

AUDIO FEEDBACK

USING DIGITAL AUDIO FOR ASSESSMENT FEEDBACK PERCEPTIONS OF UNDERGRADUATE SPORTS COACHING STUDENTS

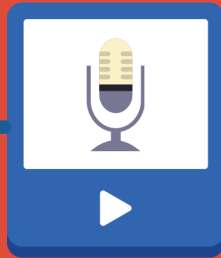


AUDIO FEEDBACK WAS TRIALLED WITH FINAL YEAR BSc SPORTS COACHING STUDENTS IN THE TALENT ID & HIGH PERFORMANCE COACHING MODULES

EACH STUDENT RECEIVED AROUND

5

MINUTES OF PERSONALISED AUDIO FEEDBACK RELATING TO THE ASSESSMENT



A DIGITAL AUDIO DEVICE WHICH RECORDS TO MP3 FORMAT WAS USED TO CREATE THE AUDIO FILES

COMPLETED AUDIO FILES WERE DISTRIBUTED TO STUDENTS VIA THEIR PERSONAL UNIVERSITY EMAIL ACCOUNTS



HAND WRITTEN COMMENTS WERE ALSO PROVIDED ON ASSESSMENT SCRIPTS AND STUDENTS WERE ENCOURAGED TO HAVE A COPY OF THEIR SUBMITTED WORK WITH THEM WHILST LISTENING TO THE AUDIO FEEDBACK

THIS INFORMATION WAS REVIEWED ON A 1-TO-1 BASIS WITHIN

7

DAYS

OF AUDIO FEEDBACK BEING PRODUCED - WITH A PUSH ON FEEDING FORWARD



AFTER REFLECTING ON THE AUDIO FEEDBACK STUDENTS COMPLETED A SELF-REFLECTIVE APPRAISAL TASK DESIGNED TO HIGHLIGHT STRENGTHS

AND AREAS OF IMPROVEMENT



STUDENT RESPONSES HAVE BEEN VERY POSITIVE

"I would prefer it if more lecturers used this approach. It allows me to get a better understanding of my strengths and to identify where and how to improve"

"Personalised feedback makes it feel more like a two-way process"

AS WERE COMMENTS FROM EXTERNAL EXAMINERS

"the extent and quality of audio feedback provided to students was very good"

"Audio feedback comes across more sincere and heartfelt"

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