

# Instructional Success

Why write when you can Jing? Sending video feedback to students for work they have submitted is just a click away. Technically, it's "five clicks," but once you see how easy it is, you won't be counting. Over the years, the methods I have used for giving feedback to students have evolved, and I currently employ a rather eclectic blend of techniques. However, my latest find, Jing, allows me to make instantaneous video lessons for my students using their own work. Students can view these videos anywhere, anytime by simply clicking on the link in the return email I send them.

I used to spend hours writing feedback on the drafts my students submitted to me. Then I noticed something about myself, which later turned into an impromptu study on my students, which finally affected the way I give feedback. In a graduate course I was taking, I received a paper with a B+ on it. I threw it in my backpack and went home. Given that it really didn't influence my grade in the class, I didn't even look at the feedback given to me by my professor. The realization of this made me wonder how many of my students did the same thing. So I tested them.

In my writing courses that semester, I spent my usual time writing feedback all over the first page of each of the first drafts that were submitted. On the second page, I simply wrote the following note, "If you see this, don't tell anyone; instead, come tell me and earn an Extra Credit A." The typical response rate was 2 out of 25; 8 percent of my students were reading what I had to say. But what percent of them understood the code I was using to convey my message? Long story short, I started spending a lot more time sitting one-on-one with students. Jing allows me to digitally sit with and give enhanced visual/auditory feedback to a generation of students who require more than static text to learn.