Case Study 1: **Audio Feedback**

Abstract

The introduction of audio feedback into a third year advanced option enhanced opportunities for dialogue in subsequent one-to-one sessions between tutor and student. The provision of audio feedback did not take any more time than providing written feedback on essays but there was over a three-fold increase in the amount of feedback given. The style of feedback was also considered by students to be more direct, explicit and accessible than written feedback.

Key words: audio feedback, dialogue

Context	Project rationale (link to pedagogic research)
Subject: History Level: 3 Number of students: 10 Format: (e.g. seminar) Advanced Option The Victorian City	Encouraging dialogue Meaningful feedback Manageable staff workload Research On feedback On academic literacy On audio feedback

Initiative outline	Implementation advice (including resources)
The audio feedback was introduced for level 3 students to enhance formative assessment. Students submit essays electronically in pdf (or other) format and the tutor uses Adobe Acrobat Professional to annotate essays with short audio comments and short written 'post-it' style annotations on ways the essay could be improved. The essays are returned electronically to the students without the mark, so encouraging the students to listen to/read the feedback in advance of a face-to-face session. In individual tutorial sessions the students are provided with a mark and encouraged to comment on and further explore the feedback in more detail: discussing the next steps and ways to go forward noted in the audio feedback.	Adobe Acrobat Professional Computer with microphone (or digital microphone) Screenshot of essay

Benefits for teaching and learning

Feedback is more personal and accessible and by giving audio feedback in advance of a face-to-face meeting a dialogue is begun between tutor and student.
The technique gives the tutor an opportunity to provide more verbal feedback than written feedback in the same amount of marking time (see below for time analysis completed).

Task	Written feedback	Audio feedback
Reading essay	10 minutes	10 minutes
Reflecting on essay	5 minutes	5 minutes
Providing feedback	5 minutes	5 minutes
Amount of feedback	400 words	1320 words
Essay tutorial	15 minutes	15 minutes

The length of time and number of words are on **average** and are based on the same marker with the same essays.

Handwriting speed – 20 words per minute (for composition)
Typing speed – 19 words per minute (for composition)
Speaking speed – 125 words per minute (for presentations)

Tutorials were found to be more productive (previously students often did not understand written feedback and tutorial was spent explaining comments. The verbal feedback is more direct and informal, therefore more dialogue takes place in tutorials)
Students were very positive about the verbal feedback because they were able to review it at any stage.
It has proved an efficient use of the tutors marking, assessment and tutorial time.

Troubleshooting tips

There may be accessibility issues and therefore this system may not be applicable for every tutor or student. However, in addition to Adobe Acrobat Professional pc software, it is available on ipads.

The technique is effective if used with a variety of strategies that students/tutors can choose from for different assignments at different stages of academic study.