

3DUCATIONAL T3CHN0L9GY: The Future Now!

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THURSDAY, MAY 24, 2018

9–3:30 PM

VCC Downtown Campus, 250 West Pender, Vancouver

Rooms 419 & 420

Audio Feedback in 5 Minutes

May 24

Doug Mauger

School of Instructor Education

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Problems with Current Feedback

Few students read or engage with their feedback

(Lunt & Corran, 2010)

Students find feedback difficult to implement in their future work (feedforward)

(Weaver, 2006)

Students consider comments too short or written in a way that is difficult to understand

(Gibbs, 2006)

Students find comments Impersonal and lacking in relevance to their submitted assignment

(Nicol, 2010)

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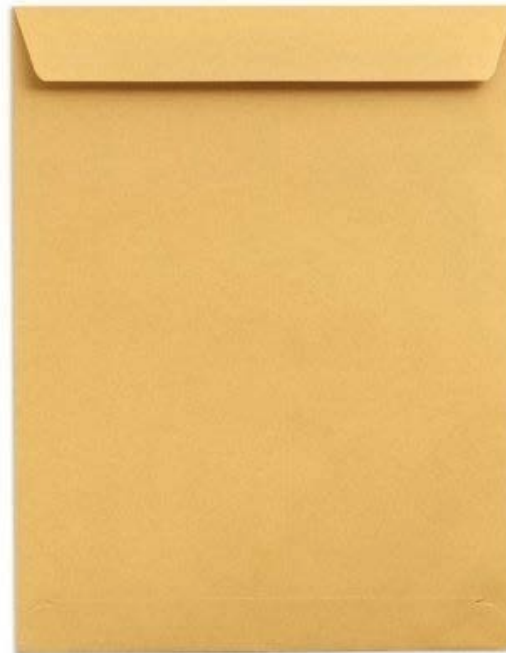
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1971



Klammer, E. (1973). Cassettes in the Classroom. *College English*, 35(2), 179-189. doi:10.2307/375445

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WHY ?

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Key Ideas ?

Students found audio commentary more in depth in offering strategies in improvement, while they also note that tutors discerned that they had offered more examples and a higher quality of feedback through audio than through written commentary.

The students responded very positively to the audio file feedback judging it to be good quality because it was easier to understand, had more depth and was more personal

(Merry & Orsmond 2015)

94% of the students said that the audio feedback was a better experience than previous written feedback received. Most considered the quality of feedback to be higher and that it related better to the assessment criteria, and the majority felt the feedback was quicker than it would have been in written format.

Students at completion of the course suggest a strong preference for audio feedback.

Wood K., Moskovitz C., Valiga T.(2011)

“the efficiency of the two different types of feedback shows that in that sense audio feedback was much more efficient than written feedback: on average 34 words per minute were produced by spoken feedback whereas only four words per minute were written in the form of comments. In addition, there is evidence through student views and feedback analysis that audio feedback in this study was not just ‘more feedback’ but that it also was of higher quality than written feedback.”

Susanne Voelkel & Luciane V. Mello (2014)

Students indicated that audio feedback as more personal than written comments. They felt that audio feedback was easier to understand, more detailed, more motivational and more personal.

Around 60% of the learners preferred a combination of audio feedback and only main points written, and 40% thought that audio feedback alone was sufficient.

Heimbürger, A. (2018)

Key Ideas.



Key Ideas.

- Higher quality
- More depth (detailed)
- Easier to understand
- Motivational
- More personal
- Greater range of comments

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Does it make a Difference?

Despite the high student satisfaction, this study does not support the idea that students who receive audio feedback learn better than students who receive written feedback.

Susanne Voelkel & Luciane V. Mello (2014)

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HOW?



Google

A search bar with a blue search button on the right side containing a magnifying glass icon.

The Google logo is displayed in its characteristic multi-colored font (blue, red, yellow, green, red) centered at the top of the page.A search bar with rounded corners and a light gray background. The text "How to make a podcast" is entered in a black sans-serif font. To the right of the text is a blue square button with a white magnifying glass icon.



Audacity

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WHAT!



The following options were given:

- 1) identifying errors,
- 2) giving praise,
- 3) correcting errors,
- 4) explaining misunderstandings,
- 5) demonstrating correct practices,
- 6) engaging learners in thinking,
- 7) suggesting further reading,
- 8) ask learners to justify their solution(s) in their assignments
- 9) suggesting approaches for future assignments

Heimbürger, A. (2018)

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Final Thoughts

Overall it was clear that the students enjoyed the experience of getting audio feedback and many agreed that this feedback format should be used more often. The majority would prefer to receive audio feedback rather than written feedback in the future

Susanne Voelkel & Luciane V. Mello (2014)