

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

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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

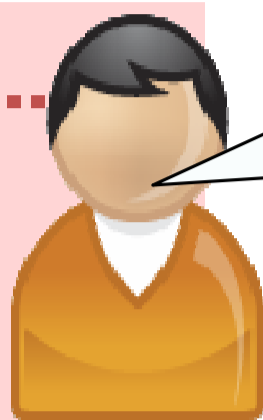
Preparing for interviews by reviewing and practicing with previous questioning;

Idea catching - personal audio notes;

Feedback from 'friends'

Placement diaries

Personal reminders



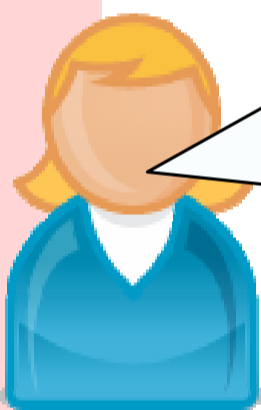
[With audio my concentration] lasts longer. I think it's probably because it's my choice to listen to it. At that moment in time.



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



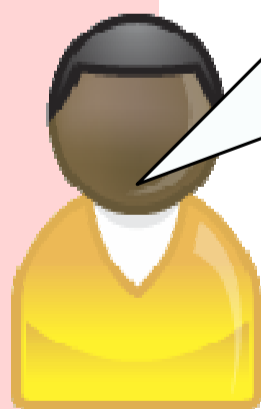
I'm normally too busy taking down notes to pay much attention to what the lecturer's saying.



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%