Sheffield Hallam University

Student audio notes

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Citation:

NORTCLIFFE, Anne and MIDDLETON, Andrew (2009). Student audio notes. In: Eighth CLTR Learning & Teaching Research, Ormskirk, 2009. p. 49. [Conference or Workshop Item]

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Student Audio Notes

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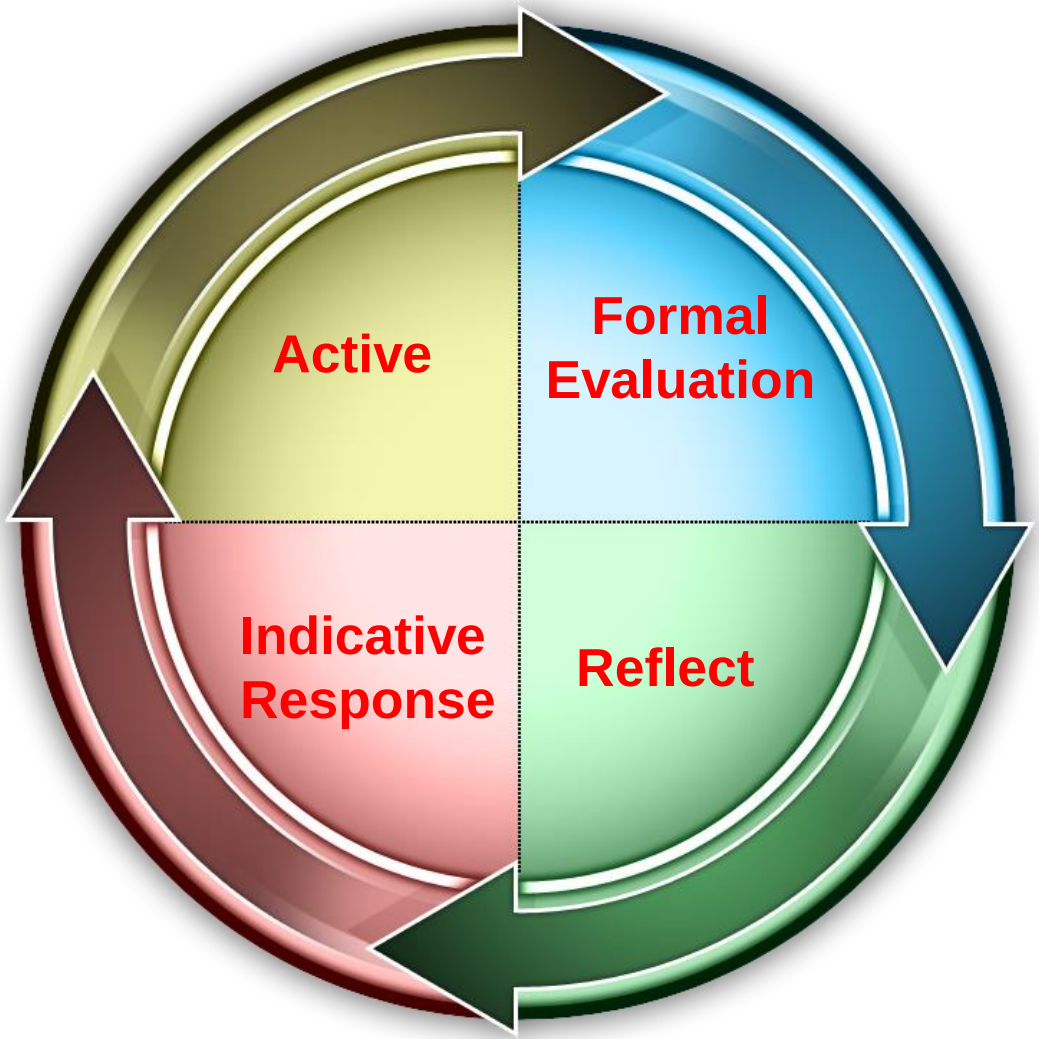
Sheffield Hallam University
SHARPENS YOUR THINKING

Educational Audio:
Reclaiming Lost and Fading Conversations



Impact

Student Audio Notes Project

- 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 autonym.

- 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

Project context

- **Specific** - focus on those with difficulty, but revealing benefits for any students
- **Enhance Student Experience** - through use digital technology to support learner autonomy
- **Employability** - digital technologies in education reflect trends beyond learning
- **Digital fluency** - HE must develop digital fluency as a graduate attribute for all

The Project - what we did

- Sought volunteers through faculties and Student Union
- Enrolled 50 students
- Briefed students on project
- Students required to sign project protocol
- Issued MP3 recorders and guidance
- Ideas for how the devices might be used
- Encouraged communal support - online
- Required participation in surveys and focus groups

Student Expectations

"*Supervised final year project, recording the chats with my supervisors*"

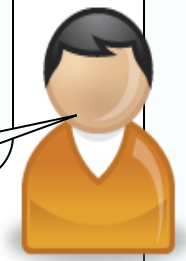
"*I have had a dictaphone before but never been sure how to use it or how to make most it, thought I meant to learn new techniques for how to use it. …better notes for my lectures.*"

"*In group work I sometimes forget other people ideas. It would be good to go back and remember them.*"

"*I have seen other students actually recording lectures and thought that looked like a really good idea ...to have it all and to be able to go back to whenever you want to and also for feedback from lecturer; sometimes it is hard to take it all in and remember it all.*

"*I have found I learn by listening more than anything else. Also light bulb moments, I always forget things I think of so if I can record it, I will remember it better*"

"*I have been asked to interview industrial professionals towards my research project, so obviously [having a] recording device is for interview purposes is ideal.*"



"*I used to record my lectures last year …students in my group benefited from it, from borrowing them from me and re-listening to what I recorded, [the Student Audio Notes Project] gives me the opportunity to feedback on how I use the device and at the same time the discussion of my own ideas [about using the device]….thought it would open my mind more.*

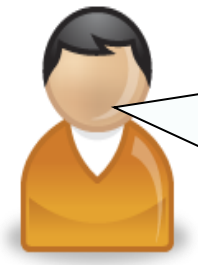
"*I thought it would be very interesting to see how taking audio notes would help people learn."*

Research methodology

- **Induction:** gathering and extending participant expectations
- Online community:
  - shared expectations via podcast
  - discussion board
  - surveys
  - announcements
- Focus groups

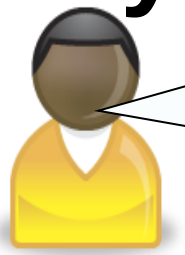
How did the students use the devices initially?

Student Response (31 out 50)	Usage
68%	Lecture
52%	Personal audio notes
42%	Peer conversations
35%	Tutor feedback
6%	Work placement
3%	Interviewing



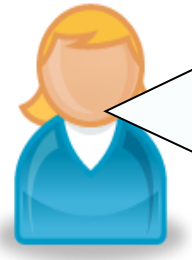
Mainly recording lectures and assignment workshops. I have found this device EXTREMELY useful as it is much better than recording notes by hand only, and eradicates the problems I have with bad handwriting.

How did the students use the devices as year progressed?



"*I have used it lot more last semester than this semester, because it was useful for my essays when we had lectures on essays…it was useful then….but this semester used twice…I sort of forgot about it for first two to three weeks…used with a lecturer after lecture, on one to one*"

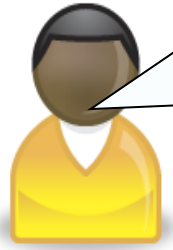
"*It has got less and less, find recording lectures is pointless…can't really here what lecture is saying…group meeting and discussion random thoughts I record quite a lot*"



"*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* "

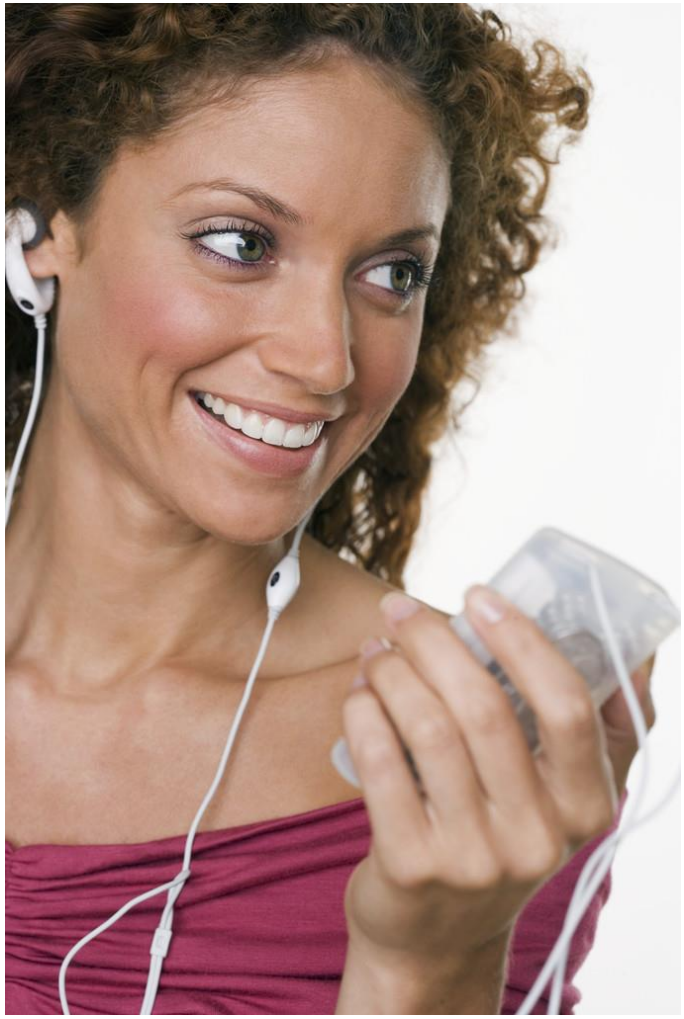
"*Mainly in lectures, I haven't used it for other things… I do realise it has potential to be used for other stuff*"

"*It meets the needs… why got it in the first place…record things oppose to falling straight back out of my head or if I am in class I can record it*"



"*I am using my phone…my phone recorder and it is much better got better…make recording once to twice a week…[record] lectures …group meetings maybe supervisor for project*"

plugged in and tuned in



Question and Answer

- Is it an easy habit?
- Burden on learner versus academic benefit?
- Audio versus written notes: will student loose written skill?
- Is this for everybody?
- Should we promote and recommend devices in addition to reading lists?