TEACHING AND LEARNING CASE STUDY	
Name of Institution/ Organisation	CCT College Dublin
Who led the initiative?	Dr Muhammad Iqbal
Date and timeframe of the initiative	The academic year 2023 – 2024 and ongoing.
What was the reach of the initiative?	In total, the initiative reached approximately more than 100 students, with each group contributing to the overall success and insight generated by the feedback collected.
Initiative Title	Enhancement of Learning through Development of Feedback Approaches by Utilising Learner Authentic Assessments
Aims/ Objectives	**Aims:** To enhance student learning experiences and outcomes by implementing authentic assessment methods and personalised, multimodal feedback strategies. To leverage digital technologies, including audio and video feedback, to ensure inclusive, accessible, and effective assessment feedback practices. **Objectives:** To develop and integrate diverse feedback modes, such as rubric-based, annotated, video, and audio feedback, tailored to meet the needs of a diverse learner cohort. To evaluate the effectiveness of these feedback methods in improving student performance, satisfaction, and engagement, while exploring the transition from traditional to improved digital feedback approaches.
Rationale and Identified Needs	The rationale for this initiative stems from the need to address gaps in traditional feedback methods, which often fail to accommodate the diverse needs of learners in modern, technology-driven educational environments. An important technique for raising student engagement and professional development is an authentic assessment, which models real-world issues. However, the efficacy of these assessments depends on providing students with enlightening and useful feedback that not only assesses their performance but also directs their development. Given the evolving needs of students, particularly those from diverse backgrounds, it has become essential to adopt a multimodal feedback approach. The implementation of rubric-based feedback, annotated comments, video feedback, and personalised audio feedback demonstrates an innovative strategy to cater to different learning preferences, improve clarity in evaluations, and ensure inclusivity in assessment feedback practices.

Frameworks, Policies, or Strategies Aligned **(internal, local or national)**	The initiative aligns with internal data protection policies at CCT College Dublin and adheres to GDPR (General Data Protection Regulation) standards at the national level, ensuring that all survey responses are anonymized to protect the personal information of students. Additionally, the feedback methodology integrates principles of Universal Design for Learning (UDL), promoting inclusive and accessible educational practices in line with national and institutional quality assurance frameworks.
Summary	Authentic assessment is crucial to learning and learner's progress is greatly accelerated when they receive insightful feedback. The development and effectiveness of authentic assessment [1] based on the problems consisting of real-world scenarios is an initial step to motivate and engagement of the learners as well as accreditation and quality assurance. The feedback that the mentors provide to the students based on the evaluation of assessment performs a significant role for their growth in professional development. The feedback should reflect how well the learners performed depending on the critical thinking, problem solving skills, time, and effort they put into completing their assessment. The proper feedback always guides the learners how can they improve in the future assessments by avoiding repetition of errors? On a regular basis, written comments or remarks were the major type of feedback available through traditional means, which made it difficult to evaluate multimedia work and prevented a thorough understanding of student's performance. This case study explores the conception, planning, and implementation of our personalised feedback strategy, which was put into practice during September 2023 – 2024 academic year. As the demand for improved assessment feedback in the digital era grows due to diverse background of learners in various cohorts, CCT College has developed and implemented an integrated methodology for providing feedback using multiple modes at different QQI levels. This approach is adaptable and considers the needs for a variety of students. We are doing best practice of four modes to provide feedback for authentic assessments, which are mentioned below • Rubric based feedback • Annotated feedback based on the learner's work • General comments using video feedback • Feedback from students leading to current practice of individualised audio feedback The educational experience at CCT has been greatly enhanced by the coupling of various feedback techniques at distinct scales. The use of rubric-based feedback provides a clear and transparent evaluation framework that makes norms and expectations for assessments easily understandable to both lecturers and students. Annotated feedback for student work delivers a personalised touch by enabling lecturers to leave thoughtful notes on each student's assignment, which helps students to comprehend their own areas

of strength and growth. General video-based feedback adds a dynamic element by addressing common errors and concerns from learners' assessments. Moreover, the integration of student feedback has led to the personalisation of auditory feedback to fulfil the distinct needs and inclinations of each student. Ultimately, through promoting a student-centered learning environment and strengthening the feedback loop, this cooperative strategy contributes to the ongoing improvement of teaching and learning methods.

We are committed to an excellent use of technology in higher education sector to provide more smart and customised comments in the form of audio [2] and video formats based on the evaluation of assessment feedback for a particular cohort. We aimed to boost students' experiences receiving assessment feedback by utilising a blend of state-of-the-art software tools, in particular Moodle and other multimedia platforms. The audio feedback is provided in the case of special circumstances where the learners faced a difficulty in reading or understanding rubric based or annotated feedback for the assessments including text and multimedia contents. It has been observed that giving assessment feedback through audio means improved students' performance on the subsequent assessments. In order to improve the learning experience of the entire cohort, general video-based feedback comments are discussed including common errors and inaccurate handling of assessment tasks and activities and made available on Moodle platform. This provided the students with the chance to ask specific questions and potentially prevent these mistakes in the future.

This case study investigated the approaches employed at CCT, the incorporation of smart technologies, and the results noted in relation to student participation, understanding, and general satisfaction. The use of the above four methods is reliable and provides a satisfactory output based on ongoing experience at undergraduate, graduate and postgraduate levels. These initiatives have been proven to be successful in meeting the evolving needs for contemporary education, and they can serve as a precedent for others seeking to enhance their methods of providing students with audio and video feedback during assessment evaluations in addition or as a replacement to traditional methods. We are planning to replace the traditional annotated feedback method with audio-based methods to involve all kinds of learners and a survey has been conducted to observe the satisfactory level of learners. This case study demonstrates how CCT faculty is prudent in employing digital capabilities to deliver feedback that is appropriate, accommodates distinct needs of learner, and effectively used UDL principles in the designing of assessment and feedback evaluation.

[1] Muhammad Iqbal, Presentation, Engaging Students with Authentic Assessment, CCT Teachmeet (2022), CCT College Dublin.
[2] Anne Kirwan, Sara Raftery, Clare Gormley, "A qualitative study to explore the use of audio to potentiate the student feedback experience", Journal of Professional Nursing, Volume 47, 2023, Pages 25-30, ISSN 8755-7223.

Did you collaborate with internal and/or external stakeholders to deliver?	Yes, and we are submitting this research work after approval from Dean of Academic Affairs.
Organisation and Planning	Approved through Dean of Teaching and Learning.
What resources did you need?	IT Resources, Feedback mechanisms facilitated through Moodle
Has it been evaluated? How successful has it been?	We evaluated this methodology, and the survey results for HDip in DAB will be presented in the Poster presentation.
Any future plans, including the sustainability of the initiative?	We tailor the feedback mechanisms to address the specific needs and learning outcomes associated with QQI Levels 6, 7, 8, and 9. For instance, feedback for Level 6 learners (introductory level) will emphasize foundational skill-building and offer more scaffolded, detailed guidance. At Level 9 (postgraduate level), the focus will shift towards critical evaluation, research-based insights, and fostering independent problem-solving skills. This differentiation ensures that feedback is relevant, purposeful, and effective across educational stages. The current multimodal feedback techniques (audio, video, annotation, and rubric-based) will be assessed in other cohorts through survey questionnaires. We will engage students and faculty in ongoing feedback about the initiative to build ownership and ensure its alignment with real needs. Foster collaboration among educators to share best practices and promote consistent implementation across levels. We implement a cyclical review process where the effectiveness of the feedback methods is regularly assessed based on student satisfaction, performance, and engagement and adjust strategies to incorporate emerging best practices and technological innovations.
Key Learning Points	Authentic Assessment for professional development of students Role of Multimodal Feedback Integration of Technology for Accessible Feedback based on specific needs Commitment to Continuous Improvement and Sustainability

Categories	Elements	Topics	Target Groups
Commit ☐	Leadership, Strategy & Governance ☐	Digital Transformation ☐	Students ☒
Coordinate ☐	Curriculum and Assessment ☒	Education for Sustainable Development ☐	Staff ☐
Consult ☒	Innovation in Teaching ☐	Academic Integrity ☒	Wider community ☐
Create ☐	Professional Development ☐	Inclusive and Equitable Teaching Practices ☐	Other ☐
Celebrate & Continue ☐	Research and Evaluation ☐	Innovations in Assessment and Feedback ☒	
		Student Engagement and Partnership ☐	
		Collaborative and Interdisciplinary Approaches ☐	
		Artificial Intelligence ☒	
		Other ☐	

Contact Details

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