

Audio-Feedback trial in the School of Psychology and Life Sciences

Canterbury Christ Church University

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Lessons learnt: the future of blended learning and student engagement

Context:

- Audio-Feedback was trialled across the whole School in Semesters 1 & 2 of the academic year.
- Audio-Feedback replaced the general text comment in Turnitin and used the integrated 'voice comment' functionality (3 minutes)

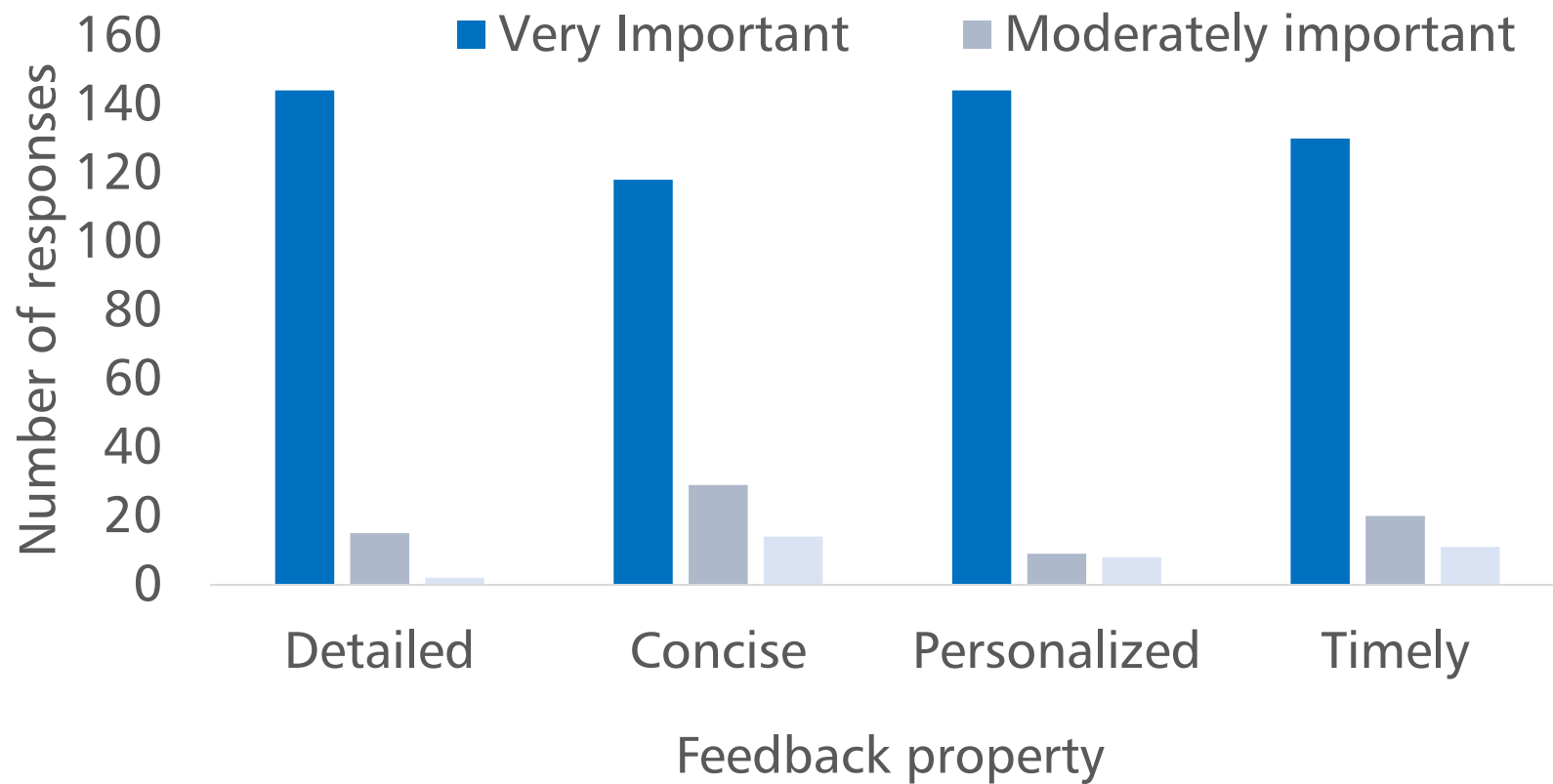
Evaluation of student and staff responses

STUDENTS

- JISC survey launched 8th of February
- 163 responses (approx. 10% of enrolled students)
- Large number of qualitative comments (>500)
- Today, we will focus on categorical response data:

- Accessibility
- Engagement
- Quality

What students expect from feedback...



Accessibility

Percent Agree or
Strongly Agree

It was easy to find and play the recorded audio-feedback.	86
I listened to each recorded piece of audio-feedback all the way through.	91
I listened to each recorded piece of audio-feedback several times.	73
The sound quality of the recorded audio-feedback was very good.	74
I could hear and understand what the marker(s) were saying clearly.	81
The marker(s) providing my recorded audio-feedback sounded interested.	59
I took notes when listening to my recorded audio-feedback.	46

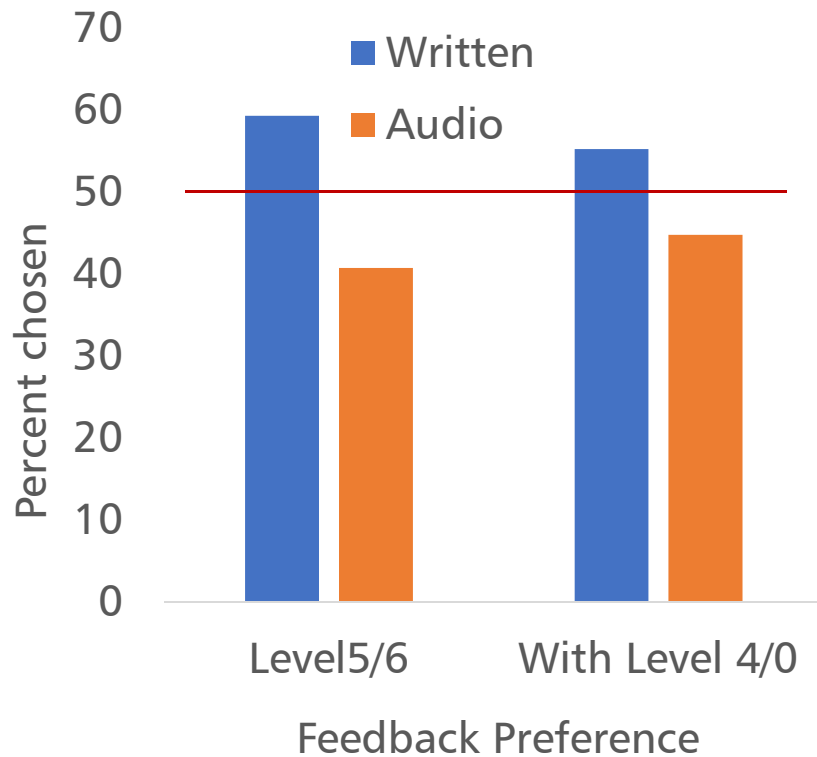
Engagement

	Agree or Strongly Agree	Disagree or Strongly Disagree
The recorded audio-feedback made clear the strengths of my work.	70	14
The recorded audio-feedback made clear the weaknesses of my work.	74	16
The recorded audio-feedback made clear the aspects of my work I need to pay attention to in my future assessments.	65	15
I am more likely to act on recorded audio-feedback than on written feedback.	30	37
I am more likely to contact my lecturer to discuss recorded audio-feedback than written feedback.	30	28
I am more likely to review recorded audio-feedback than written feedback when I'm working on my next assessment.	32	40

Quality

	Agree or Strongly Agree	Disagree or Strongly Disagree
The recorded audio-feedback is more personalized than written feedback.	51	25
It causes me less anxiety listening to recorded audio-feedback than reading written feedback.	21	43
It depends on the assessment type which type of feedback I prefer (recorded audio-feedback or written feedback).	28	38
Recorded audio-feedback goes into more detail than written feedback.	37	37

General perception

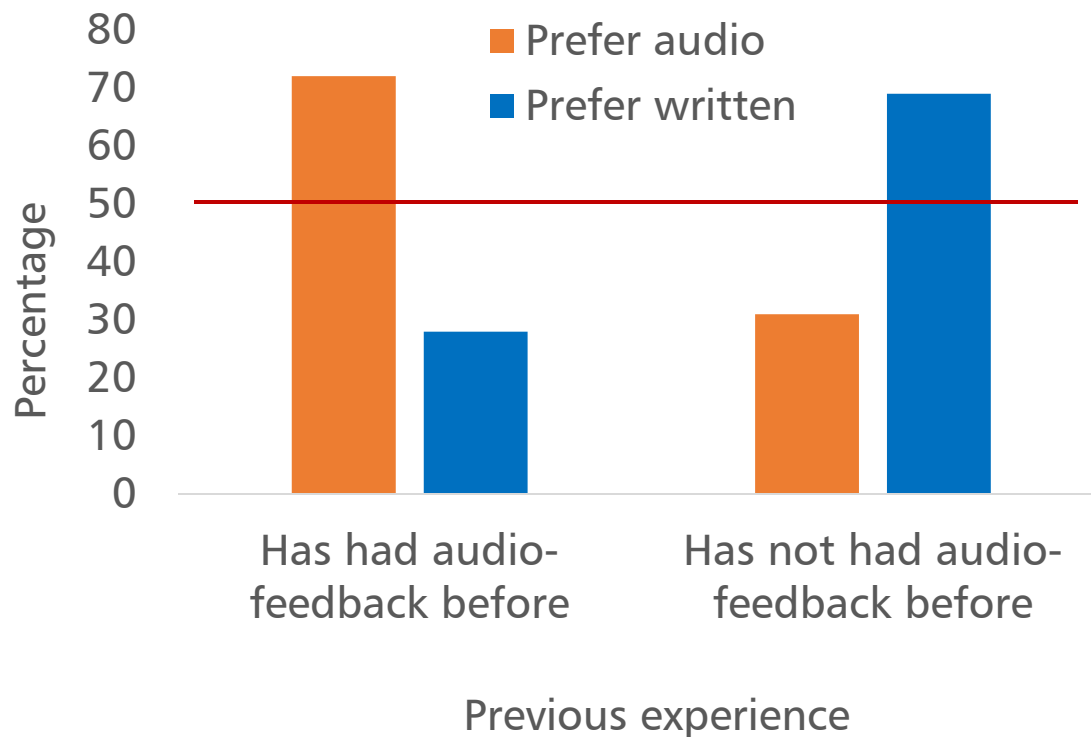


- Overall a slight preference for written feedback
- Level 4/0 like it more than other levels (based on qualitative comments)
- Differences between sections (already discussed)
- Students who feel more negative about audio-feedback (generally) feel more strongly than students who feel positive.

The importance of detail

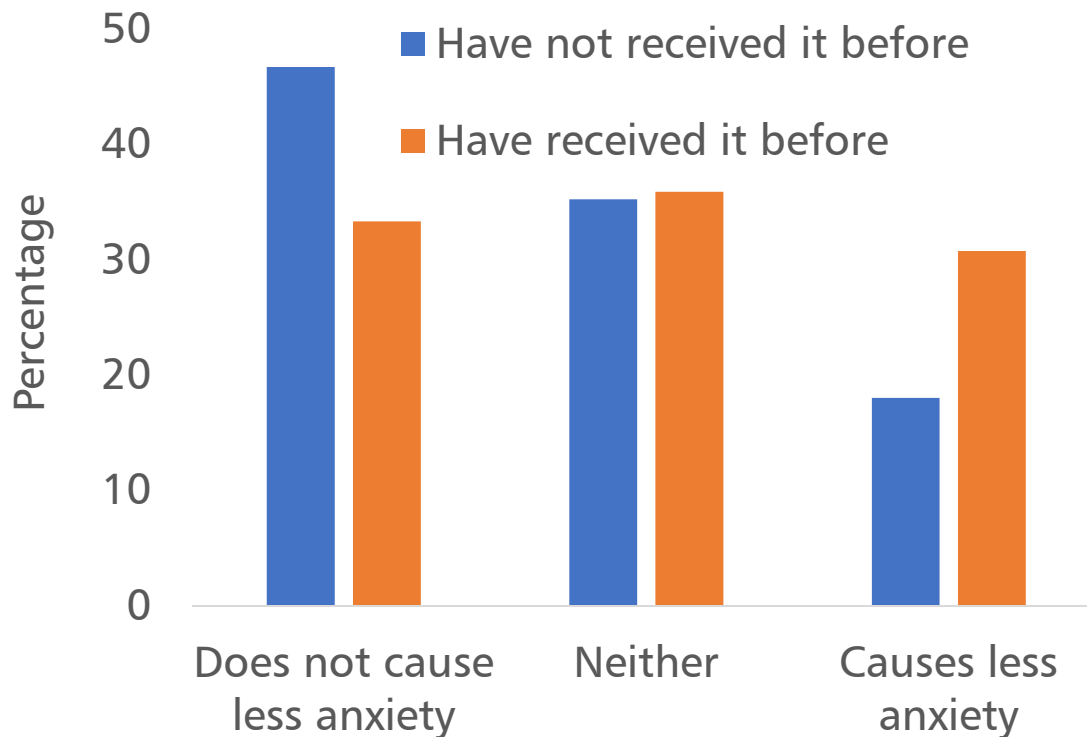
	Not at all important	A little important	Moderately important	Very Important	Extremely important
<u>Detail important?</u>					
Prefer audio	0	0	3	13	21
Prefer Written	1	0	4	14	44

Impact of previous experience with audio-feedback



- Previous experience with audio-feedback seems to make students feel more positive about it.
- This also might explain more positive opinions among Level 4/0 (no established notions of how feedback should be delivered at University?)

Impact of previous experience with audio-feedback on levels of anxiety



- Previous experience with audio-feedback seems to make students feel less anxious about it.

Staff Experience on Audio Feedback

Questionnaire (as at 4/3/2021)

- 46 Participants (30%)
- Open-ended questions
 - *Using the audio feedback template*
 - *Time to complete audio feedback*
 - *Recording the audio feedback*
- Emails – general comments from staff

Focus Group Audio Feedback (24/2/2021)

- 5 participants in discussion
- 1 participant mail reply
- Duration 1 hour 10 minutes
- Semi structured questions
 - *Approach and use of template*
 - *The process and technical matters*
 - *Time to complete audio feedback*
 - *Perceptions of audio feedback and written feedback*

The template: Excerpt from the *Audio-Feedback guide for PLS (Teams)*

Hi (name), this is your timely audio feedback for assessment Please listen all the way through, ideally a few times.

1) Strengths

2) General Feedback (what could have gone better)

3) Key points to support your next assignment

Best wishes

Lecturer

6.) **Once you have completed the recording, click the 'save' icon to save the recording.**

7.) Use the marking rubric embedded in Turnitin to ...

8.) Copy/Paste one of the two statements below into the general text comment box (replacing the red text as appropriate) depending on whether the student failed or passed:

Pass:

Please click on the blue arrow above to play your verbal feedback, read any comments on the script and refer to the marking rubric to access the various forms of timely feedback on your assignment.

This assignment equates to **x%** of your overall module grade.

If you have any questions or would like to schedule a tutorial to discuss the feedback and make use of the academic support available to you, please eMail me at: your.name@canterbury.ac.uk

Fail:

Please click on the blue arrow above to play your verbal feedback, read any comments on the script and refer to the marking rubric to access the various forms of timely feedback on your assignment.

This assignment equates to **x%** of your overall module grade.

Please get in touch to schedule a tutorial to discuss your assignment and make full use of the academic support available to you: your.name@canterbury.ac.uk

9.) Enter the mark into the mark box for the assessment, then move on to the next assessment.

Audio Feedback template

Structure

- Works fine
- Provides personal tone
- Similar to what we already had for written feedback
- Makes you focus on specific feedback
- Coherent and consistent approach to each student
- Standardised feedback quality across modules
- Works well for essay type assignments but not for exercises and research reports

Feedback

- “Did not use template”
 - too formal and long introduction
 - to utilise a more personal approach using a format more natural for each assignment
- Not as detailed as written feedback ... with annotations in text.
- Modified feedback to suit our needs/programmes ... resulting in inconsistency
- Harder to use for
 - low achieving students
 - higher level modules
 - dissertations

Lessons Learnt: Audio Feedback template

- Some inconsistency in use – Refine template
- Accessibility of Template - Microsoft Teams
- Three points (positive, negative, feed-forward) useful to provide focus and 'get to the point'

Time: audio-feedback & written feedback

- From survey: 17 **quicker**, 13 **longer**

The Same / Quicker

- Made notes of S-W-KP and recorded feedback in one take
- Still made comments in text / highlighted good practice
- Process quicker than written feedback
 - No intext comments
 - Did not write formative feedback in text
- Was very frustrated to change from written to audio feedback... ..it is more time efficient than the written comments. I really enjoy it.. Happy to use it in the future.

Longer

- Repeated recordings but got better at recording
- 3 minutes not enough to do the full S-W-KP
- Easier to type written feedback and then copy, paste and edit.
- I had to write
 - a script
 - feedback in words for students with hearing impairment
 - comments in text for weaker students
- Second marking takes longer

Approach to: audio-feedback & written feedback

- *I used the text box to include a general statement directing students towards the audio feedback and to cover the basics of the assignment*
- *...we just need to standardize exactly what is written in the text box*
- *If we had the option going forward, I would continue to provide audio feedback in addition to in-text written comments where examples of certain feedback can be seen. Without this combination, I could not be sure that students would be able to fully understand specific feedback points.*
- *Needs to be staggered across the year groups with first years receiving additional in text commentary and this being reduced so third years have no in text comments. Alternatively we need an increased amount of audio for first year students.*

Experience of delivering recorded audio-feedback

Technical issues

- Files there but no sound
- Background noise when working from home
- Audio feedback not downloadable for students or External Examiners
- ... some colleagues that apparently forgot to press the Save button
- RE-Recording!
-staff receive proper training, particularly for modules with large amounts of sessional markers.

Professionalism and staff autonomy

- Prefer the freedom to use it in combination with in-text comments and quick marks
- audio feedback is not always the most appropriate format and should not be required as a default.
- it would be nice to have flexibility

Students

Positive

- (*Audio feedback*) valuable alongside in text comments
- Students appreciate
 - intext comments
 - Personal touch ..perspective that it brings
 - tutorial to actually show them how it related to distinct area of their assessment
- More likely to listen to it and engage with the feedback
- Student e-mailed to thank me

Negative

- Audio feedback alone prompted students to request a tutorial ...
 - they could not understand where in their work they fell down on marks
 - Level of detail was reduced
- Dislike providing audio feedback... takes longer and students get less useful feedback... generic and not specific to their work
- Felt bad that I did not write in text and the EE picked up on this.

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