

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

MIDDLETON, Andrew and NORTCLIFFE, Anne <<http://orcid.org/0000-0001-6972-6051>>

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# Audio, Autonomy & Authenticity

constructive comments and conversations captured by the learner

Anne Nortcliffe and Andrew Middleton

Student Audio Notes Project (SANP)

How do students choose to use MP3 devices to enhance their learning?

60 students from all faculties recorded audio notes and conversations at their discretion

## 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**



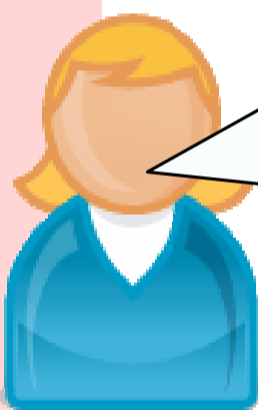
[With audio my concentration] lasts longer. I think it's probably because it's my choice to listen to it. At that moment in time.



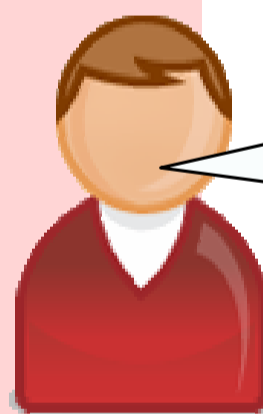
I just think it's easier to get [friends] to talk than it is to say "Will you write what you think about this?"



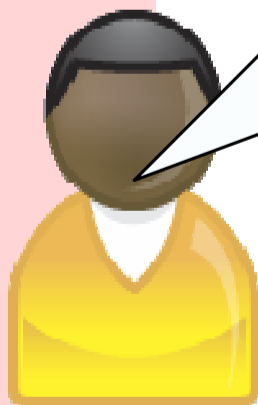
I'm normally too busy taking down notes to pay much attention to what the lecturer's saying.



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%