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JOURNAL OF RESPONSE TO WRITING

Audiovisual Commentary as a Way to Reduce Transactional Distance and Increase Teaching Presence in Online Writing Instruction: Student Perceptions and Preferences

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The rapid increase in online learning programs has led to an increase in the number of students taking composition courses online. As a result, there is a need to develop teaching practices and approaches to feedback designed specifically for online learning environments, which serve a largely nontraditional student population. Addressing a current gap in the literature regarding approaches to feedback that meet the needs of nontraditional students, this quasi-experimental study used a process model of composition and post-positivist and social constructivist epistemological orientations to measure student perceptions and preferences when provided with text-only feedback or a combination of textual and audio-visual commentary. Results indicate that the majority of students, if given the choice, prefer a combination of audio-visual and text-based commentary to textual feedback alone because they consider it helpful and feel that it enhances their overall understanding of instructor feedback by providing more detail and by using auditory and visual modes of communication. Students also liked audio-visual feedback because they considered it a form of personalized and individualized interaction, and some felt that it helped them spend more time and effort on revision.

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Keywords: online learning, feedback, online writing instruction, audio-visual feedback, feedback in online learning environments, writing instruction

Introduction

Online learning has undergone exponential growth within the last 15 years (E. Allen & Seaman, 2013), which has resulted in more students taking freshman composition courses online than ever before (CCCC Committee for Best Practices in OWI, 2013). One of the significant trends in postsecondary education in general, and in online education in particular, is the high number of nontraditional students pursuing higher education. Nontraditional students are those who do not fit into the definition of a traditional student; they are students between the ages 18–24 enrolled full-time in a post-secondary educational institution (Advisory Committee on Student Financial Assistance, 2012). Unfortunately, high enrollment of nontraditional students in online courses and degree programs is coupled with higher attrition rates and lower course satisfaction among online students when compared to onsite students (E. Allen & Seaman, 2010; M. Allen, Omori, Burrell, Mabry, & Timmerman, 2013), which suggests that the needs of online and nontraditional students may not be sufficiently met by online postsecondary environments.

While distance education has been around for over 150 years, online learning and online writing instruction (OWI) are relatively recent developments. As a result, there is a lack of extensive research on effective practices in OWI (CCCC, 2013). Furthermore, the needs of multilingual or nontraditional learners in online settings are either unknown or unaddressed (Hewett et al., 2011). There is evidence that text-based communication, which is the dominant form of computer-mediated communication in online learning environments, does not meet all learners' needs and does not appeal to diverse learning styles (CCCC, 2013; Hewett et al., 2011; Shearer, 2013; Stavredes & Herder, 2013). Text-based communication may pose a particular disadvantage to nontraditional learners who are not used to academic environments, who may come from a socio-economically disadvantaged background, and who are more likely to have completed a GED rather than a traditional high school diploma.

The findings reported here are part of a larger, quasi-experimental, mixed-methods study that aimed to determine whether the use of a combination of audiovisual (AV) and text-based commentary was more effective in promoting substantive revision and improvement in students' writing than the use of text-based feedback alone. The results regarding efficacy of text-based and a combination of text-based and AV feedback based on evaluations of the quality of student final drafts will be reported in a forthcoming publication. The findings reported here focus on student perceptions and preferences regarding text-based and a combination of AV and text-based feedback as reported through surveys and interviews, which constituted the secondary purpose of the larger study.

Overall, the larger study aimed to investigate the use of a combination of text-based and AV commentary as a pedagogical tool within the context of OWI because, with the development of digital technologies, the use of both audio and video communication has become more accessible and widely available, so it is important determine how these new digital affordances can be used to enhance feedback in online learning environments. The efficacy results have been separated to be published elsewhere due the limitations of space; however, within the original study, both efficacy and student perceptions were studied as part of post-positivist and social constructivist approaches to research. Thus, using transactional theory of distance education and the community of inquiry (CoI) theoretical framework, this paper reports student perceptions and preferences regarding textual and multimodal feedback in online composition courses.

Literature Review

Issues with Traditional, Text-based Feedback in Online Learning Environments

As Hewett (2010) has pointed out, in online writing courses, the chances for miscommunication through asynchronous textual communication such as email or written in-text commentary on papers are much higher than in on-site courses because the instructor never sees the student face-to-face and cannot directly clarify any misconceptions the student may have. As both the literature in distance education (Hewett et al., 2011; M. G.

Moore, 2013) and online teachers' personal experiences demonstrate, it is at times easier for the instructor to detect students' confusion or frustration by reading facial expressions or by interacting with students in a personal, real-time, face-to-face format during classroom discussions or during one-on-one chats before class, after class, or during office hours. However, in online learning environments, since there is a time lag between instances of communication, clearing up miscommunications can take several emails over the course of several days. In fact, in a recent survey, online students cited the amount of time that it takes to communicate with the professor and gain clarification as one of the chief disadvantages of online learning (Aslanian & Clinefelter, 2012). Students also pointed out that in addition to requiring a few days to receive clarification, the medium of text poses additional barriers to clarity because written text can be interpreted in multiple ways (Aslanian & Clinefelter, 2012).

In a chapter entitled "The Orneriness of Language," Hewett (2010) has discussed the inherent high chances for miscommunication in OWI as the teacher, who has never seen or met the students, cannot predict how a student will interpret the text. Hewett (2010) conducted a survey exploring student and teacher perceptions of six actual comments made by teachers. The results indicated that "the degree of disagreement among students and instructors about the meaning of instructional comments is a potential barrier to student writing development when the instruction occurs online" (p. 109). To address this issue, she has suggested that instructors use "direct, explicit, and interventionist" (p. 108) strategies without worrying too much about politeness. However, this approach can easily backfire in course evaluations because direct or curt comments can often be interpreted as impolite by students. Audio-visual commentary can help overcome this problem of tone and lack of nuance inherent in textual communication by adding a personal voice and potentially friendly tone to the interaction with the student.

The rapid development of Web 2.0 tools and new digital technologies has allowed instructors to engage in multimodal feedback to help overcome the limitations of traditional textual feedback through the availability of audio and video communication technologies. However, despite promising results of preliminary studies that have reported positive responses from

students and instructors regarding the use of audio or AV commentary in composition courses (Anson, in press; Anson, Dannels, Laboy, & Carneiro, 2016; Lancaster, 2016; N. Moore & Filling, 2012; J. Sommers, 2012, 2013; Warnock, 2008, 2009), AV feedback in particular is not yet mainstream in online learning or OWI. Thus, text-based communication remains the dominant form of computer-mediated communication between students and faculty in both onsite and online learning environments (Anson, in press; N. Moore & Filling, 2012; Warnock, 2008, 2009). The aforementioned studies examined student and faculty perceptions of multimodal feedback and did not focus on efficacy; they are cited here because the scope of this paper is also limited to student perceptions of text-based and AV feedback.

The CCCC committee on OWI has recommended that online instructors supplement text-based commentary with audio or video to increase accessibility by meeting diverse students' needs (CCCC, 2013). Thus, there is a need for practitioners and researchers of OWI to use more multimodal tools to meet diverse learners' needs as well as to investigate the effects of these tools on student learning and perceptions of their online educational experiences.

Lack of Studies Regarding Audio and AV Commentary in Online Composition Courses

Since online instruction is relatively new, there is a lack of studies regarding the efficacy of or student perceptions and uses of multimodal feedback. As Bilbro, Iluzada, and Clark (2013) have pointed out, a major gap in the existing literature on audio feedback is the lack of studies after the rapid rise of personal computing and digital tools. The majority of the studies of audio feedback were done before the boom in online education, so they were carried out in on-site courses (Anson, 1997; Bilbro et al., 2013; Dagen, Matter, Rinehart, & Ice, 2008; J. Sommers, 2012, 2013; Still, 2006). There are some recent studies of audio commentary in online courses (Ice, Curtis, Phillips, & Wells, 2007), but not specifically in online composition courses. The results of the aforementioned studies regarding efficacy are mixed, so they do not provide definitive responses regarding the question of whether audio feedback results in higher student writing competency than text-based feedback alone. Regarding perceptions, even though these

studies show positive student responses to audio feedback, the application of their results to online learning environments is rather limited because most of them were conducted in on-site courses where students could see and get to know the teacher on a personal level. As a result of this personal, face-to-face interaction, the impact of audio feedback on student perceptions of their learning experience in on-site courses is not likely to be as strong as in asynchronous online composition courses in which the student has never seen the instructor or heard her voice. In online composition courses, hearing the instructor's voice and "personality" through multimodal feedback is likely to have more of an effect on student perceptions and attitudes toward that feedback than in face-to-face courses in which the student regularly sees and interacts with the instructor. Furthermore, research shows that students interpret instructor comments based on the "context" of the course and the instructor's persona (N. Sommers, 1982; Straub, 1997; Underwood & Tregidgo, 2010), but in online environments, due to the largely text-based and asynchronous modes of interaction between instructors and students, that individual "persona" component of the instructor is often incomplete or missing from students' experience.

There is also lack of studies in the use of AV feedback particularly in online composition courses serving a largely nontraditional student population. While various online institutions offer demographic information about their specific student body, there is no national data regarding the number of nontraditional students in online degree programs and their overall graduation rates (Advisory Committee on Student Financial Assistance, 2012). However, since nontraditional students make up the majority of the student body in all online undergraduate degree programs and since research shows that nontraditional students are more likely to choose distance education than traditional ones (Choy, 2002), it is reasonable to assume that nontraditional students constitute a significant percentage of students taking online courses. According to the U.S. Department of Education's latest profile report of undergraduate students (Skomsvold, 2014), the percentage of 18–23-year-olds who took online courses in 2012 was 27.9%, while the percentages of 24–29-year-olds, 30–39-year-olds, and 40-year-olds and older was 36.5%, 42.6%, and 38.7%, respectively. In

a survey distributed to over 1,500 online students nationwide, respondents cited the ability to balance work, family, and school responsibilities as well as the ability to study anytime and anywhere as the main reasons for choosing online study (Aslanian & Clinefelter, 2012).

Warnock (2008), in an exploratory study of AV commentary in face-to-face courses, found several advantages of AV feedback when compared to text-based commentary, including greater specificity, clarity, and personalization. J. Sommers (2013) also found that students liked receiving multimodal commentary for similar reasons. In a more recent study, Anson et al. (2016) reported that AV feedback facilitated “personal connections between teacher[s] and student[s], creat[ed] transparency about the teacher’s evaluative process and identity, revealed teacher’s feelings, provided visual affirmation, and establish[ed] a conversational tone for the evaluative process” (p. 392). However, both Warnock (2008) and J. Sommers’s (2013) studies were conducted in on-site courses. Only Anson et al.’s (2016) study was conducted using both on-site and online courses; however, it used face-to-face freshman composition courses and online psychology and women’s studies content courses at a traditional, four-year state college. Thus, just as nontraditional students’ needs have remained invisible in mainstream research of student populations, they remain invisible in studies of composition feedback. This study, by using a student population from an online, for-profit institution with a largely nontraditional student profile provides new insights into the pedagogical applications and advantages of using multimodal feedback with nontraditional online learners in composition courses.

Theoretical Framework

The theoretical framework for this study combines the concept of dialogue from Michael G. Moore’s (1993, 2013) theory of transactional distance and the idea of teacher and cognitive presence from the community of inquiry (CoI) model. Chief among theories that have guided research in distance education since the 1970s is Moore’s theory of transactional distance, which explores how differences in space and time between the learner and educator create a psychological and communicative distance resulting in barriers to communication and understanding between

students and instructor. The CoI model (Garrison, Anderson, & Archer, 2000), which was developed as part of a theoretical framework to analyze learning in online environments, supplements and enhances Moore's transactional distance framework (Shearer, 2013).

The concept of feedback, whether in text-based form (using the Insert Comment and Track Changes functions in Word) or AV form (using screen capture software to create feedback videos), relates to the notion of dialogue in M. G. Moore's (1993) theory of transactional distance. Moore defined transactional distance as the "psychological and communication space" (p. 22) between the learner and the instructor, and dialogue as a specific type of interpersonal interaction that is "positive" by being "purposeful" and "constructive," which leads to "improved understanding of the student" (p. 23). Moore distinguished between interaction and dialogue: interaction may be neutral or even negative, and thus is not always conducive to learning, but dialogue always results in construction of new knowledge because it is an exchange in which each party "builds on the contributions of the other" (p. 23). As Moore has explained, the amount of dialogue between instructor and students depends not only on the medium used or the synchronicity of the interaction, but on the richness of the interaction and the degree to which it leads to students' construction of new knowledge.

Moore's (1993) definition of dialogue reflects constructivist educational theories of learning in which the learner builds knowledge through the exchange of ideas with the instructor or other students and relates to the notion of instructor feedback on student papers as dialogue, which is part of contemporary approaches to feedback in composition pedagogy. The role of the writing teacher as facilitator and guide rather than evaluator exemplifies the concept of feedback as dialogue in composition studies, in which the instructor is advised to avoid overtaking students' papers through excessive directive commentary. The notion of one-on-one student-instructor conferences as the most effective approach to feedback in composition pedagogy also stems from constructivist theories of learning as dialogue. However, in asynchronous online learning environments in which students not only have jobs and family responsibilities, but are also located across multiple time zones, synchronous (real-time), one-on-one

conferencing is rarely an option. Online students prefer the flexibility of asynchronous communication (Aslanian & Clinefelter, 2012) because they like having the freedom of studying whenever and wherever they choose based on their personal schedules and preferences. Thus, since AV feedback adds a personal, conversational component to feedback without the added demand of meeting with the instructor at a particular time and place, it may be a viable way of reducing transactional distance between instructors and students. Through increased dialogue, AV feedback allows the transmission of information in a clear and informal style. An additional benefit is that the amount of information conferred in AV feedback is naturally more than the amount that would be possible in a written communication; Anson et al. (2016) found that a 5-minute Jing video averaged 745 words per paper while teachers' written responses averaged 109 words per paper. In addition to higher quantity of feedback received, each student has the flexibility and choice of watching the video whenever, wherever, and as many times as she needs.

According to the CoI model, deep and meaningful online learning occurs through the interaction of social presence, cognitive presence, and teaching presence (see Figure 1).

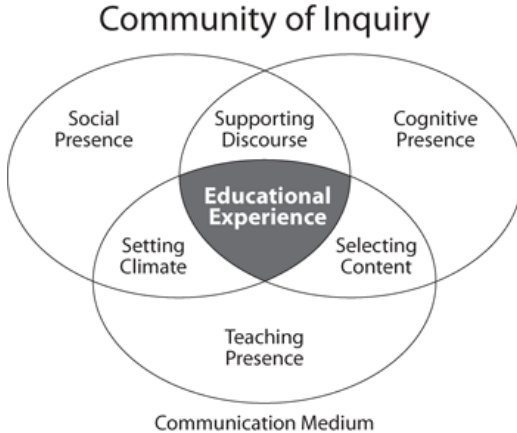


Figure 1. Community of inquiry theoretical framework. Elements of an educational experience. Reprinted from “Critical Inquiry in a Text-based Environment: Computer Conferencing in Higher Education,” by D. R. Garrison, T. Anderson, and W. Archer, 2000, *The Internet and Higher Education*, 2, p. 88. Copyright 2000 by Elsevier. Reprinted with permission.

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AV feedback has the capacity to influence all three components of the CoI model. As Shearer (2013) has explained, there is an overlap between the key variables of transactional theory and the CoI model. For instance, cognitive presence is similar to the idea of dialogue because the student builds knowledge through interaction with the instructor or peers. Alternatively, the concept of teaching presence is similar to the notion of transactional distance as manifested through structure, dialogue, and autonomy. Social presence is not part of the theory of transactional distance, but research into its importance in online education (Picciano, 2002; Swan, 2002; Tu, 2002) has shown that students' increased sense of psychological connection to the course, the teacher, and fellow students may increase students' satisfaction with their educational experience (Shearer, 2013).

AV commentary also relates to teaching presence because it is an instance of direct instruction. It may also play a role in social presence because the teacher's voice and tone can add a personal touch to the nature of communication with her student. Open communication and emotional expression are part of social presence, and the use of video and other Web 2.0 tools help the instructor be "real" in a virtual environment (Shearer, 2013).

Research Purpose

The purpose of this study was to investigate student perceptions and preferences when experiencing AV feedback as a pedagogical tool in online composition courses. Henceforth, AV+T is defined as a combination of audio-visual (AV) and text-based (T) commentary created using screen capture software and the Insert Comment function in Microsoft Word; text-based feedback (T) is defined as commentary created using text only through the Insert Comment function in Word. Students who received AV+T had a Word document with some written comments locally connected by text balloons as well as text-based comments at the end of their essay drafts. In addition, they received a video link to a 5-minute screencast in which the instructor commented on various components of the paper as they were displayed on the screen (see Appendix A). In contrast, students who received T had access only to written comments inserted in the margins and at the end of the paper.

Research Questions

1. What are online writing students' perceptions of AV+T compared to T?
2. What are online writing students' preferences for AV+T compared to T?

Methodology

Research Design

This mixed-method, quasi-experimental study was based on post-positivist and social constructivist epistemological orientations as defined by Creswell (2009). As shown in Figure 2, within this quasi-experimental design, the intervention, or independent variable, was the types of feedback students received (AV+T or T) from all of the teachers. Even though all students received feedback, within the framework of this study, text-based feedback was not considered an intervention because it is the usual type of feedback students receive; only AV+T was categorized as an intervention.

Teacher 1: Course # 1 ⇨ writing assignment draft ⇨ T ⇨ Student final product
Teacher 2: Course # 2 ⇨ writing assignment draft ⇨ T ⇨ Student final product
Teacher 3: Course # 3 ⇨ writing assignment draft ⇨ T ⇨ Student final product
Teacher 1: Course # 4 ⇨ writing assignment draft ⇨ AV+T ⇨ Student final product
Teacher 2: Course # 5 ⇨ writing assignment draft ⇨ AV+T ⇨ Student final product
Teacher 3: Course # 6 ⇨ writing assignment draft ⇨ AV+T ⇨ Student final product

Figure 2. Quasi-experimental research design. T = control group, AV+T = experimental group.

Course

The study was conducted using six sections of an online freshman composition course at a for-profit university with over 40,000 online

learners. The course was one of the first general education courses that newly enrolled online students are required to take.

Instructors

Three instructors were chosen for the study based on a call for participation. Each of the instructors had a master of arts degree in English literature or composition and rhetoric with over 10 years of teaching experience. The instructors were compensated for their participation in the study.

Participants

Participants ($N = 55$; 65% female) for the study were chosen on a volunteer basis from six freshman composition courses. Even though many students in the six courses chosen for the study agreed to participate by signing consent forms at the beginning of the quarter, not all participants completed all components of the study, which included (a) submitting a first draft of the final project essay, (b) submitting a second or final draft of the final project essay, and (c) completing a feedback survey.

Instrumentation

Two surveys (see Appendix B and C) were given based on whether students received T or AV+T feedback. The surveys were designed to be as parallel as possible, but they are naturally different because some questions apply only to AV+T feedback. The two versions of the survey were designed with maximum effort to avoid question bias that may favor one form of feedback over the other.

The feedback surveys were developed to assess the degree to which students' perceptions of feedback received corresponded to components of effective feedback as determined through a literature review of feedback within the context of a process approach to writing development. Effective teacher commentary should be clear and conducive to revision (Beach & Friedrich, 2006; Chanquoy, 2009; Hewett, 2010; Straub, 1996, 1997, 1999, 2000, 2006). For first drafts, it should focus on higher order concerns (HOCs) such as task fulfillment, content, and organization. Furthermore, it should not only explain *what* needs to be revised, but also *how* the student should revise (Beach & Friedrich, 2006). As illustrated in Table

2, the first part of the survey assessed student perceptions of feedback in terms of helpfulness, focus, and usability for revision. The second section of the survey was adapted from Anson’s (in press) study and focused on student perceptions of the instructor’s attitude and personality. The final section focused on students’ preferences.

Table 2

Components of Feedback Measured in Survey and Their Corresponding Questionnaire Items

Components of student perceptions of feedback measured	AV+T Survey	T Survey
Section 1		
Feedback quality	6	5
Feedback quantity	7	6
Helpfulness of feedback for revision	8, 11	7, 9
Time spent using feedback	9, 10	8
Feedback focus	12, 13	10
Feedback clarity	11, 14	9, 11
Ways of enhancing feedback	15	12
Section 2		
Student perceptions of instructor’s interpersonal and emotional approach to the student through feedback	11, 17, 18	9, 13, 14
Section 3		
Student feedback preferences	14, 19	11, 15
Student experiences with types of feedback	20	16

Procedures

A pilot of the study was conducted in a course taught by the researcher. During the pilot, the feedback survey and interview questions were validated and refined.

Before the beginning of the course, three instructors who volunteered to participate in the study were trained in the use of Jing, a screen capture software that was used for providing AV commentary on student work.

The training was carried out using Google Hangout. To lessen the potential effect of individual instructor approaches to feedback, several norming sessions were conducted to ensure that the content and focus of the feedback provided was the same regardless of the medium used (text or text and video).

The guidelines to feedback were adapted from those provided in *The Online Writing Conference: A Guide for Teachers and Tutors* by Hewett (2010). The instructors were encouraged not to think of video feedback as a replacement of content covered in text, but rather as a supplement to the text. The only component of the feedback in which the video could replace text was in the mini lesson regarding an HOC. The rationale for this was to see whether hearing the same information orally or reading it in text format affected students' understanding and use of the feedback in their revision process.

Instructors were asked to focus 80% of their comments on HOCs, and no more than 20% on lower order concerns (LOCs) as shown in Table 3. During the training, the instructors were also provided with sample drafts of student papers from the pilot of the study for training purposes. They were asked to provide sample feedback following the guidelines shown in Table 3, and the researcher responded to their feedback in order to ensure that 80% of their feedback focused on HOCs. In addition, during the actual week of data collection, when instructors were providing feedback on students' first draft submissions, the researcher checked both T and AV+T feedback that the instructors provided to ensure that the feedback adhered to the agreed upon guidelines in Table 3. The instructors were successful in providing feedback that mostly focused on HOCs.

Table 3

List of Higher to Lower Order Concerns that Instructors Addressed in both Text and AV+T Feedback Organized in Order of Priority

Higher Order Concerns	
1.	Task fulfillment <ul style="list-style-type: none"> - Following directions (word count requirement, required number of outside sources, APA format) - Thesis that responds to assignment prompt
2.	Content <ul style="list-style-type: none"> - Originality and appropriateness of thesis - Development of ideas - Use of sources to support ideas - Avoiding plagiarism
3.	Organization <ul style="list-style-type: none"> - Logic of whole essay-level organization - Paragraph topic sentences and their relation to thesis - Organization of ideas within paragraphs
4.	Purpose and audience <ul style="list-style-type: none"> - Using tone and style appropriate for an academic audience - Adhering to purpose of argumentation
Lower Order Concerns	
1.	APA formatting <ul style="list-style-type: none"> - Title page, in-text citation format, reference list format
2.	Grammar, Mechanics, Punctuation <ul style="list-style-type: none"> - Fragments, run-ons, spelling errors, and so on

Throughout the 10-week quarter, each of the three instructors taught two courses. Instructors were randomly assigned to provide AV+T feedback in one of their course sections, and only T feedback in the second section. The rationale for this was to control for the teacher as a variable. As Beach (1992) has explained in his guidelines for composition research, whenever possible, subjects in both experimental and control groups should have the same instructor and same materials to control for intervening variables.

In each course section, all subjects had the same teacher and access to the same online course content.

During the eighth week of the term, students submitted the first drafts of their essays via an online discussion forum, and instructors provided them feedback by email within three days. The assignment was a research-based argumentative essay of 900 words in length. The researcher collected the first drafts of student papers through her direct access to the course. Then, the instructors forwarded to the researcher copies of the feedback they had sent to students by email. As soon as the researcher saw that the student had received T or AV+T feedback, she forwarded the student a request to complete T (Appendix B) or AV+T (Appendix C) surveys through Survey Monkey. After receiving feedback from the instructor, students had five days, including a weekend, to revise their essays and submit final drafts for grading. Based on a poll that was emailed to students at the end of week 9, all students reported that they had sufficient time to complete all revisions, so time was not an intervening factor in type and quality of revisions completed.

Interviews

In the feedback survey, students were given the opportunity to volunteer for a semistructured phone interview (see interview script in Appendix D). The researcher interviewed nine students who had volunteered during the last week of the course using Google Talk's phone and recording features. Five of the interviewees had received AV+T feedback, and four had received T feedback.

Results

What Are Online Writing Students' Perceptions of AV+T Compared to T?

After sample collection, an a posteriori power analysis was conducted to determine the power of the study to detect differences between the two groups given the sample size of the two groups. Assuming a type I error of .05 and sample sizes of $n = 31$ and $n = 24$, respectively, using a student's t -test, the study has an 82% power to detect differences between both groups of an effect size of .8 (large effect size). The power calculations were done using G*Power 3.1.

To analyze differences in student perceptions of feedback between groups of students who received T and AV+T feedback, an independent samples *t*-test was conducted to compare students' responses to pertinent survey questions regarding their perceptions of the feedback they received.

Quality, quantity, and helpfulness of feedback.

As evident in Table 4, even though students who receive AV+T showed a slightly higher level of satisfaction overall with the quantity, quality, and helpfulness of the feedback than did the students who received T feedback, there were no statistically significant differences in the aforementioned categories between the T and AV+T groups. The perceptions of helpfulness should not be confused with effectiveness of feedback, which were addressed in the larger study and will be presented in a forthcoming publication.

An analysis of the student perceptions of the overall effectiveness of feedback, as measured through survey questions 9–16, reveals that students who received AV+T feedback rated the overall effectiveness of the feedback higher ($M = 37.54, SE = .97$) than did the students who received T feedback ($M = 36.52, SE = .68$) and even though this difference, 1.03, 95% CI [-3.34, 1.3], was not significant, $t(53) = -.89, p = .37$, it did represent a medium-sized effect, $d = .27$.

Table 4

Student Evaluation of T and AV+T Feedback Based on Responses to Survey

Components of feedback measured and associated survey questions	T (n = 31)			AV+T (n = 24)			t(53)	p	95% CI		Cohen's d
	M	SD	SE	M	SD	SE			LL	UL	
Satisfaction with quality of feedback (4)	6.23	.76	.13	6.29	.75	.15	-.32	.75	-.48	.35	.08
Satisfaction with quantity of feedback (5)	6.06	1.06	.19	6.17	1.13	.23	-.34	.73	-.7	.49	.1
Helpfulness of feedback (6)	6.35	.76	.14	6.38	1.17	.24	-.08	.94	-.54	.5	.04
Overall effectiveness of feedback (9–16)	36.52	3.79	.68	37.54	4.75	.97	-.89	.38	3.34	1.29	.27

Note. CI = confidence interval; LL = lower limit; UL = upper limit.

^a N = 55

Perceptions of personal nature of interaction.

As Table 5 illustrates, a *t*-test analysis of student responses to survey questions 34–36, which measured the degree to which students perceived the instructor’s feedback as personal, indicates that overall, students who received AV+T feedback found the feedback more personal ($M = 13.52$, $SE = .43$) than did the students who received only T feedback ($M = 11.94$, $SE = .46$). This difference, -1.58 , 95% CI $[-2.9, -.27]$, was significant, $t(52) = -2.42$, $p = .02$.

Table 5

Student Perceptions of Having a Personal Interaction with Instructor in Relation to Receiving T or AV+T Feedback

Components of feedback measured	T (N = 31)			AV+T (N = 23)			t(52)	p	95% CI		Cohen's d
	M	SD	SE	M	SD	SE			LL	UL	
Perception of having a personal and human relationship with professor (34)	4	1	.18	4.61	.58	.12	-2.6	.01*	-1.08	-.14	.61
Feeling like meeting with professor to discuss writing in person (35)	4	.93	.17	4.52	.9	.19	-2.07	.04*	-1.03	-.02	.56
Feeling of having a personal conversation with instructor (36)	3.94	.96	.17	4.39	.89	.19	-1.77	.08**	-.97	.06	.47
Overall interaction (34–36)	11.94	2.57	.46	13.52	2.09	.43	-2.42	.02*	-2.9	-.27	.61

Note. CI = confidence interval; LL = lower limit; UL = upper limit.

* $p < .05$. ** $p < .1$.

Students who received AV+T feedback showed higher levels of agreement with the statement that the feedback made them feel like they had a “personal and human relationship with the professor” ($M = 4.61$, $SE = .12$) than did students who received T feedback only ($M = 4$, $SE = .18$). This difference, $-.61$, 95% CI $[-1.08, -.14]$, was significant, $t(52) = -2.6$, $p = .01$. Furthermore, Cohen’s effect size value ($d = .61$) suggested a moderate to high significance.

Students who received AV+T feedback also showed higher levels of agreement with the statement that receiving video feedback was “like

meeting with the professor to discuss [their] writing in person” ($M = 4.52$, $SE = .12$) than did students who received T feedback only ($M = 4$, $SE = .17$). This difference, $-.52$, 95% CI $[-1.03, -.02]$, was significant, $t(52) = -2.07$, $p = .04$. Furthermore, Cohen’s effect size value ($d = .56$) suggested a moderate to high significance.

There was also a statistically significant difference in the degree to which students who received AV+T feedback agreed with the statement that receiving video feedback was “like having a personal conversation with the instructor” ($M = 4.39$, $SE = .19$) versus students who received T feedback only ($M = 3.94$, $SE = .17$). This difference, $-.46$, 95% CI $[-.97, -.06]$, was marginally significant, $t(52) = -1.77$, $p = .08$. Furthermore, Cohen’s effect size value ($d = .47$) suggested a moderate significance.

The difference in student responses between the T and AV+T groups is less significant in the question that described the feedback in terms of having a personal conversation with the instructor ($p = .08$) than in the previous two questions that described the feedback as indicative of a “personal and human relationship” with the professor ($p = .01$) and compared it to “meeting with the professor to discuss [student] writing in person” ($p = .04$). Student responses to the open-ended section of the survey that asked them to clarify their answers helps explain the reason for students’ lower level of agreement with the idea that AV feedback is like having a personal conversation with the professor. Out of the seven students who explained their responses, four said that AV feedback was not like a true conversation because it was “one-sided” and did not allow for immediate follow-up questions and responses. As one student stated, “I disagree that the video is like a conversation as I was unable to ask any questions at the time.” However, four out of the seven students also indicated that they liked the feedback because it was more personal or because it was helpful. As one student stated, “I think the video helped me more than typed comments.” A third student said: “It was awesome to hear the feedback.” Another student commented, in relation to AV+T feedback: “I would love to have more of these in the future. They really help.” Thus, even though students did not view the video feedback as a true conversation, they liked receiving it and found it helpful.

Student perceptions of the instructor's attitude.

A comparison of the positive and negative student perceptions of the instructor's attitude, as measured through student responses to questions 37–50, indicates that there was a difference in the degree to which students who received AV+T feedback agreed with the positive adjectives describing the feedback ($M = 31.74$, $SE = .88$) versus students who received T feedback ($M = 29.55$, $SE = .8$). This difference, -2.19 , 95% CI $[-4.6, -.22]$, was marginally significant at $t(52) = -1.83$, $p = .07$. Furthermore, Cohen's effect size value ($d = .49$) suggested a moderate significance.

What Are Online Writing Students' Preferences of AV+T Compared to T? Student preferences.

Of the 31 students who received only T feedback, when asked which type of feedback they would prefer (out of typewritten comments only, voice-recorded comments only, screen capture video only, combination of typewritten comments and voice-recorded comments, and combination of typewritten comments and screen capture videos), 80%, said they would prefer typewritten comments only, 12% said they would prefer a combination of typewritten and voice-recorded commentary, one student expressed preference for voice-recorded commentary only, and one for a combination of typewritten comments and screen capture video. On the other hand, out of the 23 students who had received AV+T, 65% said they would prefer a combination, and 13% said they would prefer text and audio, so 78% said they would prefer multimodal feedback (a combination of text and/or audio). Only five students (21%) who had experienced both video and text chose text-only feedback as their preferred mode of feedback, and one student chose only screen capture video as the preferred mode. Thus, it seems that the majority of students who experienced multimodal feedback consisting of a combination of video and text would prefer to receive such feedback in the future. One possible limitation of this result is that both groups showed preference for the type of feedback that they received. However, the fact that the AV+T group, which experienced *both* text and video commentary, showed preference for such a combination suggests that if the text-only group had also been exposed to video commentary, they

may have shown preference for AV+T type of feedback as well. An inquiry into this hypothesis could be an area of future research on the subject.

Interview Results

Of the four students who received only T feedback, all indicated that they found the feedback clear and that they used it for revision, some by printing it out. Of the five students who received AV+T feedback, four watched the video two or three times and used both the video and the textual commentary for revision.

All five of the interviewees who had received AV+T feedback, when asked about which type of feedback they would prefer, indicated that if given the choice, they would prefer to get both text and AV feedback. Of the four students who received T feedback, one said she felt getting only text was sufficient, but three other students said if given the choice, they would prefer to get both video and text.

One reason students liked AV feedback was that they felt it enhanced their understanding and learning. Four of the five students who experienced AV+T used the word *helpful* to describe the feedback. As one student said, it helped the information “stick more in my brain. . . . Then I had the visual. She orally said it and I was watching on the screen as she was going through my paper.” The combination of video and audio helped students understand the information more clearly and appealed to visual and auditory learners. As one student said, “Personally, I find it easier to learn from hearing and doing than I do just reading stuff.” For some students, AV feedback enhanced understanding because it provided more detail and more in-depth commentary than textual comments alone. Several students described the video, when compared to text, as “more insightful and helpful” and “more in-depth.”

Two students indicated that compared to text, AV feedback was more conducive to revision. One student said that the video enhanced her understanding of how to revise through the teacher’s “tone and attitude toward the paper.” Another student said: “Whenever I saw the video, it suddenly just hit me that ‘Oh, this is really what I need to be doing, instead of this.’ I really had more of a comprehension whenever I saw the video versus just the text.” Another student said that when receiving written

comments, she usually just “skims” over them and does not spend much time revising, but seeing the video aroused her interest and she felt herself “drawn into the video.” As a result, she paid closer attention to what needed to be revised in her paper.

Finally, there were two students who were not satisfied with the nature of their interaction with the instructor throughout the course, which took place through weekly synchronous webinars, asynchronous discussion board posts, email correspondence, and feedback on other course assignments. Interestingly, both of these students considered the AV feedback the highlight of their interaction with the instructor. The first student, despite receiving video commentary that was only around 2 minutes in length because she did not need to make many revisions on her paper, thought that the AV feedback was “the most helpful that the professor had been throughout the course. That was the first time that she actually gave me a review as an individual person rather than giving an overall review of the class and things that we all needed to work on.” The second student stated: “She only really gave good feedback when she gave the video. That one was very detailed because it was going over what our final project was. Other than that, the feedback was very minimal. At least from my perspective, I had very minimal feedback.” Overall, it seems that students’ reactions to receiving AV feedback in addition to text were overwhelmingly positive, even among students who were unsatisfied with the instructor.

Discussion

The survey and interview results indicate that students who received AV+T rated their interaction with the instructor as more personal than those who received only T. The interview results also indicate that students found a combination of text-based and AV commentary to be clearer and more conducive to revision than T feedback alone. These findings suggest that AV commentary, by increasing dialogue and reducing transactional distance, may be an effective way to support learners in OWI. Moore (2013) considers a video podcast regarding course content as less dialogic than a spontaneous student–instructor interaction in Second Life because the video podcast is generic while a spontaneous interaction with a student is

individualized. Based on this line of logic, video feedback, by being highly individualized based on the students' needs identified in the draft of a paper, is highly dialogic. Furthermore, since the medium of video allows for a higher quantity of information, more elaboration of textual comments, and a more conversational style than text-based commentary communication (Anson, 1997; J. Sommers, 2013; Warnock, 2009), it has the potential to be highly dialogic. Since AV commentary also allows for the personality of the teacher to be more visible through voice and tone, the psychological distance between the instructor and student may be reduced.

Based on the CoI model of learning, AV feedback could relate to cognitive, social, as well as teaching presence. Audio-visual feedback may play a role in social presence because the teacher's voice and tone can add a personal touch to the nature of communication with her student. According to the CoI model, open communication and emotional expression are part of social presence and the use of video and other Web 2.0 tools help the instructor express their identity and personality in a virtual environment (Shearer, 2013). Within the CoI model, AV feedback also relates to cognitive presence because exchange of information and resolution of student misconceptions is part of cognitive presence. Through feedback in OWI, the teacher aims to diagnose and clear up student misconceptions or barriers to student achievement of the course learning outcomes.

In addition to social and cognitive presence, AV commentary also relates to teaching presence because it is an instance of direct instruction. When providing feedback in online writing courses, instructors are advised to complete "mini lessons" (Hewett, 2010, p. 97) based on student needs identified in the paper. Audio-visual communication is particularly useful for this approach because the instructor can easily navigate through the online course and capture her screen as she refers to various components of the course content throughout the screencast. For instance, if she notices that a student has numerous run-on sentences in the essay, she can open a PowerPoint presentation posted in the course and quickly explain the relevant grammatical rules. Thus, this instance of individualized instruction that helps the learner construct knowledge through the course content can enhance learning by increasing both cognitive and teaching presence as conceived in the CoI model.

Limitations

One of the limitations of this study was the sample size ($N = 54$). Even though the sample was drawn from a pool of 180 students enrolled in six online composition course sections, the large attrition rates and difficulty in connecting with online students for consent signatures reduced the total number. While this number was considered sufficient based on statistical power analysis as well as a review of composition research, it would be useful to conduct larger scale studies in online universities.

Conclusion

Audio-visual feedback in online learning environments may help enhance revision practices and writing competency, increase accessibility, reduce transactional distance, and increase cognitive and teaching presence. The majority of students exposed to a combination of textual and AV feedback, if given the choice, prefer AV+T feedback to T alone because they consider it helpful and feel that it enhances their overall understanding of instructor feedback by providing more detail and by appealing to auditory and visual learning styles. Students also liked AV feedback because they considered it a form of personalized and individualized interaction with the instructor, and some felt that it helped them spend more time and effort on revision.

The results of this study support the use of AV+T as a pedagogically sound approach in OWI. They also confirm findings of previous research (Clark, 1985) that multimodal feedback may be particularly helpful for basic writers who may lack strong reading skills. The fact that 78% of students who experienced AV+T indicated that they would prefer to get some form of a combination of text and video or audio commentary rather than just text-based feedback corresponds to previous research that has shown that students overwhelmingly prefer multimodal feedback and would like to receive some form of a combination of text and video or audio (C. M. Anson et al., 2016; Cryer & Kaikumba, 1987; Ice et al., 2007; Kates, 1998; Kirschner, 1991; N. Moore & Filling, 2012; Pearce & Ackley, 1995; Sipple & Sommers, 2005; J. Sommers, 2013). To increase the quality of online course delivery, institutions offering online courses should integrate interactive use of audio and video-mediated communication methods into online

feedback delivery systems in order to meet diverse and nontraditional learners' individual needs. Some tools, such as Canvas, are already available, yet they are not widely implemented in online management systems. However, they have the potential to enhance students' online learning experience and course satisfaction.

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APPENDIX A

Student View of Audio-Visual Feedback

Student view on computer screen



“To be or not to be that is the question, Tis nobler in the mind to suffer the slings and arrows of outrageous fortune or take up arms against a sea of troubles, and by opposing end them” (Chasen, 2012). Why dying people should be kept on life support, what are the implications of having a person on life support for an undetermined length of time? I believe it is ethically and morally wrong to take another person life as every life is a gift to the world, a gift in which we all are fortunate to have. How can we justify our actions or the actions of a physician that is willing to administer life ending support? This is not an answer but a question a question of consciousness a question that has no easy answers too. It is at times easy to justify what we think is right from wrong or to be critical of the opinions and actions of others. If it was someone you know and love could you pull the plug and end their life no matter the circumstance or the financial cost of keeping your loved one alive. We need to consider the legal problems that are undoubtedly to surface from such actions in accordance to state and federal laws.

Background

Comment [A1]: Actually, that quote is from Shakespeare's Hamlet, so not sure who Chasen is

Comment [A2]: proof

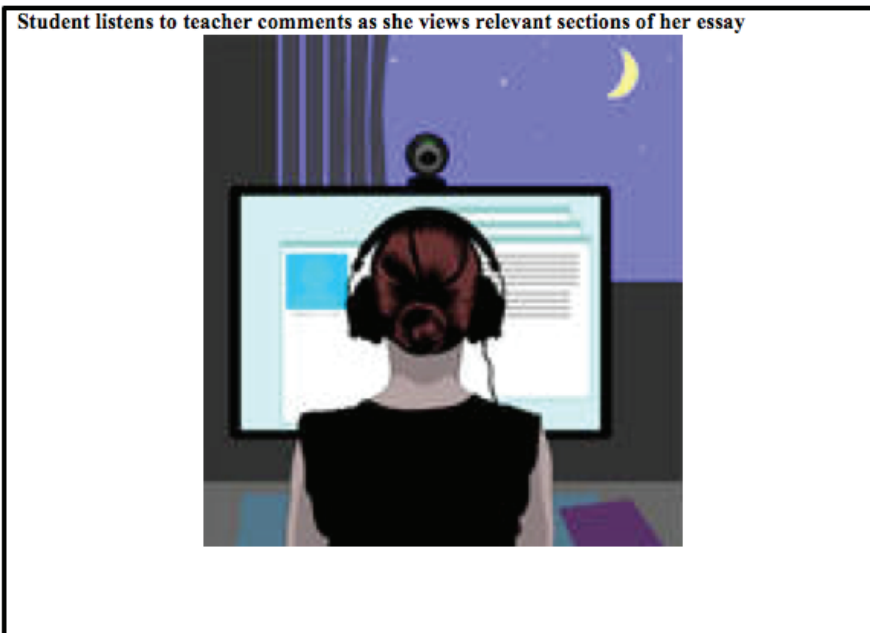
Comment [A3]: take out

Comment [A4]: if someone is in chronic pain, their life I'm sure doesn't feel like a gift

Comment [A5]: p

Comment [A6]: not an effective thesis

State at least 3 reasons you are against



Grigoryan, Anna. (2017). “Audiovisual Commentary as a Way to Reduce Transactional Distance and Increase Teaching Presence in Online Writing Instruction: Student Perceptions and Preferences.” *Journal of Response to Writing*, 3(1): 83–128.

APPENDIX B

Feedback Survey for Students in T Group

INTRODUCTION

You have agreed to participate in a study about student perceptions of feedback delivered using screen-capture videos and/or typewritten comments in online composition courses.

Please complete the following survey regarding your instructor's feedback on the draft of your final project assignment.

This survey will take approximately 20 minutes to complete. *This survey is designed to protect your identity and confidentiality. Your instructor will not have access to the responses provided.*

Upon completion of this survey, you will receive a \$25 Amazon gift card for your time.

Thank you again for your participation in the study!

*** 1. First and last name.**

*** 2. The feedback I received was in the form of (choose one):**

- Typewritten comments only
- Typewritten comments and a screen-capture video

*** 3. Do you feel like you were given enough time to revise the first draft of your essay and submit a final draft?**

*** 4. Did you have time to address *all* of the comments the teacher made on the first draft of your essay? Please explain.**

Directions: Please answer the following questions regarding the feedback you received on the first, rough draft of your final project assignment, which was submitted in **Unit 8 Discussions**.

*** 5. Overall, how satisfied are you with the quality of feedback you received on your final project assignment?**

Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Neither satisfied nor unsatisfied	Unsatisfied	Very Unsatisfied	Extremely Unsatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 6. Overall, how satisfied are you with the quantity of feedback you received on your final project assignment?**

Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Neither satisfied nor unsatisfied	Unsatisfied	Very Unsatisfied	Extremely Unsatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grigoryan, Anna. (2017). "Audiovisual Commentary as a Way to Reduce Transactional Distance and Increase Teaching Presence in Online Writing Instruction: Student Perceptions and Preferences." *Journal of Response to Writing*, 3(1): 83–128.

***7. The feedback is intended to help you revise your paper. How helpful was your instructor's feedback in helping you revise your draft?**

Extremely Helpful	Very Helpful	Somewhat Helpful	Neither helpful nor unhelpful	Unhelpful	Very Unhelpful	Extremely Unhelpful
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you use the feedback for revision? If so, in what way?

***8. How much time do you estimate you spent reading through and thinking about the typewritten comments your instructor made on your project assignment?**

- I did not read the comments
- Less than 5 minutes
- Between 5 and 10 minutes
- Between 10 and 15 minutes
- Between 15 and 20 minutes
- More than 20 minutes
- Other (please specify)

***9. Please rate how strongly you agree or disagree with each of the following statements regarding the feedback you received from your instructor on the rough draft of your final project assignment.**

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
The feedback is easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback is useful for revising my paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback helps me understand what I need to improve in my paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback helps me understand how to improve my paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback helps me understand and/or apply class readings and materials to revising my paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I now know the steps I need to take to revise and improve my paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback meets my needs at this point of my writing development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback shows that the instructor cares about me as an individual person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***10. Rate the top 5 aspects of your paper on which the teacher focused on in her feedback where 1 = most focus and 5 = least focus.**

	1	2	3	4	5
Focus on task (following directions, fulfilling the assignment or task requirements)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appeal to audience (meeting the needs of intended audience of paper, formal vs. informal tone)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Purpose (to inform, persuade, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content or ideas (may include thesis, topic sentences, main ideas, and paragraph development)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structure/Organization (may include location of topic sentences, use of transitions within and between paragraphs, organization of ideas inside paragraphs, overall order of paragraphs within the essay, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of sources (avoiding plagiarism, APA citations)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar, punctuation, mechanical errors (spelling, comma use, conjunctions, avoiding fragments and run-ons, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***11. The easiest way for me to understand feedback about my writing is through:**

- Specific written comments inserted in the paper itself
- General written comments provided at the beginning or end of the paper
- Both:** general comments at the beginning or end of paper **and** specific comments inserted throughout the paper
- Other (please specify)

***12. How could the feedback have been improved?**

***13. Please rate how strongly you agree or disagree with each of the following statements regarding the feedback you received from your instructor on the rough draft of your final project assignment.**

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
The written feedback on my paper made me feel like I had a personal and human relationship with my professor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The written feedback on my paper made me feel like I was having a personal conversation with the instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading the written feedback on my paper is like meeting with my professor to discuss my writing in person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***14. Please rate how strongly you agree or disagree with each of the following statements regarding the feedback you received by choosing the option for the term that best matches your experience. You may explain your answers in the area marked "Comments."**

Based on her written feedback on my project assignment, the instructor seemed:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Concerned about my success in the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uncaring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unfriendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discouraging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical in her feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Constructive in her feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unconcerned about my success in the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unsupportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impersonal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments/Explanations

***15. Please choose the method of feedback you would most prefer your writing instructors to use.**

- Typewritten comments inserted into the margins and at beginning or end of paper
- Voice-recorded feedback **only**
- Feedback delivered through screen-capture videos **only** (*screen-capture videos are like YouTube videos in which the teacher scrolls to different parts of the paper displayed on the screen and talks to the student providing feedback on the assignment*)
- A combination of typewritten comments inserted into the paper **and** voice-recorded feedback
- A combination of typewritten comments inserted into the paper **and** screen-capture videos
- Other (please specify)

*** 16. Before this study, in what formats had you received feedback on your writing from previous instructors? Check all that apply.**

- Handwritten comments in the margins and at the end
- Typewritten comments inserted into the margins and at beginning or end of paper
- Screen-capture videos (**screen-capture videos** are like YouTube videos in which the teacher scrolls to different parts of the paper displayed on the screen and talks to the student providing feedback on the assignment)
- Tape-recorded or other voice-recorded comments
- Face-to-face meeting with the instructor
- Other (please specify)

*** 17. Did you grow up in a household that spoke a language other than English at home?**

- No
- Yes

If yes, what language?

*** 18. Would you be available to participate in a 20 minute interview conducted by phone or Skype? The researcher would simply ask you questions about your experience of being a student in an online composition course. For your participation in the interview, you would receive an additional \$20 Amazon gift card (in addition to the one you are already receiving for your participation in this study).**

- No
- Yes

If you may be interested in participating in the interview, please provide your full name, email, and phone number.

APPENDIX C

Feedback Survey for Students in AV+T Group

INTRODUCTION

You have agreed to participate in a study about student perceptions of feedback delivered using screen-capture videos and/or typewritten comments in online composition courses.

Please complete the following survey regarding your instructor's feedback on the draft of your final project assignment.

This survey will take approximately 20 minutes to complete. *This survey is designed to protect your identity and confidentiality. Your instructor will not have access to the responses provided.*

Upon completion of this survey, you will receive a \$25 Amazon gift card for your time.

Thank you again for your participation in the study!

*** 1. First and last name.**

*** 2. Instructor Name**

*** 3. The feedback I received was in the form of (choose one):**

Typewritten comments *only*

Typewritten comments *and* a screen-capture video

*** 4. Do you feel like you were given enough time to revise the first draft of your essay and submit a final draft?**

*** 5. Did you have time to address *all* of the comments the teacher made on the first draft of your essay? Please explain.**

Directions: Please answer the following questions regarding the feedback you received on the first, rough draft of your final project assignment, which was submitted in **Unit 8 Discussions**.

*** 6. Overall, how satisfied are you with the quality of feedback you received on your final project assignment?**

Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Neither satisfied nor unsatisfied	Unsatisfied	Very Unsatisfied	Extremely Unsatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 7. Overall, how satisfied are you with the quantity of feedback you received on your final project assignment?**

Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Neither satisfied nor unsatisfied	Unsatisfied	Very Unsatisfied	Extremely Unsatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grigoryan, Anna. (2017). "Audiovisual Commentary as a Way to Reduce Transactional Distance and Increase Teaching Presence in Online Writing Instruction: Student Perceptions and Preferences." *Journal of Response to Writing*, 3(1): 83–128.

***8. The typewritten feedback and screen-capture video are intended to help you revise your paper. Taken together, how helpful were both types of feedback in helping you revise your draft?**

Extremely Helpful	Very Helpful	Somewhat Helpful	Neither helpful nor unhelpful	Unhelpful	Very Unhelpful	Extremely Unhelpful
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you use the feedback for revision? If so, in what way?

***9. How much time do you estimate you spent reading through and thinking about the typewritten comments your instructor made on your project assignment?**

- I did not read the comments
- Less than 5 minutes
- Between 5 and 10 minutes
- Between 10 and 15 minutes
- Between 15 and 20 minutes
- More than 20 minutes
- Other (please specify)

***10. How many times did you listen to/watch the screen-capture video with your instructor's comments?**

- I only watched portions of the screen-capture video
- One time
- Two times
- Three times
- Four or more times
- I didn't watch the screen-capture video
- Other (please specify)

***11. Please rate how strongly you agree or disagree with each of the following statements regarding the feedback you received through both typewritten comments and screen-capture video.**

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
The feedback is easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback is useful for revising my paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback helps me understand what I need to improve in my paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback helps me understand how to improve my paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback helps me understand and/or apply class readings and materials to revising my paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I now know the steps I need to take to revise and improve my paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback meets my needs at this point of my writing development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback shows that the instructor cares about me as an individual person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***12. Rate the top 5 aspects of your paper on which the teacher focused in her typewritten comments only where 1 = most focus and 5 = least focus.**

	1	2	3	4	5
Focus on task (following directions, fulfilling the assignment or task requirements)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appeal to audience (meeting the needs of intended audience of paper, formal vs. informal tone)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Purpose (to inform, persuade, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content or ideas (may include thesis, topic sentences, main ideas, and paragraph development)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structure/Organization (may include location of topic sentences, use of transitions within and between paragraphs, organization of ideas inside paragraphs, overall order of paragraphs within the essay, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of sources (avoiding plagiarism, APA citations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar, punctuation, mechanical errors (spelling, comma use, conjunctions, avoiding fragments and run-ons, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***13. Rate the top 5 aspects of your paper that the teacher focused on during her feedback with screen-capture video only where 1 = most focus and 5 = least focus.**

	1	2	3	4	5
Focus on task (following directions, fulfilling the assignment or task requirements)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appeal to audience (meeting the needs of intended audience of paper, formal vs. informal tone)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Purpose (to inform, persuade, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content or ideas (may include thesis, topic sentences, main ideas, and paragraph development)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structure/Organization (may include location of topic sentences, use of transitions within and between paragraphs, organization of ideas inside paragraphs, overall order of paragraphs within the essay, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of sources (avoiding plagiarism, APA citations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar, punctuation, mechanical errors (spelling, comma use, conjunctions, avoiding fragments and run-ons, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***14. The easiest way for me to understand feedback about my writing is through:**

- Comments recorded through screen-capture
- Typewritten comments inserted in the paper itself
- Both:** Typewritten comments **and** screen-capture video
- Other (please specify)

***15. How could the feedback have been improved?**

16. Do you have any other comments about the typewritten and/or screen-capture video feedback you received?

***17. Please rate how strongly you agree or disagree with each of the following statements regarding the feedback you received through screen-capture video only by choosing the option for the term that best matches your experience. You may explain your answers in the area marked "Comments."**

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
The comments provided through screen-capture video made me feel like I had a personal and human relationship with my professor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving comments provided through screen-capture video is like meeting with my professor to discuss my writing in person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving comments provided through screen-capture video made me feel like I was having a personal conversation with the instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

***18. Please rate how strongly you agree or disagree with each of the following statements regarding the feedback you received by choosing the option for the term that best matches your experience. You may explain your answers in the area marked "Comments."**

Based on both, her typewritten comments and screen-capture video feedback, the instructor seemed:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Concerned about my success in the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uncaring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unfriendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discouraging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical in her feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Constructive in her feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unconcerned about my success in the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unsupportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impersonal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments/Explanations

*** 19. Now that you've experienced screen-capture video responses to your writing, please choose the method of feedback you would most prefer your writing instructors to use.**

- Typewritten comments **only** inserted into the margins and at beginning or end of paper
- Voice-recorded feedback **only**
- Feedback delivered through screen-capture videos **only**
- A combination** of typewritten comments inserted into the paper **and** voice-recorded feedback
- A combination** of typewritten comments inserted into the paper **and** screen-capture videos
- Other (please specify)

*** 20. Before this study, in what formats had you received feedback on your writing from previous instructors? Check all that apply.**

- Handwritten comments in the margins and at the end
- Typewritten comments inserted into the margins and at beginning or end of paper
- Screen-capture videos
- Tape-recorded or other voice-recorded comments
- Face-to-face meeting with the instructor
- Other (please specify)

*** 21. Did you grow up in a household that spoke a language other than English at home?**

- No
- Yes

If yes, what language?

*** 22. Would you be available to participate in a 20 minute interview conducted by phone or Skype? The researcher would simply ask you questions about your experience of being a student in an online composition course. Upon completion of the interview, you would receive an additional \$20 Amazon gift card (in addition to the one you are already receiving for your participation in this study).**

- No
- Yes

If you may be interested in participating in the interview, please provide your full name, email, and phone number.

APPENDIX D

Semistructured Interview Script

The interviews were completed at the end of course after students have experienced AV+T and T.

- 1) What is your age?
- 2) What is your major?
- 3) What is your work status?
- 4) Overall, on a scale of 1–10, with 10 being the most satisfied and 1 being least satisfied, how satisfied are you with the course?
- 5) On a scale of 1–10, with 1 being easy and 10 being most difficult, how would you rate the rate of difficulty of the course? Why?
- 6) What did you think about the class that just finished? Did you like it? What would you change? What did you find difficult? What did you find easy?
- 7) How do you feel about writing as a subject? Do you find writing difficult, easy, fun, challenging? How would you describe how you feel about writing as an activity or writing courses?
- 8) How long have you been an online student at this university? Have you been an online student at other institutions? How long have you been an online student or how many online classes have you taken so far?
- 9) Have you taken on-site writing courses before, what kind of feedback did you usually get from the professor and how did you feel about it? Was it useful or did it help your learning? Did you feel like you received enough feedback?
- 10) What about the feedback you received in this course? How does it compare to the type of feedback you have received in online composition courses before?
- 11) Why did you decide to become an online student rather than face-to-face?
- 12) What are some advantages or disadvantages of online learning compared to face-to-face learning? What are some challenges of online learning that you have experienced so far?

- 13) Have you been a face-to-face student before? How was that experience compared to online? Where do you feel like you got more attention or feedback?
- 14) Have you taken a face-to-face college writing course before? How does the feedback in that class compare to this?
- 15) Compared to on-site composition courses, what are some advantages and disadvantages of taking composition courses online?
- 16) In online courses, what kind of feedback do you usually get? Do you find it useful and sufficient in promoting learning?
- 17) Do you have any comments about the use of AV+T feedback and T feedback? Do you think they are both useful or do you like one type more than another? Why?
- 18) How did you use T or AV+T feedback to revise your draft? What is your process for revision?

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