Can anybody hear me?

Exploring the potential for audio feedback in transforming student learning.

Anne Kirwan, Sara Raftery, Clare Gormley

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HELLO!

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Literature review - feedback

- ‘Feedback is most the important aspect of the assessment process in raising achievement’ (Bloxham & Boyd 2007, 20)
- A critical determinant of feedback effectiveness is the quality of learners’ engagement with and use of the feedback they receive (Winstone *et al*., 2017, p.17).
- Creating a “Relentless Welcome” (Felten, 2019)

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Literature review - audio feedback

- Net generation students
- Perception of constructive rather than negative feedback
- Nuanced dialogue
- Tone of voice
- Perception that teacher cares about student
  (Bourgault *et al* 2013)

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Aim of study

- Can audio feedback enhance engagement with, and usefulness of feedback?

Methodology

- Two stage study
- Ethical approval
- Recruitment
- Sample
  - 4th year B.Sc. in Nursing students (n=96)

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Methodology

- Audio & written (typed) formative feedback provided on draft academic assignment
- Data collection – 2 questionnaires
  - Administered by a gate keeper
  - Stage 1
    - to determine whether students engaged with feedback
    - to determine whether feedback perceived to be useful
  - Stage 2
    - to examine the perceived transferability of learning to subsequent work
- Data analysis
  - Braun & Clarke's 6-step framework

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Findings

- 64.5% (n=62) survey response rate
- 55% (n=53) submitted a draft assignment for review
- 96% (n=51) of respondents listened to audio feedback (2 students had incompatible equipment)
  - All students attempted to listen
- 94.3% (n=50) understood the audio feedback received (2 students couldn’t access feedback)
- 92.5% (49) of respondents used the audio feedback in the final draft

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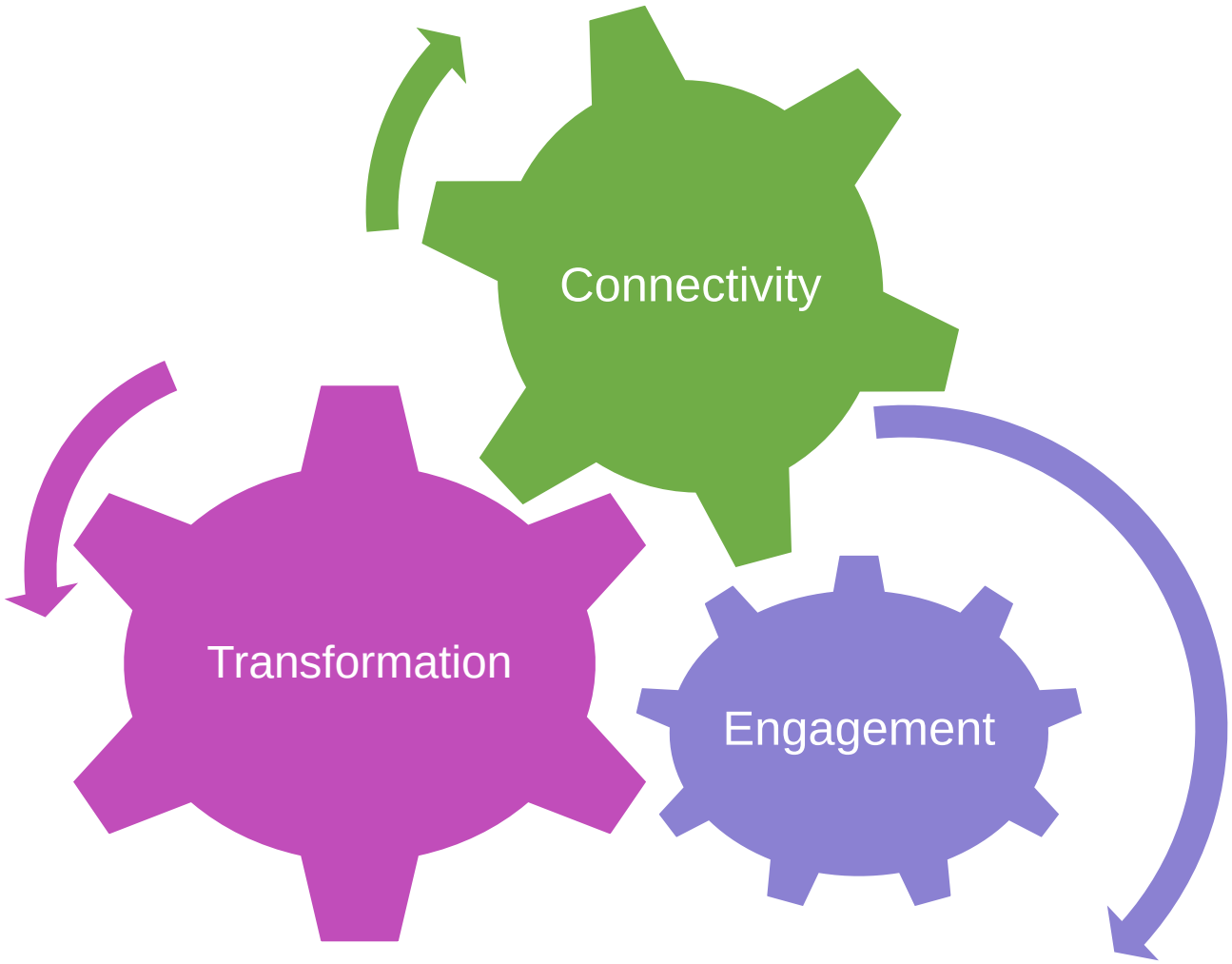
Key Themes



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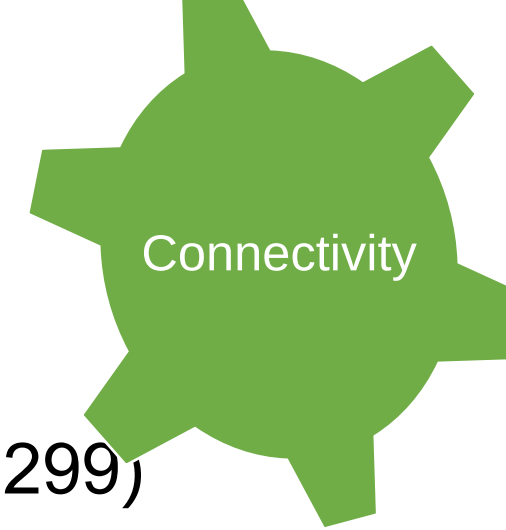
Theme 1 - Connectivity



- ‘Listening to the made me feel like I was engaging with the lecturer on a one to one basis.’ (299)

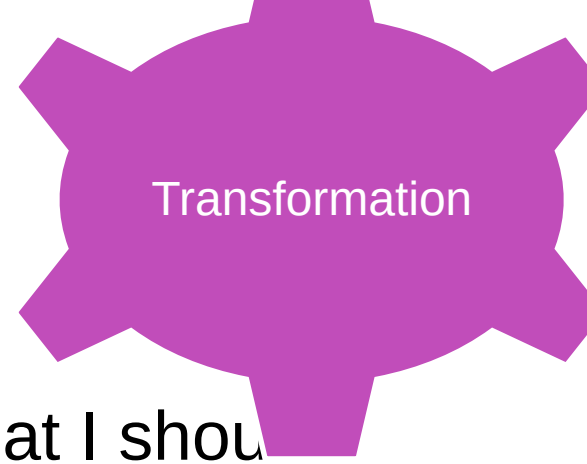
- ‘It was very personal, and the closer connection to the lecturer really made me feel that they thoroughly read my assignment and really wanted to help me improve.’ (346-347)

- ‘It’s often easier to understand feedback when someone is talking to you and you can understand more clearly what they’re saying’ (386-387)

Theme 2 - Engagement

- I used the audio feedback in conjunction with written feedback and this led to a better understanding of what was required to improve the piece. (352-353)
- it was good listen to it as you were reading through your assignment (283-284)
- I felt the audio feedback was a confidence boost. It detailed if you were heading in the right direction and (…) offered guidance within this to help structure the remaining part of the assignment that I had not written at the time of submitting the draft (423-424)

Theme 3: Transformation



- The audio feedback highlighted more details that I shou include to improve the quality. It gave me ideas to improve my assignment. I could also hear that the lecturer was enthusiastic about my draft which put me at ease as I knew I was on the right track (406-408)

- The audio allowed me to see how my lecturer had read my draft with a different set of eyes and gave me a better understanding (312-313)

- It was very encouraging and it allowed me to build on what I had done already e.g. building on references and critical analysis (290-291)

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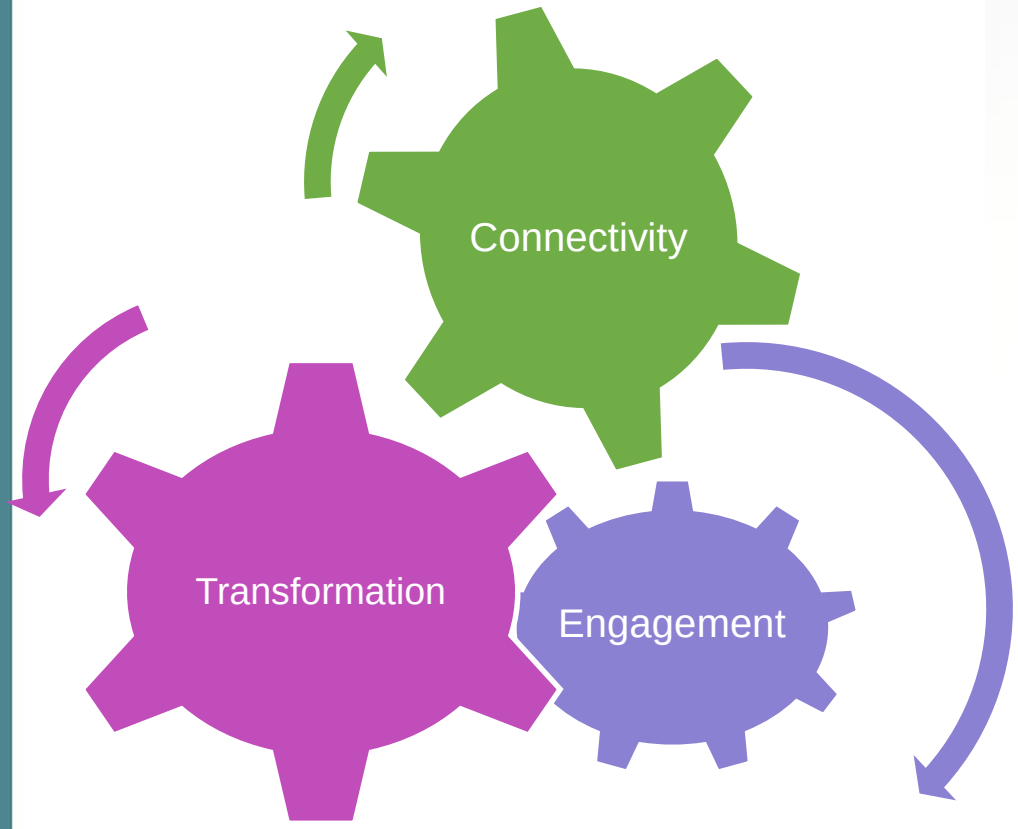

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The best feedback I have received in a long time. Would love to see more of this type feedback in future' (412)

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References

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Thanks for listening!

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