

Title: **Using an Old Technology in a New Way or Using a New Technology in an Old Way? Exploring the use of audio feedback post-teaching observation**

Presenters: **Carole Davis and Agi Ryder**
Middlesex University

Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- identify the advantages and disadvantages of audio feedback in the context of post-observation feedback for pgcert he students
- consider elements of successful audio feedback
- consider the use of audio feedback in our practice

Session Outline

Key issues to be addressed are:

As part of the assessment strategy, new academic staff undertaking the PGCERT HE at Middlesex University are required to undertake teaching observations.

Over the past two years the programme team have been exploring the potential of providing students with audio feedback in order to provide them with detailed and timely feedback. The research explores the different aspects of teaching observations; the principles of effective feedback and the advantages and disadvantages of audio vs written feedback. (Race, 2006, Rotheram, 2008) It also explores audio feedback as a mechanism to enhance the reflective process in a way that the written word does not. (Brockbank and McGill, 2007) Preliminary findings indicate huge benefits for the recipients. The personal and more detailed feedback has strengthened the relationship between the programme team and the participants. It enables participants to become more critical of their practice and become more aware of the positive aspects of their own practice. We would like to share with the conference delegates the findings of our research and engage them in a discussion of how practitioners can use audio feedback effectively in teaching observations and/ or in their own practice.

Session Activities and Approximate Timings

Please provide an indication of how the session will be structured and how activities and discussion will be facilitated. For discussion papers please include a few indicative questions which will focus the discussion element.

Approx. 25 min overview of the project and its findings

Approx. 20 min Q&A session concentrating on

- What can audio feedback offer that written feedback cannot?
- How can one capture a teaching observation event in an authentic way for the purpose of audio feedback?
- How could you use audio feedback in your own practice

References

Salmon, G. & Edirisingha, P. (2008) *Podcasting For Learning In Universities*, Maidenhead, Open University Press.

Brockbank, A. & McGill, I. (2007) *Facilitating Reflective Learning In Higher Education*, Maidenhead, Open University Press.

Rotheram, B. (2008) *Sounds Good: Quicker, Better Assessment Using Audio Feedback*. Leeds, Leeds Metropolitan University.

Race, P. (2006) *The Lecturers Toolkit*, Routledge.