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# Crynoldebau / abstracts

Using Audio Feedback

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This paper offers reflections on my continuing engagement with technology enhanced teaching. It merges the findings of two journal articles that I published critical pedagogy and the use educational technology in order to find innovative methods of helping students learning experience. Based on students’ feedback, the new opportunity was presented by Aberystwyth University’s decision to facilitate all assignment submissions via Turnitin UK system. When I realised that there was already an embedded feature of giving audio feedback to students I decided to ‘test’ this different feedback method on book/film reviews for an optional undergraduate course that I teach at the Department of International Politics in Semester one. The students’ engagement and feedback exceeded my expectations as summarized briefly: a clear and easy way to access, fun and useful to understand why student got the given mark, how they can improve, why it allowed more detail and a personal level than written comments, very engaging as a two-way of communication, more clear than written feedback that gave a good summary of positive and negatives in the work, and the last but not the least, easier than reading feedback. Hence, the outcome was positively surprising and encouraging that I have included the same of assessment and feedback in another module that I teach in Semester two. The last part of the paper will summarise the outcome of next round of feedback from a focus group of students, who took both modules, to find out whether or not how the majority of students used the audio feedback improve their course work. The paper concludes by providing further self-reflections to evaluate negative and positive aspects of using audio feedback.