Title: **Wired for sound- how using audio has changed my feedback forever**

Presenter: **Claire Beecroft**
University of Sheffield

Session Learning Outcomes

By the end of this session, delegates will be able to:

Knowledge Based Learning Outcomes:

● Mark assessed work more thoroughly, more quickly and more enjoyably

● Identify key tools, including apps, that can enable greater use of voice input for feedback across a range of platforms and settings.

● Make reasoned choices about how and when to use audio feedback and voice input in their marking.

● Understand the limitations and benefits of using audio for feedback, including risks relating to data security.

Session Outline

A small but growing body of research literature is confirming that students can understand and use feedback better when it is delivered verbally. A study by Ice et al found that students cite the "ability to understand nuance as reason for preferring audio to text feedback" (Ice et al, 2007). However, traditionally, opportunities to give audio feedback to students have been limited.

A relatively recent addition to the options within Turnitin is the 'voice comment' feature, allowing tutors to record a 3-minute audio comment on the work. I have been using it for around a year now and will use my session to relate my experience and that of others within Sheffield who are using this relatively 'new' form of feedback, and also the wider of use of voice input within the context of marking and feeding back/forward to students. Increasing numbers of academic staff now carry smartphones and tablets with them, but may not realise the opportunities they present for integrating audio and voice into their teaching practice. Relatively little is known about what students think about audio feedback, or how it compares with conventional feedback methods in terms of accessibility and effectiveness. My session will present findings from my own practice and that of several small projects that have sought to discover if and how audio can make feedback more valuable, and better used. This

workshop will give participants the chance to experiment with using audio and voice input, and 'feel' the difference it makes.

Finally I will examine the risks associated with using audio and voice, and what security considerations tutors face when creating and sharing audio feedback.

Audio offers a unique opportunity to radically improve the quality and impact of feedback, and this session will show participants how!

Session Activities and Approximate Timings

The outline of the workshop is a follows;

• Introduction and brief demo of 'Turnitin' audio comment feature- 5 minutes
• Overview of my experience of using audio and where we're at with using audio for feedback at Sheffield- 10 minutes
• Practical session using downloaded and native audio apps on smart devices (participants will need either a smartphone or tablet running android or iOS, but can work in pairs if necessary on a single device)- 15 minutes
• Feedback and findings from my students and those of colleagues on what they think about audio feedback, how they access it and use it. 10 minutes
• Risks of using audio feedback and how to mitigate them-5 minutes

References

Ice, P. et al. Using asynchronous audio feedback to enhance teaching presence and students' sense of community. Journal of Asynchronous Learning Networks. 11 (2), 3-25.