

PERSONALISING FEEDBACK: THE AUDIO WAY

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FINAL REPORT

The aim of our project was to 'build a user-friendly interface in EEVeC to allow staff to easily record and submit audio-feedback to students on their work.' We then planned to evaluate this intervention 'using a combination of questionnaires, focus groups and interviews.'

The technical aspects proceeded relatively smoothly and a simple interface was developed which allowed us to progress to the roll-out and subsequent evaluation in session 2011-12. A screen shot of the interface is shown below. As we had hoped in the initial planning phase, the tool proved easy to use and this simplicity and lack of technological barriers I believe has underpinned the success of this project.

Admin: In course feedback

A recording already exists. Recording using the audio control below will replace this recording. If you wish to replace this with text feedback, [click here](#).

1. Record audio (mic should be inserted).

Audio Feedback

Record Stop Play

Recording time limit: 05:00
Connected 10/11 - 30 November

2. Enter mark (out of 10).

3. Click the button to save both audio and mark.

Course: Veterinary Pathology (3)
Assessment: MCQ
Year: 3
Name: [redacted]
Matrix: [redacted]

SMR and GWP trialled to the tool in two different years and contexts within the BVM&S curriculum and these experiences are recorded in the paper attached to this report so are not repeated here. As a result of local presentations on the tool in the school, several other academics also elected to trial the tool.

Consistent with the conclusions in our paper, we have found it is very much a question of individual preference whether academics like to use the tool or not. As such we have elected not to make it mandatory in any course as we feel that the power of the tool is in increasing the diversity of options available to staff and highlighting to the students that we have a range of tools at our disposal – some of which may be more appropriate for given contexts than others.

[An interesting aspect to the project also emerged when preparing for publication; several referees comments indicated a view that perhaps not all would agree that feedback was an essential element in programme design!]

Outputs

Presentations and Workshops

School	Detail	
Presentation to discipline lead for Higher Education Academy	Showcased a number of educational research projects including the audio project	Sept 2012
Board of Studies open meeting	Short presentation to make staff aware of the audio tool	2012
University		
School of Education - innovative assessment and feedback event	Short presentation	Feb 2012
Enhancing the student Experience benchmarking event	Workshop: technology enhanced feedback	Feb 2013
National/ International Conferences		
VETED2012	Short communication/poster	Edinburgh, July 2012
Association for Medical Education in Europe	Short Communication ¹	Lyon, August 2012

Paper

² Rhind, SM, Pettigrew, GW., Pearson, GT, Spiller, J. Student Experiences with Audio Feedback in a Veterinary Curriculum. Journal of Veterinary Medical Education. 2013 Spring;40(1):12-8.

¹, ² Conference slide presentation and JVME paper attached

Linked Awards

SMR won the EUSA teaching award for Best Feedback in Royal (Dick) School of Veterinary Studies session 2012/13

The outputs have focussed more on the student than the staff experience although the AMEE conference presentation did also address this issue with some interesting qualitative data on the advantages and disadvantages. Although the specific project has come to an end in terms of the funding and deliverables from the project, the work is very much on-going and the tool is now well embedded as an option for any of our staff who wish to explore this medium in the context of assessment feedback or personal tutee communication.

Future

As a result of the findings, largely from the qualitative data, we have since been successful in a follow-up project to roll out the tool to the wider context of the new personal tutor system. Through conference presentations and meetings, we have also established links with others in the UK interested in this area which may open up opportunities for further future cross institutional projects.

We are very pleased with the numerous outputs from this project, the potential future research it has informed and the engagement shown by other staff – both internal and external – in our project.
We are extremely grateful for the PTAS funding that allowed this project to take place.

Susan M Rhind April 2013