

Podcast Assessment Feedback

Imogen Gordon
OT/STCS
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Podcasts in HE

- Podcasts and vodcasts - used in a variety of ways: e.g. recording lectures, classroom recordings, study support, feedback, personalised messages, profcasts, reflective diaries (Maag 2006; Skiba 2006)

The purpose and impact of assessment and feedback

- need for adoption and dissemination of high quality feedback processes thereby enhancing the potential learning of students (Hounsell 2008)
- Students' satisfaction with feedback (Surridge 2007; Guardian 2009).
- Recognition of achievement: essential
- Feedback: useful and timely
- Variety of formats that facilitate student reflection (QAA 2006)

podcasting in education

- Alternatives in the delivery of assessment and feedback (JISC 2007; Morris 2005, Gulc 2006)
- Can embrace diverse needs (Harrison et al 2008)
- Increased autonomy and motivation in learners (Clarke 2008)
- PAF suggested as a way of enabling learning (Salmon &Edirisingha 2008; Rotherham 2008)
- Positive body of knowledge for its efficacy (Rotherham 2008; Fernandez et al 2009; Carle et al 2009)
- Positive student response (Rotherham 2008; Davis and McGrail 2009)
- Students becoming part of an ongoing conversation (Savin-Baden 2010:12)

Rationale for 354OT

- Current feedback practice felt unsatisfactory
- Detailed feedback required for role development
- Need to assist students in developing their identities and skills as practitioners
- Positive findings of use of PAF for formative assessment

How?

- Easy to do: can be immediate
- People not used to hearing themselves
- Turnitin: great, quicker, accessible, easy for storage if summative – only 3 mins
- Voice recorder: to email 3-5 mins: more steps, release of summative, collection for external
- More informal: introduce self , name student, all use same approach, follow agreed assessment format

Podcasting: staff perspective

- time saving for staff (Salmon and Nie 2008; Rotherham 2008)
- may not time save but more satisfying (Rotherham 2008)
- feedback was superior to previous methods
- PAF more fulfilling.
- process became quicker, the more familiar they were with it.

PAF: student perspectives

'It was really easy to understand...and exactly what (tutor) meant...'

'it did put a bit of a different slant on it actually because when (tutor) said things that I hadn't necessarily thought of...'

'...comments were more insightful '

'there was more thought put in to them...'

'far more personal, ..softer.. you've got the whole meaning behind what someone's getting at.'

'difference between feeling a failure and being able to feel, well, I can work on that and motivate yourself..'

'you can go back to it'

it tends to stick more...in your brain.'

'I think it is definitely the way to go'

What students have said this year

(spontaneous emails)

- 'thank you very much for the helpful feedback you provided. It confirmed for me where I need to focus and has reassured me that I am on track in other areas.'
- 'just to say thank you for the podcast, it was really useful and helpful, knowing that I am on the right path. I think doing podcast feedback is really beneficial and I hope it continues throughout the years! You were really clear in your answers and provided me with enough to go on. I can now crack on and do it '
- 'thanks so much for your feedback, really useful to hear it. I wasn't quite sure how I'd find the podcast feedback at first but actually it's really good and works a lot better for me than written feedback.'
- 'thank you for the feedback. I agree I could have gone into more depth and criticality around some issue and it is a limitation that has been highlighted previously. I may have got caught up in the descriptive side of my life as an individual living it, it all feels pertinent.'
- 'thank you very much for your feedback I did find it very useful... and perhaps something like this earlier on would really benefit future students.'

but

- 'I was like 'shut up' ... 'I don't want to hear that right now, ..I could have just pressed stop...I had to take a step back and kind of figure out why I had responded... (when)I ...got the work back ... (made) a ...comparison...I think it is my hearing opposed to what (tutor) actually said because ...it is very similar feedback and I did not get defensive about it.'



How to structure feedback; handy hints

- Introduce yourself
- Address the student by name
- Be clear about what you are going to do. Give a mark
- Don't worry if you stumble a bit – it is usual for these to be unedited.
- Give positive and constructive feedback avoid jargon
- Summarise at the end
- Remind students they can contact for clarification
- Formative: send immediately/Summative save for coordinated release after moderation

- Any questions?

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