licenses/by/4.0/>)

Keywords: Video Feedback, Online Counselling Education, In-the-moment Feedback, Misunderstanding, Emotional Tone, International Students

Introduction

There is a strong research consensus that feedback is important, with some arguing that it is inextricable from the learning process (Orsmond & Merry, 2011). Quality feedback is especially important in online learning, augmenting a sense of belongingness for students to the university (Gaytan, 2015). In more recent times, COVID-19 has meant that online learning being utilised more (Suzuki et al., 2022), with challenges faced adapting to the new mode of delivery and feedback (Kotera, Spink, et al., 2021; Moorhouse, 2020).

Students are generally dissatisfied with traditional text-based feedback (Sadler, 2007), as it can be unclear, impeding its value (Price et al., 2010). Changing digital technology has allowed educators to capitalise on digital tools to provide video feedback (Lowenthal et al., 2022). Studies have highlighted the strengths of video feedback in overcoming these challenges: helping students understand what the feedback means (Chalmers et al., 2014) and providing a personal touch (Kotera, Chircop, et al., 2021; Kotera, Cockerill, et al., 2019). Video feedback offers students an opportunity to get out of their heads and hear the emotional response that is more clearly conveyed through spoken words than writing (Kotera & Winson, 2021; Lowenthal et al., 2022). Feedback also plays a vital role in skills teaching (Shute, 2008). A meta-analysis demonstrated that video feedback has a statistically significant effect on the interaction skills of professionals (Fukkink et al., 2011). In sum, video feedback has considerable advantages in education today.

Method

This study aimed to explore the first-hand experience of students receiving in-the-moment video feedback, which comments on students' video assessment as if a sport real-time commentary (see Figure 1). This clarifies specifically what the marker refers to in their feedback. The context of this study was in a 20-credit Counselling Skills module in the University of Derby, Online Learning's online University Diploma in Counselling Studies and Skills (Kotera, Edwards, et al., 2022). This module has a formative assessment (0% weighing towards grade) where students film their role play counselling session, upload it to the module, and the tutor records themselves making comments throughout providing a running commentary (Kotera, Green, et al., 2019; Kotera, Green, et al., 2021). The tutor may also stop the student tape at times to give more detailed feedback related to a specific area.

Online interviews were conducted with five students to appraise their experience of receiving this form of feedback. The co-authors YK and KT interviewed students as they were not directly teaching this module. Interviews were recorded and transcribed for inductive thematic analysis, which was suited for this rather under-explored area (Kotera, 2018). YK conducted analysis, and DM and KT reviewed for accuracy and

consistency. Consensus was reached after their reviews and a meeting attended by the three.

Figure 1: Tutor offering in-the-moment video/audio feedback to a student role play video.



Findings and Discussion

Though we are still recruiting more participants to yield more generalisable and transferable findings, two themes were identified: ‘High feedback satisfaction’ and ‘Safer communication’.

‘High feedback satisfaction’ was based on that all interviewed students were highly satisfied with the in-the-moment video feedback relative to text-based feedback. They also noted that they would like to receive it again and would recommend it to other students too. ‘Safer communication’ refers to a smaller chance of misunderstanding with the tutor. For example, international students reported that it helped them notice where a British tutor used sarcasm, through their facial and body movement, bridging cultural differences (Shimoni et al., 2013). The tutor intended to be friendly using sarcasm, which however made these students feel confused, panicked or even upset in written communication, suggesting a danger of written feedback (Kotera, Kaluzeviciute, et al., 2021). The emotionality and timeliness of the in-the-moment video feedback helped students understand the tutor’s intention more accurately, supporting their sense of belongingness to the university. These characteristics helped home students as well, who noted that the in-the-moment video feedback was felt more positive than text-based feedback, as the presence of the tutor in the video feedback made them feel safe.

Video feedback helped students understand the tutor’s emphases, identifying the key components of the feedback through voice tone and body language (Watson et al., 2017). Students reported that it was vital to see how the tutor conveys feedback. In general, a sense of personal touch

can be a challenge for online learning, and more so in this subject (Kotera, Rawson, et al., 2022; Kotera, Spink, et al., 2021); these students found that being able to see and hear the tutor's feedback addressed this challenge. As demand for online education and counselling education increases (Kotera, Maxwell-Jones, et al., 2021), this type of video feedback can offer robust feedback to students' practical skills. Though more data collection is needed, our findings can inform educators and students in this field.

Funding

No funding was used for this manuscript.

Availability of data and material

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Author's contributions

Conceptualization YK, KT; Methodology YK; Software DM, KT; Validation All authors; Formal analysis YK, KT; Investigation All authors; Resources KT; Data Curation All authors; Writing - Original Draft All authors; Writing - Review & Editing YK; Visualization DM; Supervision YK; Project administration YK

Conflict of Interest

The authors declare no conflict of interest.

Informed Consent

All procedures followed were in accordance with the ethical standards of the responsible committee on human experimentation (institutional and national) and with the Helsinki Declaration of 1975, as revised in 2000. Informed consent was obtained from all participants for being included in the study.

Ethics Approval

University of Derby research ethics committee has approved this study. The procedures used in this study adhere to the tenets of the Declaration of Helsinki.

References

- Chalmers, C., MacCallum, J., Mowat, E., & Fulton, N. (2014). Audio Feedback: Richer Language but No Measurable Impact on Student Performance. *Practitioner Research in Higher Education*, 8(1), 64-73. <http://194.81.189.19/ojs/index.php/prhe>
- Fukkink, R. G., Trienekens, N., & Kramer, L. J. C. (2011, 2011/03/01). Video Feedback in Education and Training: Putting Learning in the Picture. *Educational Psychology Review*, 23(1), 45-63. <https://doi.org/10.1007/s10648-010-9144-5>
- Gaytan, J. (2015, 2015/01/02). Comparing Faculty and Student Perceptions Regarding Factors That Affect Student Retention in Online Education. *American Journal of Distance Education*, 29(1), 56-66. <https://doi.org/10.1080/08923647.2015.994365>
- Kotera, Y. (2018). A qualitative investigation into the experience of neuro-linguistic programming certification training among Japanese career consultants. *British Journal of Guidance and Counselling*, 46(1). <https://doi.org/10.1080/03069885.2017.1320781>
- Kotera, Y., Chircop, J., Hutchinson, L., Rhodes, C., Green, P., Jones, R.-M., Kaluzeviciute, G., & Garip, G. (2021, 2021/12/10). Loneliness in online students with disabilities: qualitative investigation for experience, understanding and solutions. *International Journal of Educational Technology in Higher Education*, 18(1), 64. <https://doi.org/10.1186/s41239-021-00301-x>
- Kotera, Y., Cockerill, V., Green, P., Hutchinson, L., Shaw, P., & Bowskill, N. (2019). Towards another kind of borderlessness: online students with disabilities. *Distance Education*, 40(2). <https://doi.org/10.1080/01587919.2019.1600369>
- Kotera, Y., Edwards, A. M., Garip, G., Chircop, J., & Aledeh, M. (2022). Effects of Online Mental Health Classes on Mental Health and Stigma: a Controlled Before-After Study with 1-Month Follow-Up. *SN Comprehensive Clinical Medicine*, 4(1), 172. <https://doi.org/10.1007/s42399-022-01225-x>
- Kotera, Y., Green, P., & Sheffield, D. (2019). Mental health of therapeutic students: relationships with attitudes, self-criticism, self-compassion, and caregiver identity. *British Journal of Guidance and Counselling*. <https://doi.org/10.1080/03069885.2019.1704683>
- Kotera, Y., Green, P., & Sheffield, D. (2021). Positive Psychology for Mental Wellbeing of UK Therapeutic Students: Relationships with Engagement, Motivation, Resilience and Self-Compassion. *International Journal of Mental Health and Addiction*, 1-16. <https://doi.org/10.1007/s11469-020-00466-y>
- Kotera, Y., Kaluzeviciute, G., Lloyd, C., Edwards, A. M., & Ozaki, A. (2021, Sep 29). Qualitative Investigation into Therapists' Experiences of Online Therapy: Implications for Working Clients. *Int J Environ Res Public Health*, 18(19). <https://doi.org/10.3390/ijerph181910295>
- Kotera, Y., Maxwell-Jones, R., Edwards, A. M., & Knutton, N. (2021). Burnout in professional psychotherapists: Relationships with self-compassion, work–life balance, and telepressure. *International Journal of Environmental Research and Public Health*, 18(10), 5308-5308. <https://doi.org/10.3390/ijerph18105308>
- Kotera, Y., Rawson, R., Okere, U., Brooks-Ucheaga, M., Williams, A., Chircop, J., Lyte, G., Spink, R., & Green, P. (2022). Teaching sustainability to online healthcare students: A viewpoint. *International Journal of Higher Education and Sustainability*. <https://doi.org/10.1504/IJHES.2022.10047188>
- Kotera, Y., Spink, R., Brooks-Ucheaga, M., Green, P., Rawson, R., Rhodes, C., Chircop, J., Williams, A., Okere, U., & Lyte, G. (2021). Teaching healthcare professional students in

- online learning during COVID-19: Reflection of university lecturers. *Journal of Concurrent Disorders*. <https://doi.org/10.54127/QLOU9458>
- Kotera, Y., & Winson, C. (2021). The psychology of working from home and returning to the workplace: reflection of Interview. *Journal of Concurrent Disorders*. <https://concurrentdisorders.ca/2021/06/06/the-psychology-of-working-from-home-and-returning-to-the-workplace-reflection-of-interview/>
- Lowenthal, P. R., Fiock, H. S., Shreaves, D. L., & Belt, E. S. (2022, 2022/03/01). Investigating Students' Perceptions of Screencasting Style of Video Feedback in Online Courses. *TechTrends*, 66(2), 265-275. <https://doi.org/10.1007/s11528-021-00665-x>
- Moorhouse, B. L. (2020, 2020/08/07). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. *Journal of Education for Teaching*, 46(4), 609-611. <https://doi.org/10.1080/02607476.2020.1755205>
- Orsmond, P., & Merry, S. (2011, 2011/03/01). Feedback alignment: effective and ineffective links between tutors' and students' understanding of coursework feedback. *Assessment & Evaluation in Higher Education*, 36(2), 125-136. <https://doi.org/10.1080/02602930903201651>
- Price, M., Handley, K., Millar, J., & O'Donovan, B. (2010, 2010/05/01). Feedback : all that effort, but what is the effect? *Assessment & Evaluation in Higher Education*, 35(3), 277-289. <https://doi.org/10.1080/02602930903541007>
- Sadler, D. R. (2007, 2007/11/01). Perils in the meticulous specification of goals and assessment criteria. *Assessment in Education: Principles, Policy & Practice*, 14(3), 387-392. <https://doi.org/10.1080/09695940701592097>
- Shimoni, R., Barrington, G., Wilde, R., & Henwood, S. (2013, 07/05). Addressing the needs of diverse distributed students. *The International Review of Research in Open and Distributed Learning*, 14(3), 134-157. <https://doi.org/10.19173/irrodl.v14i3.1413>
- Shute, V. J. (2008). Focus on Formative Feedback. *Review of Educational Research*, 78(1), 153-189. <https://doi.org/10.3102/0034654307313795>
- Suzuki, T., Murayama, A., Kotera, Y., Bhandari, D., Senoo, Y., Tani, Y., Harada, K., Kawamoto, A., Sato, S., Sawano, T., Miyata, Y., Tsubokura, M., Tanimoto, T., & Ozaki, A. (2022, Feb 28). Cross-Country Student Perceptions about Online Medical Education during the COVID-19 Pandemic. *Int J Environ Res Public Health*, 19(5). <https://doi.org/10.3390/ijerph19052840>
- Watson, S. L., Watson, W. R., Janakiraman, S., & Richardson, J. (2017, 04/04). A Team of Instructors' Use of Social Presence, Teaching Presence, and Attitudinal Dissonance Strategies: An Animal Behaviour and Welfare MOOC. *The International Review of Research in Open and Distributed Learning*, 18(2). <https://doi.org/10.19173/irrodl.v18i2.2663>