



Audio Feedback

Audio Feedback: *Improving Attainment and Progress through Effective Feedback*

Najm Uddin, Shireland Collegiate Academy

Overview

Project Aims

- To improve students' attainment through improvements to the quality of feedback.
- To improve the quality of feedback given to students and to reduce the time this takes.
- To improve student engagement with feedback and promote greater pupil progress.

Rationale

- Marking students' books is a necessary and time consuming affair. Unfortunately, the subsequent written comments on students' work are often overlooked or not fully digested (due to the limitations of the method of delivery) and this opportunity for students' progress is not taken advantage of.

Project Outline

- Teacher uses minimal annotations to mark pupils work and records individualised feedback in audio files (MP3) which are disseminated to pupils via our VLE.
- Pupils listen to and interpret their individual feedback by writing it in their own words on the feedback sheet before finally attempting to make the improvements suggested.
- This individualised, timely feedback encouraging pupils to engage and attempt to implement (think and do) is consistent with existing and accepted research/pedagogy around feedback and assessment. Research that examines the use of audio as the means for giving feedback all point towards benefits that are within our accepted framework of what is good practice.



Audio Feedback

Impact

- The specified method of delivering feedback as audio files is quicker than the written format, saving teachers' time.
- It is possible to deliver a greater quantity of feedback and so the quality of the feedback is increased due to depth and detail possible which allows for more opportunities to be constructive and supportive.
- Clarity of feedback is improved and retention is increased.
- The feedback is richer as it incorporates tone and emotion and is more personalised.
- Audio feedback is more engaging for pupils than written feedback, as it fosters feelings of greater involvement for pupils: 92% of students surveyed who had received feedback in an audio format indicated their preference for this format over a traditional written style.
- Promotes self- assessment and switches on pupils as the 'learner'.
- Audio Feedback promotes inclusion. For example, it has enabled some of our EAL and SEN students to engage more effectively with their feedback.
- The immediate initial results in visible improvement of work compares more favourably to normal written feedback, largely due to the quality and quantity of feedback that is possible to give. Examples can be cited and indicated more readily and alternatives and suggestions offered with greater ease.
- Action research shows that students engage well with the Audio Feedback and are more able to explicitly remember targets and areas for improvement.
- Feedback is available and accessible at any time.
- The process of pupils engaging with feedback to 'close the gap' is made more interactive and so encourages greater absorption and digestion.



Audio Feedback

Student comments

“Normally when the teacher writes in your book you don’t know how they mean it but when you hear it it’s like it’s face to face even though it’s recorded. You can understand it better from the teacher’s voice.”

“It gives more details than written. I prefer it over written marking as you take it in more because you feel like you’re being spoken to.”

Teacher comments

“Audio feedback has fundamentally changed the marking methodology within my department. It saves time for teachers marking and provides students with personalised remarks about their work. Our department has shifted to this method whereby lessons have been devoted to students engaging with their audio feedback and I have seen students making more progress within English.”

“I think audio feedback is fantastic. It allows me to make incredibly detailed comments on my students' work that I just wouldn't have time to do if I were giving written feedback. I also like it because I teach so many EAL/ SEN pupils and find that they respond better to audio feedback as opposed to a page full of notes. Similarly, they engage better with it as their speaking and listening skills are far stronger than their reading/writing skills.”

“My students seem to retain their feedback for longer when we use audio feedback. This means that they always start their next assessment knowing their previous feedback.”

“I have found audio feedback with A-Level students to be the most beneficial. I have seen outstanding progress in their analytical skills from their 1st to their 2nd assessment.”



Audio Feedback

How To

Resources

- An MP3 recording app
- Dropbox (alternative cloud based storage account supported by chosen App) account
- Internet enabled laptops, computers or tablets
- Headphones



Audio Feedback

Process Overview



1. Record Feedback

Record Audio via MP3 recording phone/tablet app, making only minimal annotations on pupil work. MP3 file format has been chosen for accessibility/compatibility with the vast majority of programmes and players. Ideal apps should have a simple user interface and automatically prompt the naming of each file. They should also contain a synchronise function to cloud based storage.

2. Cloud storage synchs MP3 files to local folder

Cloud based storage accounts such as Dropbox, Google drive, OneDrive allow for folders to be synchronised automatically locally on chosen computer after a small initial (one-off) download of software. Once downloaded this does not require any further action or effort on the part of the user.

3. Files are dragged and dropped to VLE

Once files are all uploaded you can select all files and drag and drop them into your desired location in VLE where they can be accessed by pupils. Alternatively, if a VLE is not available links to the folder (cloud based storage) can be emailed to pupils or made available to them in a shared location.

4. Pupils listen to feedback and interpret it

Pupils refer to indicated areas of improvement in their work. This may also involve writing feedback in their own words on a record sheet and/or relating it to shared success criteria. This can be done in class or at home using an internet-connected device. Initially modelling and supporting pupils in completing the process in class may be necessary.

5. Pupils implement feedback

Pupils re-draft work attempting to implement target/suggestions provided in feedback. They make attempts to 'close the gap' and act on feedback. Feedback can be re-visited as often as they wish.