

LOOM FOR MULTIMEDIA FEEDBACK ON STUDENTS' WRITING ASSIGNMENTS

AUTHORS

Ms. Nguyễn Thị Thùy Trang
Ntttrang.vnu@gmail.com - 0962054801

AFFILIATIONS

University of Languages and International Studies
(ULIS), Vietnam National University – Hanoi (VNU)

1. Rationale

1.1. Problems with current feedback

- Mostly in **written** form & **constrained** by **space** or margin
- **Not clear** and **detailed enough** for students' understanding
- **Time-consuming** for teachers to **write/** type
- **Time-taking** to facilitate **synchronous feedback meetings**

1.2. Potential benefits of multimedia feedback

- Students learn & understand better via **dual channels: visual & auditory materials** according to the theory of multimedia learning (Mayer, 2014)
- "**Difficult concepts and complex issues** can be **more easily conveyed** through **multimedia** than just images or written text alone." ("Use multimedia for assessment and feedback", 2022)

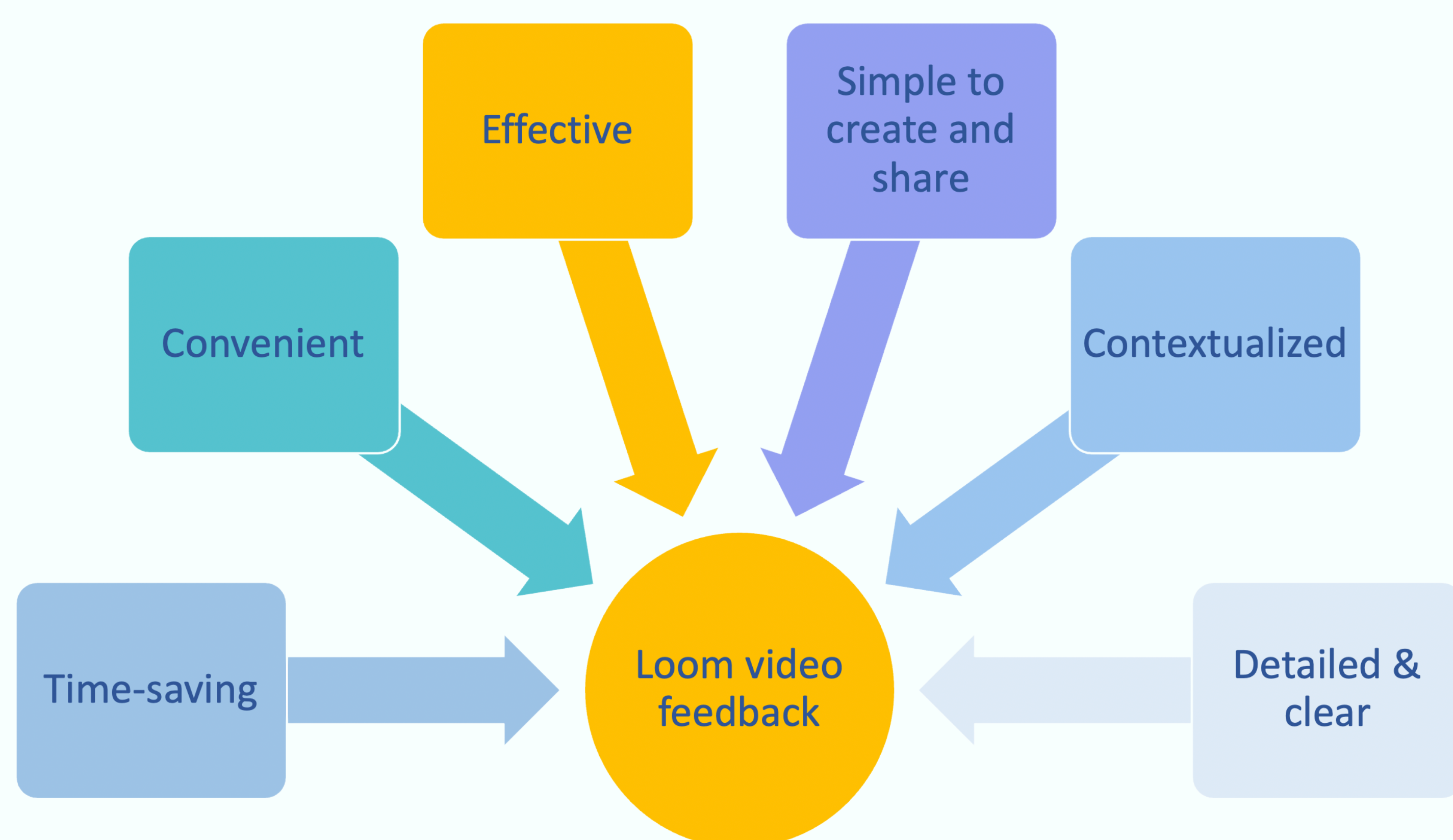
Dual Channels in Information Processing



Teachers should make use of dual channels: visual & auditory materials to foster learning (Dincer, 2014)

2. Merits of multimedia feedback by Loom

- **Detailed, clear,** and **contextualized** with **multimedia** (texts, images & audio)
- **Simple** and **time-saving** for teachers to create and share
- **Convenient** for students to watch and review every time and everywhere



Merits of multimedia feedback by Loom

3. Easy procedure to implement

- Create a Loom account (and register to have **free and unlimited features with Loom for education**)
- Install Loom app and/ or add-in
- Read and quickly annotate on students' writing
- Open Loom app/ add-in and make a screencast together with teachers' oral comments
- Wait a moment for Loom to automatically upload the video to the cloud
- Copy the link and share it with students

4. Illustration video

Scan the QR code to watch an illustration video



RELATED LITERATURE

Dincer, N. (2020, November 14). *Multimedia learning: Cognitive load theory*. Myeltcafe. Retrieved June 11, 2022, from <http://myeltcafe.com/articles/multimedia-learning-cognitive-theory/>

Kanellopoulou, C., Kermanidis, K. L., & Giannakouloupoulos, A. (2019, August 8). *The dual-coding and multimedia learning theories: Film subtitles as a vocabulary teaching tool*. MDPI. Retrieved June 11, 2022, from <https://www.mdpi.com/2227-7102/9/3/210/html>

Mayer, R. (2014). Cognitive Theory of Multimedia Learning. In R. Mayer (Ed.), *The Cambridge Handbook of Multimedia Learning* (Cambridge Handbooks in Psychology, pp. 43-71). Cambridge: Cambridge University Press. doi:10.1017/CBO9781139547369.005

Use multimedia for assessment and feedback. Learning and Teaching: Teach HQ. (2022, May 20). Retrieved June 7, 2022, from <https://www.monash.edu/learning-teaching/teachhq/Teaching-practices/using-multimedia/how-to/use-multimedia-for-assessment-and-feedback>