

Students using digital audio interventions to enhance their learning experience

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Students using digital audio interventions to enhance their learning experience

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SHARPENS YOUR THINKING



Projects at Sheffield Universities

- Project Hypothesis

The student capturing of learning conversations; informal, formal and semi-formal learning is an accessible and valuable approach for all to promoting learner autonomy.

- Project Rationale

- Recognising that reflection can be mediated by re-engagement with any form of notes
- Preventing the loss and fading of learning conversations
- Redefining academic note-taking and developing methodology that is accessible for all students



Today

Audience active experimentation in making digital audio interventions versus written notes to see if it enhances their learning experience.

- Mini Lecture
- Open Book Phase test
- Peer feedback
- Corridor feedback
- Personal Notes Intervention
- Summary how student experience
- Q&A



Device Instructions

To switch on slide the slide bar down and hold until screen lights up

Press ► || to play recording



Button with red dot press once to start recording, press again to stop



90 second Mini Lecture: History of Feedback

- Long History
- Industrial revolution
- World Wars
- Cold War
- Today
 - Domestic
 - Industrial
- Feedback Loop components



Open Book Phase Test

Answer the following questions within 5 minutes, you may use your written or audio notes

- Give some early examples of feedback.
- Why were such advances important?
- What major events and developments seeded rapid growth in feedback and give some examples.
- Where is automation commonly found in the home?
- Why is automation essential to industry?
- What components do feedback loops contain?
- How are feedback loops designed?
- What skills do control engineers need?



Peer Feedback

- In pairs consisting of;
 - One who has made audio lecture notes
 - One who has made written lecture notes
- In 2 minutes provide one another peer feedback;
 - If you have a recorder, record the feedback
 - Otherwise, manage the best you can to take the feedback on board
- Next in 2 minutes;
 - Reflect on the feedback
 - Rectify your answers



Corridor Feedback

- Opportunity to informal feedback
- 2 minutes mimic corridor conversation where you have no pen paper;
 - Stand up and move to the corridor
 - Say hello to someone new
 - Share your thoughts on the history of feedback
 - Share and make notes what you have learnt in 'the mini lecture' and your thoughts since.
 - Note anything newly learnt in this reflective conversation



Personal Notes Intervention

- 2 minutes to make personal notes using audio or written to reflect on ones learning and make notes;
 - Clarification of any points of learning?
 - Re-clarification of any points that were initial unclear?
 - Any points of what you have learnt today?
 - Any points on what have you learnt about yourself as a learner today?
 - What action do you need to take?



Student Usage Scenarios

Common Usage	Other Usage
Lecture, seminars, tutorials, workshops, labs	Presentation Prep'
Personal audio notes	Recording role play meetings
Peer conversations and group-work	Corridor Conversations
Tutor feedback	One to one project supervision
Guest lectures	One to few tutorial
Work placement	Clarify group assessments by sharing with peers
Interviewing	Assessment briefings



“There was a time when I thought I had lost it and I felt like some part of myself was missing because I was so used to using it. When I found it I was really happy.”



Students Reflections

"Tutorials, someone explaining something so that we can record it and then do the problem again. Then we can listen to it and see what exactly they said."

"I tend to remember things... more easily when I am listening to them."

"There was this oral presentation. So I could practice by listening to my speech. I recorded my speech and listened to myself."

"[It provided] a different way of remembering... [and] enables you to dissect it [conversation] afterwards."

"I am struggling to make good lecture notes to refer back to... [audio] means to go back whenever you want to... also feedback from lecturer is sometimes hard to take it all in and remember it."

"Mainly in lectures, I haven't used it for other things... I do realise it has potential to be used for other stuff"

"When you hear it over and over again you know exactly what they are saying. If you miss some words because of the language barrier then you can hear it again."

"Use it numerous different ways, in first semester... I recorded lectures... bits I needed to record that I thought I would not understand... then used it to listen to oppose to my music... to try revise a subject"

"Being an International student you are sometimes last in the class... it is important to record [lecture]... then go home listen again to make something clear."





Question and Answer

In small groups think about one or more of these questions, or one of your own:

- Audio Notes: burden vs benefit?
- Audio or Written Notes: academically, what do we lose and what do we gain?
- Does the technology promote learner reflection?
- Is this for everyone and how can it be managed?
- Should we recommend audio noting to our students/institutions? (i.e. audio devices on the reading list)