SCHOLARSHIP OF TECHNOLOGY ENHANCED LEARNING

SoTEL

SoTEL Symposium 19-20 February 2020

Incorporating immediate feedback in formative learning checks using H5P

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Submission Type: Brief presentation (20mins + 10minsQ&A)

Keywords: feedback, H5P, active learning, student engagement, blended course delivery

Abstract:

Feedback is regularly used in summative assessment to "...reduce the gap between what is now and what should or could be" (Hattie & Timperley, 2007). However, its use in online learning tools, such as H5P, is somewhat limited to responses such as 'correct' and 'incorrect' which does not inform the learner of how they could improve (Boud and Molloy, 2013).

This demonstration presents a framework for designing scaffolded tasks in H5P (http://h5p.org) which provide opportunities for educators to include feedback to guide the learner towards the expected outcome. The case study uses the H5P object 'Drag and Drop' object and with the 'tip' feature, creates a way for the learner to self-assess and direct their learning, fostering recall and knowledge production. Prompt types include 'recall reminders' and 'eliciting reasoning behind the answer to identify knowledge gaps' (Walsh and Sattes, 2005). It is suggested that by doing so, the learner is guided towards identifying the correct response and eventually narrowing their knowledge gap (Vygotsky, 1978).

In this demonstration, two such H5P activities will be presented and participants will be guided through the stages of Learning Design and pedagogical rationale used in the task creation.

This presentation will test the ability of the H5P tool to encompass pedagogical practices such as feedback into its environment. It is expected that future enhancements to the application account for this consideration.

References

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