Audio, autonomy and authenticity: constructive comments and conversations captured by the learner

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Students used MP3 recorders for...

**Formal learning**
- Notes made from the planned curriculum
- Lectures including guest lectures, in whole or in part;
- Groupwork including decisions captured as ‘audio minutes’, assigned actions and records of group contributions, and brainstorming discussions;
- Lab and studio sessions including procedural notes;
- Feedback including formal conversations with tutors and peers;
- Dissertation supervision
- Small group tutorial discussions
- Assignment briefings and later clarification;
- Role plays
- Placement meetings

**Semi-formal learning**
- Unplanned notes from the formal curriculum

**Social**
- Feedback including non-formal conversations with tutors and peers;
- 'Corridor conversations' e.g. clarification of complex concepts, non-formal feedback;
- Initiating tool e.g. feedback conversations, 'After class' conversations with peers (e.g. study group summaries of topics, etc);
- Decision review - checking collective decisions (film making);

**Personal**
- Procedural records enabling retracing
- Revision notes
- a-PDP (audio blogging);
- Annotations for written notes;
- Presentation preparation as a way to refine ideas and rehearse;

**Informal learning**
- Notes from beyond the formal curriculum

- Speaking to develop confidence
- Preparing for interviews by reviewing and practicing with previous questioning;
- Idea catching - personal audio notes;
- Feedback from 'friends'
- Placement diaries
- Personal reminders

[With audio my concentration] lasts longer. I think it's probably because it's my choice to listen to it. At that moment in time.

I just think it's easier to get [friends] to talk than it is to say "Will you write what you think about this?"

I'm normally too busy taking down notes to pay much attention to what the lecturer's saying.

When I'm doing group work I sometimes forget other people's ideas and it would be good to go back and remember them.

You can listen to yourself and get feedback rather than just the tutor giving you feedback.

When you listen to it again it actually works and you see what is going on... I might not have understood it the first time round.

**Each student used the devices in several ways**

- Lectures 68%
- Personal audio notes 52%
- Peer conversations 42%
- Tutor feedback 35%
- Work placement 6%
- Interviewing 3%