

Podcast Assessment Feedback (PAF) Staff Guidelines

What is PAF?

Podcast Assessment Feedback (PAF) is a method of providing feedback to students in an audio file. This is a file that is sent to a students' university email inbox. When they open the file they will hear the tutor's voice giving verbal feedback on their work. Students can download this and save it to either their computer or a portable device

Why are we using it?

Research has informed us that students find this a far more useful way to receive feedback. They find that they can understand the feedback more and it's more detailed. They can listen to it again so that it can help inform future work.

When will it be used?

In this module 354OT, students will already have received some information podcasts to help guide their studies. These are called profcasts. PAF will be similar but will be in a different format and will exclusively address a piece of work they have submitted.

The first PAF will give feedback on the students' draft Career Narrative outline that they email to their seminar tutor for comment. The tutor will record feedback and email this directly to the students' university email address.

The second PAF will give feedback on students' portfolios submitted summatively. The tutors will complete a grading grid and mark in written format and attach this to the students' portfolio for return via assignment handling. However the comments, usually written underneath the grade grid will be emailed to the students university email address via PAF.

In the box usually reserved for comments there will be a statement advising students to look in their email box for feedback.

How do I record a podcast? (please note this may vary depending on device and improved technology)

You will need a digital recorder with MP3 capacity. The process is the same as if you were recording an interview or focus group for research. Turn the power on by sliding the HOLD switch down or pressing ON. Ensure that the recording is in VOICE mode.

Before recording you may have to select a FOLDER. It is best to use the same folder for all recordings. Press the FOLDER button to select. Press RECORD and record your feedback. Make sure you cross reference the files to the students just in case you get confused about the order (when you save them you can use the students name to rename their file). Make sure you start speaking after the indicator light glows (usually red). Press STOP to stop recording. Repeat the process and new files will be created.

How do I save the files to my PC/Disk?

You can save this to your computer anywhere. Some digital recorders disconnect and have a section that plugs in to a USB port. Some will have a connecting USB cable. Turn your recorder to OFF or slide HOLD back home. The screen should flash remote connection. It may take a few seconds to transfer. You will then be able to save files to your computer or memory stick/disk. These will be viewable via windows media player or equivalent. Pick somewhere where it will be easy to find again. You can also save it to a variety of mobile devices such as an MP3 player and some phones. For the purposes of moderation and filing it would be best to save the recordings to disk. This means they can be put directly in to the module box. When you save rename the file putting the students name on the file. Please remember the files do take up quite a bit of memory so saving to disk will stop jamming up your computer memory. Remember to delete them from your email after you have saved them.

Is there a particular approach I should use for feeding back?

Yes. Firstly introduce yourself and address the student using their name. State what you will intend to cover in the feedback using the marking comment guidelines and reminding them that they may wish to get their work and to think about where they are located physically when listening. Often students work late at night in their bedrooms so a tutors' voice can feel intrusive. A typical script may be:

'Hello (students name) its Imogen here. I'm going to give you some feedback on the Career Narrative in the portfolio you submitted for 354OT The Professional Context: Employability and Entrepreneurship.

First of all I will look at the outline and then go on to the career narrative. I will give some general feedback about your work then go on to highlight some areas you could improve on and some areas where you have done well. Where it's useful I may comments on

your two formative pieces of work: you're supporting statement and critical issues analysis. I will summarise the key points at the end. (you would edit this version for the career narrative outline that is formatively assessed)...

You then give feedback. Giving feedback this way should be more conversational and is therefore more informal which is what is most engaging for students. You can elaborate more easily upon points and give more detail. Make sure you give positive and constructive feedback and avoid jargon. Don't worry if you stumble a bit. It's usual for these formats to be unedited. Your file should be no more than 5 mins; usually 3-5 is the norm. At the end summarise your comments and encourage students to contact if they need further explanation or help.

What happens next?

For formative feedback keep a copy and email directly to the students university email address when it's done. They don't need to be released all at once.

For summative assessment pass to the moderator using the moderating format as agreed and the module leader will email all students on one day at the same time as work is going back to assignment handling. Disks will be stored in the module box.

There will be a standard statement circulated on all emails briefly outlining the purpose of the email and giving contact details. Students will have been provided with guidelines for listening to PAF.

Any questions?

Please don't hesitate to ask