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Research Article

The Students' Perceptions of Screencast Video Feedback and Their Self-Regulated Learning in Responding to the Feedback

Mohammad Fatoni*, Slamet Setiawan, Ahmad Munir, and Suhartono

Department of Language and Literature Education, Universitas Negeri Surabaya, 60213 Indonesia

ORCID
Mohammad Fatoni: https://orcid.org/0000-0002-8946-0294

Corresponding Author:
Mohammad Fatoni; email:
mohammadfatoni.21020@
mhs.unesa.ac.id

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Abstract.
Screencast video feedback is relatively new in writing class. Technology development leads the lecturer to provide feedback through the screencast video feedback. The students need screencast video feedback for guidance to write better. The students revise and edit their writing based on the comments given. However, the student's understanding might differ from the lecturer's intention. This study investigated students' perception of screencast video feedback and explored their self-regulated learning in responding to it. It used a qualitative study involving 10 EFL university students using semi-structured interview questions. The data were transcribed and analyzed using thematic analysis of students' perceptions of the screencast video feedback and their self-regulated learning. The finding showed the students had positive perceptions of the screencast video feedback. In addition, the students constructed self-regulated learning such as setting goals, self-motivating, monitoring, seeking help, adopting, and self-evaluating their writing. This study reveals the benefits to English lecturers to enhance the quality of the feedback in teaching writing.

Keywords: screencast video feedback, the students' perception, self-regulated learning

1. Introduction

The improvement of students' writing abilities is significantly influenced by feedback. The students require feedback to improve their writing and create good quality writing. The details in the feedback may help students learn more. The information also accelerates the students' cognition, affective, and psychomotor, influencing the teaching-learning process—additionally, feedback impacts how students learn to improve their writing.

Several feedbacks are provided in the writing. There are lecturer, peer, and automated feedback[1]. When the lecturer provides feedback, it includes awareness of the student's skills and gives them insight to make the students' writing better. The feedback could

be seen as the awareness of the student's level of understanding of the subject. By giving feedback, the students are aware of the status of their writing, making them understand what the students should do to improve their writing.

Feedback is needed as a strategy to improve the students' writing. The appropriate feedback leads to the student's engagement in responding to the feedback. The students also decide whether they will accept the input the lecturers provide. The students get the feedback while they understand what the feedback means and respond to their writing. The students also need the suggestion from the lecturer to improve their writing to be better. The feedback is crucial for the lecturer and student interaction in gaining the aim of the learning. The students also need feedback to scaffold their learning. They will determine the input they should take for their writings and what feedback will be abandoned.

The students' motivation in responding to the feedback is also influenced by the opportunity to discuss their work with their lecturer and help each other find the solution when they do not know the answer. The students also need feedback to make their writing better. They help each other to find the answer. Since the lecturer's feedback provide suggestion, comment, and solution, it will lead the student to reveal the strength and weakness of the drafts that they wrote. The students also consider the suggestion to make their drafts better.

The students also perceive the lecturer's feedback in different ways. The students have different perceptions of the lecturer's feedback because they have different understandings about the feedback given. The student's knowledge of the feedback also influences the students' decision in responding to their writings. The student's perception in the classroom can be immersed into three themes [2]. These are feedback valences, relations, honest feedback, and feedback types. The valence feedback leads to the student's positive and negative value of the feedback they perceive during supervision in composing their writings. The feedback grades also report four types: reporting, controlling, dialogic feedback, and giving grades. Feedback valence is the theme that is found because it is helpful for the lecturer to know the students' perception of the feedback, whether it is positive or negative.

Positive valence as the positive feedback provides several performances. After the students perceive the positive feedback that is given by the lecturer, they will have a high motivation to learn. Positive feedback also encouraged the student to engage in learning and writing. The students also need feedback to revise and edit their writing. Meanwhile, when the students get negative feedback on their work, it leads them to be demotivated to learn and revise their writing. The students feel unmotivated when their

lecturer describes the negative feedback and asks them to elaborate on their writing, but they do not know how to do it.

A significant part of fostering students' self-regulated learning is the lecturer's feedback. The lecturer's feedback related to the formative assessment that implements the students' self-regulation in learning English, such as producing products, setting learning goals, adopting new strategies, and managing resources. The lecturer's feedback claims to improve the students' self-regulated learning. The lecturer should motivate the students to have many feedback and activities that support the students' self-regulated learning. The lecturer could monitor the students' learning, ask for help, and the development of motivation.

The feedback also influences the student's self-regulated learning [3]. The feedback's impact also supports improving students' self-regulated learning. When the lecturer gives feedback on the students' writings, their self-regulated learning develops. The implication of the feedback also supports the students' self-regulated learning in writing class.

Self-regulated learning means the students can monitor and manage their learning progress [4]. How well the students monitor their learning influences the quality of the student's study. The students regulate their study to learn more and more and master their learning. The students could implement the strategy. In other words, self-regulated learning could improve the students' performance by fixing the future strategies they should apply [5].

Three major components of students' self-regulation are metacognitive, motivational, and behavioral [6]. The metacognitive process deals with setting and planning goals, organizing, self-monitoring, and self-evaluating at various steps during acquiring and acquiring knowledge. The motivational process means students' self-efficacy, self-attribution, and intrinsic task interest. In contrast, the behavioral process relates to how students manage time, create an environment to support learning, seek help or advice, and self-instruct while acquiring the target language. The students have good self-regulated learning when the students actively use those components.

Despite the relationship between self-regulated learning and experience in dealing with feedback. The lecturer's expectation by providing feedback for the students' performance is not in line with the students' outcome for several reasons. The students do not always have the chance to respond to the feedback. Second, the students perceive differently from the lecturer's intention [7]. Therefore, it is essential to know the students' perception of the feedback to improve the student's quality of learning [8].

Furthermore, it is also essential to investigate how the students' self-regulated learning developed because of the lecturer's feedback.

The development of the technology also leads the lecturer to switch the mode of giving the feedback. For several decade, the lecturer has given the written or oral feedback. Nowadays, the lecturer tries to switch by using screencast video feedback. The use of screencast video feedback as a means of coaching students' writing is a relatively recent development. The teacher provides textual corrective feedback to the students' work with the aid of a computer. This feedback is recorded as a video file, capturing the content displayed on the students' computer screens. Additionally, the teacher audibly discusses the reasons for the corrective feedback supplied [9]. A few research investigate the students' perception and self-regulated learning in this field. Therefore, the explanation of the learner's perception of screencast video feedback and how the students develop self-regulated learning still needs to be investigated. This study is expected to enlighten the lecturer feedback benefit in enhancing the students' self-regulated learning in EFL classes. The following research questions of the research as follows

1. What are the students' perceptions of screencast video feedback in a writing class?

2. How do the students construct self-regulated learning in responding to screencast video feedback?

2. Method

Related to the research questions above, the qualitative method was used to answer the students' perception of screencast video feedback and how screencast video feedback developed the students' self-regulated learning. It involved ten EFL university students using semi-structured interview questions. The data were transcribed and analyzed using thematic analysis of the student's perceptions of the screencast video feedback and their self-regulated learning.

3. Result and Discussion

Results and discussion can be made as a whole that contains research findings and explanations.

3.1. Positive Perception of Screencast Video Feedback

The screencast video feedback was necessary for the student's future learning. The following was the students' interview when they were asked about the importance of screencast video feedback:

"The lecturers' advice is important to correct my writing" (S1)

"The lecturer's feedback through screencast video feedback gives me new insight in correcting my grammar and developing my idea in writing" (S2)

The students also enjoyed it while the lecturer gave them feedback on their grammar. It seem they felt motivated to revise and edit their writings. The students also gave examples of positive feedback such as good job, well done, excellent. It motivated them to revise their writings. The following are the excerpts from three students. "My lecturer says Good, Job. You elaborate your writing well" (S8)

"I usually hear my lecturer say excellent, you can write a good manuscript with good grammar" (S9)

"Well done, perfect grammar in your writing. My lecturer says that at the end of evaluating my writing"(S6)

The students agreed that the feedback helped their writing. The screencast video feedback helped them to correct the grammar and evaluate their writing. The students also confirmed the lecturer gave them feedback on their writing

"My lecturer writes the feedback in terms of grammar and suggestions in terms of the content" (S10)

"My lecturers provide suggestions during the writing process. (S6)

From the result above, the students had a positive perception toward the screencast video feedback given. The positive feedback led the students to be motivated to correct their writing and also the appreciation from the lecturers for their work. This could be seen in the table below that the feedback helped them in their writing, increased motivation, and the lecturer appreciated their writing.

3.2. The students construct the self-regulated in responding to the feedback.

After interviewing the students using semi-structured interviews, they constructed their self-regulated learning into setting goals, self-motivating, monitoring, seeking help, adopting, and self-evaluating.

TABLE 1: Positive perception of screencast video feedback [10].

Students	Category	Student's response to the feedback
	PF	The suggestion from my lecturer helps me correct my mistakes
	PF	I can correct my errors in my writing because of the guidance from my lecturer
	PF	My lecturer helps me identify my errors through screencast video feedback. I can fix my error by watching the video given.
	PF	It helps me greatly to revise my errors by understanding the feedback given.
	PF	My lecturer suggests me to fix the mistakes that I wrote in the draft. It helps me a lot.
	PF	The suggestions on screencast video feedback make me easy to identify my mistakes and develop my ideas. I can repeat the video several times when I need to understand the suggestion more.
	PF	It is important to have suggestions and advice in lecturer screencast video feedback.
	PF	Screencast video feedback helps me in learning how to write well.
	PF	I feel motivated to accomplish my writing after understanding my lecturers' feedback.
	PF	My lecturer gave me positive feedback via screencast video feedback. It motivates me to elaborate on my ideas and fixes the errors in my writing.

3.2.1. Setting goal

The students set the individual goal of responding to the feedback. Four students tried to understand the feedback and corrected the mistakes by following up on the screencast video feedback given. The following were the students' statement that identifies the setting goal

"I will correct my writing based on the feedback given to make it better"(S5)

"After watching the screencast video feedback, I understand what I should do. I will fix it"(S2)

"I could improve my writing after evaluating the feedback given. (S1)

" I watch the screencast video feedback, then I follow up what the lecturer suggests"(S7)

3.2.2. Monitoring

Two students monitored their progress and whether their writing improved or not. They constructed their self-regulated learning in the monitoring stage. The following statements proved it.

"to respond to the feedback given, I monitor my writing and elaborate the idea. I also evaluate my writing. I could determine whether my writing improves or not."(S8)

3.2.3. Self-Motivating

The students felt that the feedback given by the lecturer through screen casting boosted their motivation. The students 'arguments were as follows.

"screencast video feedback triggers my motivation to revise and edit my writing"(S10)

"When my lecturer gives me indirect feedback to my error, and I am curious to find the answer. I read some books and browse the internet to find the answer."(S9)

"I try hard to improve my writing when the lecturer suggests screencast video feedback. It motivates me to do better and better."(S5)

3.2.4. Seeking Help

Eight of ten students tried to seek help when they did not have sufficient information on the screencast video feedback given. They read the books, browsed the internet, and asked their peers and seniors. The students' statements were as follows

"When the information in the feedback is not enough. I try to search the internet and read several books. It helps me a lot."(S4)

"I ask my friends by calling them and video conference when I do not have sufficient information about the feedback given."(S5)

"I will find the information from my seniors to understand some information in screencast video feedback that I do not know. The senior guided me and provided me with some information."(S6)

3.2.5. Adopting

Five of the ten students adopted the screencast video feedback for their writing. They believed the feedback helped them to make their writing better. The students' claim was as follows.

"I trust and adopt the screencast video feedback given to my writing. "(S3)

"I follow the screencast video feedback to my writing and fix the errors in the grammar , too. "(S10)

3.2.6. Self-Evaluating

Five students self-evaluated their writings to identify what the mistakes were and prevented them from making the same mistake for the next chance.

"I evaluate my writing and check the grammar. I try to improve my writing by elaborating my ideas and correcting grammar." (S4)

"I will try not to write the errors anymore." (S8)

The screencast video feedback triggered the students to construct their self-regulated learning. The students constructed self-regulated learning based on the students' perception of the screencast video feedback: setting goals, self-motivating, monitoring, seeking help, adopting, and self-evaluating.

3.3. Discussion

The first result revealed that the students had a positive perception of screencast video feedback. The students improved their motivation because the lecturer also appreciated their work to be better. The appreciation from the lecturer, such as well-done, and followed by the clear feedback give the students the motivation to revise and edit their writing. This is in line with students having a positive perception of screencast feedback in ESL writing [11], blended learning [12], and academic writing [13]; positive feedback could trigger students learning [2], and lead to the student's motivation [14].

Positive feedback also helped the students to improve their writing. This aligns with the feedback, which also improves the students' performance[15–17]. When the students have positive feedback from the lecturer, they will develop their writing and fix their errors[18]. Although the screencast video feedback has limited interaction, the student can still construct self-regulated learning to overcome the problem.

The students constructed their self-regulated learning in responding to the screencast video feedback. They did it to develop their writing. This aligns with feedback that can stimulate the students to self-regulated learning[15,19]. The students emerge from self-regulated learning such as setting goals, self-motivating, monitoring, seeking help, adopting, and self-evaluating in their writing.

4. Conclusion

The students have a positive perception of screencast video feedback. The students also construct their self-regulated learning, such as setting goals, self-motivating, monitoring, seeking help, adopting, and self-evaluating their writing. The findings of this research can give insight to the lecturer whether they correctly give feedback, can be understood by the students, and develop the students' writing or not. This study reveals the benefits to English lecturers to enhance the quality of the feedback in teaching writing. The future experiment can also explore the students' perception of other skills using screencast video feedback and investigate the students' self-regulated learning.

Acknowledgements

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