

Providing added value to lecture materials to an iPod generation

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Providing added value to Lecture materials to an ipod generation

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Student A Feedback Quotes

(01) Because they followed the same pattern through the lecture you could often use the audio notes to fill in gaps in your written notes

(02) Generally just once a week as they were put up to go over the lecture unless there was anything specific I needed or, when it came to revision, again if there was anything specific I needed I would go and get the note again and listen to it.

(03) It was a different way to go over what had been covered in the lecture. Often just one phrase would remind you of something that gone on in the lecture and that's all it took.

(04) They were often a quicker way to get the information you needed. Rather than trawling through Word documents you could open an audio file and you've got it there and you could play it back easily... several times over and over again.

Student B Feedback Quotes

(01) Well it's actually my phone. I can put MP3s on it and I just plug in at work when I'm working at the bench and listen.

(02) ...So I tend to transfer it to an MP3 player and take it to work

(03) Mainly when I needed to clarify something if I have made note in the lecture or when I have gone through my notes and I am not sure about it, I listen to it to clarify those points

(04) It was obvious [when] they were done in isolation, and while not detracting, I don't think they were as good. You were conscious of the fact that they were done in isolation. I felt that when you were doing it in the class it was better. You had more of a feeling that you were in the lecture.

Student C Feedback Quotes

(01) I transferred them across to my pen drive. If they were any bigger you wouldn't get that many of them on.

(02) I have realised where I missed points. Because I have dyslexia as well I have not made sense of sentences. I have listened to it back, realised where it should have been and I have re-written it so it is in a sensible order. So I can actually understand the notes better.

(03) I usually have a lot of work to do in the day so I usually listen to them in the evening... about a week after to see what has stuck in my mind from the lecture.

Student D Feedback Quotes

(01) They give you a second chance to learn things, the way I am using the notes is more of oh get a general idea then I would go to the lecture which is a bit like reading round the subject, which gives you a second chance to learn the material.

(02) It makes the reinforcement of the learning easier its something you remember, and when you come to do your assignment you have a better idea or gist of what is expected.

(03) The disadvantages were mostly the sound quality and some of the noise in the background, and being a trial thing it is more a learning curve what works and what doesn't work and some of the files being sped up a little bit.

(04) Part from looking like a bit of a know it all in the lectures; it has been just like reading a book.

Student Services Feedback Quotes

(01) I think for visually impaired students we need to make sure that labelling is readable by their software for example so they can access those clips and know what they are.

(03) I can see there is lot of positives, initially excellent supplement to what we put in place for note-taking so on. Taking on board the issues on deaf students very specifically, obviously and issues of students needing notes in advance of lecture needs to be introduced.

(02) I can see advantages for... some students for example ... there are some students who don't want a note-taker who would really benefit from a note-taker. And there are some students who take their own notes, but are really not very good at organising their work and end up in a muddle where they've got incomplete notes or lost notes. So if it's structured really effectively some students will find that it's a really good organisation aid if the clips are labelled in such a way that it's easy to find the right bit.

Academic A Feedback Quotes

(01) I wanted them for post-lecture review to give the students more information without the need for me to write up notes, as I'm dyslexic.

(02)... Previous research has shown that if you record the entire lecture ([when they've gone and analysed which bits they've watched])... they're

not watching an hour's lecture, or listening [to it], they're listening to two minutes. So they're searching through and grabbing a two-minute section and listening to it.

(03) I've been able to take certain chunks out of the first course and post them up pre-lecture for this set of students. Some of the students have gone and listened to them prior to the lecture and the asked questions in the lecture. And their comment is 'Yes, there's student discussion that doesn't happen in ours, but it's useful because then it's invoked another discussion in ours. So they use it in a different way.

(04) I think the interesting thing has been the students who have used the notes pre-lecture rather than post-lecture. Whereas I thought I was just making them available as I do with the slides available before the lecture, but to actually see students using them pre-lecture and then invoke a discussion has proved very interesting. You suddenly realise that somebody in the audience actually understands what you're talking about when you're throwing questions in. *They've* already had that process of thinking through what you just taught - they're on the second stage of learning. So it's effectively like them going to a lecture before on the same subject and coming to it again. And this dawning occurs! .. And so they're able to interact in a different way going to this almost a deeper level of understanding and probing questions and trying to grasp the concept.

(05) ...One of the students was saying that listening back to the audio notes... you suddenly realise how much you say. Even dealing with the interactions with the students, there's an important snippet there...

Technical Support Services Feedback Quotes

(01) A learning object such as an audio note can be used by the originator, it can be used with the same audience or next year's cohort at the same educational level, or reused by the audience as they return to it again and again... It could be used by a colleague who is teaching a related subject area who is wanting to bring in illustrations perhaps of concepts developed by the originator. It could be reused in a subsequent year by the originator who wants to remind a cohort of what they were dealing with last year and what they now need to build upon. So I think there are all sorts of ways that Audio Notes and other learning objects can be reused.

(02) One of the things that has interested me with audio is the idea of time shifting. The idea that all

of a sudden you can come back to the audio as many times as you like in order to understand an idea or a concept... place shifting as well.

(03) For me audio is part of our everyday existence. We're using audio all the time - we listening to music, we're listening to the radio, we're listening to each other. And for me it seems, that of all the media that we have access to, that audio is one of the most useful to most people because of the way we're practiced in using it.

(04) Technology becomes appalling whenever it gets in the way of what's really happening, and that would be one of my concerns. Some people would struggle to use the technology and would lose interest in using it fairly quickly I think.

(05) Audio notes provide an obvious way of allowing students to pick and choose the bits of audio they need to return to.

(06) I think the great strength of audio is something that is intangible that you would never capture in text or in most other media. It's the human interaction between a voice that you're listening to and your own development... something that's very hard to put your finger on in terms of understanding how your mind is digesting and receiving and connecting to what you already understand.

Librarian Feedback Quotes

(01) I would be wary about us having to catalogue every little bit it would be huge amount of work.

(02) Suppose the thing for me about something like this; about Lecturer's material broken into chunks is; the audience for that might be more restricted, it might be just the students who are on that course, though is it that? ... If it is the case it is going to be material that is of interest to a particular group of students who are on that course then for us it could be a problem if we do have to catalogue it individually and adding lots of meta data then it could be a lot of work, which could be rather wasted as people are not going to be looking at in subject terms. They will know they want a pod cast for a module or part of a module or from a particular lecture.

(03) So from our point of view anything we can do to help student to find information is a good thing, but I think with something like this there is some practical issues you have to think quite carefully about, so we would welcome this sort of thing from the point of view of making it easier for students to find information and we do try and put links to material and the way we would actually

do it we would have to think about it quite carefully.