E-guidance: using audio feedback

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Evidence of benefits to students

leeds metropolitan university

- "Sounds Good"
  - 1200 students
  - 90% prefer audio to traditional feedback
  - 'personal' aspect particularly valued

- Similar results from other studies:

Sheffield Hallam University • uclan • STAFFORDSHIRE UNIVERSITY • University of Chester

Advantages

- More and better feedback
- Less ambiguity
- Meaning beyond the words
- Empathy

Why did I consider it?

- Departmental work – flexibility

- English for Career Success

  – Timetabling issues

  – Room space problems

  – Focus on oral and listening skills

Recording

- Audio only: read through printed CV putting a note here and there as a prompt; recorded feedback

- Audio plus word document: annotated the word document and then recorded feedback sending both

- Screen capture: recorded both the screen and audio using Jing.

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Delivering

- Virtual learning environment (VLE)
  - Moodle
- Email
- Hosted

How did I find it?

- Less ambiguity about the meaning of words; could emphasise points of importance

- More time spent on explaining a concept

- More time acknowledging the well written sections giving more balanced feedback

- Could say more than could have written in the equivalent time

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What do the students think?

- I absolutely loved how this audio feedback works :=) This is great because now I can listen to it several times and make corrections accordingly.

- The audio recording was great … good for people who cannot attend the career meetings in person.

- Received your audio files successfully and found them both to be particularly useful

- Thank you very, very much for your
  great feedback, the effort and this course!

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Drawbacks

- Finding quiet space to record feedback
- File sizes of the recordings can be a challenge
- "One setback might be that students cannot ask question, however, your critique was brief and clear, and I had no problem with that."
- Issues raised by others:
  - archiving the audio within existing student records.
  - reviewing the feedback quickly prior to seeing a student could be problematic

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Tips for audio feedback

- Simulate a one to one so don't re-record if you stumble or pause; correct yourself and carry on

- Try to keep the files short – don't overdo it

- Read CV etc, making written comments on it as you go

- Speak clearly – slightly slower than your usual speech.

- Build the feedback in chunks; use the pause button.

- Introduce yourself and say hello

- Suggest they open up the document before listening

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