

From Critique to Connection: Using Loom Video Feedback to Boost Student Engagement

Introduction

The quality of feedback provided to students on their assignments has been a widely discussed topic across universities worldwide. Moreover, students express frustrations with untimely feedback, vagueness of critiques, and the lack of verbal feedback from instructors, often leading to uncollected coursework or the failure to engage with the feedback at all (Blair et al., 2012). In addition, Killingback, et al. (2020) reported that students desire opportunities for interaction with professors when receiving feedback. To combat student frustrations, instructors can use a newly developed technology, Loom, which is a screen recording tool that can be used by teachers to create instructional videos, record presentations, and share content asynchronously. In addition, students can receive personalized feedback on assignments, create and share their own videos, and increase their knowledge retention rates (Loom, 2024).

Methodology

Loom was used in [course] at [university] for the purpose of providing video feedback on students' assignments. Once a student submitted an assignment, the instructor screen captured the document, while casting their video on the same screen, and provided verbal feedback simultaneously. A link was instantly created by Loom to view the video feedback that was shared with the student for viewing. Students then had the option to provide their own feedback and comments in response upon viewing the recording.

A Qualtrics survey with 13 questions was sent to students ($N = 20$) who received assignment feedback via Loom technology. Questions were designed to measure students' experience and satisfaction with the video feedback. Eight responses were received ($n = 8$).

Results to Date

Survey findings from students who received Loom video feedback reveal high satisfaction levels and a positive reception toward this method. Among respondents, most were upperclassmen ($n=7$), and the majority ($n=5$) had not experienced video feedback before this course. Most students rated their experience as either "Good" ($n=3$) or "Excellent" ($n=5$), with key benefits identified as clarity of explanation ($n=5$), visual demonstration ($n=4$), personal connection with the instructor ($n=4$), and flexibility to review feedback at their own pace ($n=4$).

Challenges were minimal, with most students indicating no issues with Loom ($n=5$). A few mentioned the time required to watch ($n=3$), and two students expressed a preference for traditional feedback. In terms of effectiveness, nearly all respondents ($n=7$) agreed that Loom made feedback feel more personalized, with five rating video feedback as "Very Important" for their learning.

Students also noted that the feedback method had a meaningful impact on their motivation to improve: the majority reported it influenced them "a great deal" ($n=4$) or "a lot" ($n=2$), with one student noting "a moderate amount" ($n=1$) and another indicating "a little" ($n=1$). This suggests that Loom video feedback has considerable potential to inspire students to improve their work and engage more deeply with course content.

Overall, these results suggest that Loom video feedback enhances clarity, connection, and motivation, while posing minimal technical or usability challenges. As such, this feedback method shows promise as a valuable tool for fostering student engagement and learning in academic settings.

Future Plans/Advice to others

Moving forward, we plan to continue using video feedback and expand its implementation to other instructors of courses with enrollment sizes of 30 or fewer students. This approach supports a more personalized feedback experience, which is challenging to sustain in larger lecture courses. Over time, we aim to monitor the long-term impact of video feedback on student performance, course satisfaction, and overall evaluations. Additionally, we will explore whether implementing a structured model for video feedback, using consistent criteria or specific feedback techniques, could further enhance its effectiveness and improve student engagement.

For those interested in incorporating video feedback, we recommend using it primarily in smaller classes or for specific assignments where students may need additional support. In larger courses, video feedback might be best reserved for assignments where students face significant challenges, allowing for targeted, in-depth guidance. To maximize impact and efficiency, we suggest keeping videos under five minutes. Pairing video feedback with a grading rubric or brief written comments provides students with multiple points of reference, improving clarity and helping them better understand their progress and areas for improvement. This combined approach enhances accessibility and overall effectiveness, supporting Blair et al. (2012) findings that well-structured, accessible feedback reduces student frustration and minimizes the need for additional clarification from instructors.

Costs & Resources

Loom is a free software available for downloading on Mac, Windows, iOS, and Android devices. The free version limits the user to 25 videos with up to 5 minutes per video. However, there is an unlimited package available for purchase as well as a free extended package for qualified educators. Educators looking to use this technology will need a device capable of audio and visual capturing and recording. The student receiving feedback will need a device capable of viewing and listening to the recording.

References

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