

## **Blending the engineer's learning environment through the use of audio**

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This document is the Supplemental Material

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**Workshop:** Blending the Engineer's Learning Environment through the use of Audio  
**Coordinator:** Anne. Nortcliffe, Andrew Middleton and Lorritah Mapako  
**Affiliation:** Sheffield Hallam University

### **Abstract**

Audio feedback involves the recording and distribution of feedback to students. It can take many forms and address many specific requirements. Importantly is it timely feedback provision that a student or group of students can access as when they are reflecting on their work and feed forwarding the feedback into improving their work. This workshop aims to illustrate one approach to audio feedback.

### **Materials**

Audio equipment\*4  
Eight multi-coloured mark pens  
Pad of A2 paper  
Assessment brief: Each group is required to design poster reflects pros and cons of one of the following assessment methodology:  
Examination  
Self/Peer assessment  
Multi-choice phase test  
Student demonstration (Walkthrough)

### **Session**

Introduce Audio Feedback (**5min**)

Split randomly into even number of groups, minimum workshop 4 delegates to maximum 20 delegates (**2min**)

Issue each group assigned assessment topic and assessment criteria (no two groups has the same topic) and asked to complete the assessment (**15min**)

Formative assessment and feedback (**10min**)

1. Elect member from each group to formatively assess opposing group proposed submission
2. Remainder members of group walkthrough their submission with opposing group elected assessor, conversation with assessor is recorded.

Feedforward feedback into revising submission (**10min**)

1. Utilising audio recording each whole group is to reflect on the formative feedback
2. Each group is to revise their assessment submission as result of formative feedback

Reflection role of Audio (**20min**)

1. Each group to reflect on role audio in the assessment and feedback process
2. Develop poster to illustrate their conclusions of the role of audio in the assessment and feedback process

Each group to present their poster audio reflection to the audience (**20min**)

Summary of role of audio feedback in the assessment process (**5min**)



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## **Assessment Brief**

Produce a poster based on the questions and perspectives below:

What are the barriers and drivers to one of the following types of assessment?

1. Group-work assessment
2. Multi-choice question phase examination
3. Essay assessment
4. Peer assessment
5. Profile assessment
6. Portfolio assessment
7. Dissertation assessment

Consider from both student and academic perspective and student learning experience.

How can the barriers be overcome?



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## Assessment Rubric

Learning Outcomes	Fail (0-39%)	Pass (40-55%)	Merit (55-70%)	Distinction (70-100%)
demonstrate the ability to analyse a problem	Fail to identify and analyse any of the drivers and barriers of the topic.	Identified and analysed a few of the drivers and barriers of the topic.	Identified, and analysed most of the drivers and barriers of the topic.	Identified, critically and detailed analysis of the majority of the drivers and barriers of the topic from both student and academic perspective.
use written and communication skills to describe a problem	Fail to communicate to any of the drivers and barriers of the topic.	Illustrate to an audience in a poster the drivers and barriers of the topic.	Use variety of medium to communicate to an audience in a poster the drivers and barriers of the topic.	Demonstrate effective and novel communication using variety medium convey to audience drivers, barriers, solutions of the topic.
apply appropriate, theoretical, organisational, practical skills to solve the a problem	Fail to provide any solutions to overcome the barriers.	Identified a few solutions to a number of the barriers.	Identified most of the solutions to the number of barriers and identified effective solutions.	Identified, organised and aligned with appropriate theory, solutions to the barriers.

