# Audio Feedback

Advice on the [technical aspects of providing audio feedback](http://lti.lse.ac.uk/moodleportal/assessment-and-feedback-in-moodle/provide-audio-feedback-for-an-assignment/) is available via Moodle. If you need further support and advice please contact lti.support@lse.ac.uk

The advice below draws on findings from the [Sounds Good](https://sites.google.com/site/soundsgooduk/Home) project at Leeds Metropolitan University (now Leeds Beckett University) and insights gathered from across the sector as part of the [A Word in Your Ear](https://research.shu.ac.uk/lti/awordinyourear2009/papers.html) Conference at Sheffield Hallam University.

**Preparing to use audio feedback**

* You may consider adopting a staged approach to using audio feedback. Begin with generic feedback to the class first and get comfortable with it. Then move on and try individual feedback.
* Involve the students in designing effective audio feedback. Ask them what they want and what will work for them.
* Before you start recording audio feedback, decide whether a mark is to be included. Some teachers prefer to withhold the mark from audio feedback, for at least two reasons. First, it can engage the student more if they are required to listen to the feedback and then, separately, receive their mark. Second, moderation of marks may be easier if they are kept out of the audio recording.
* Audio feedback used in combination with an assessment grid can be quick, detailed, engaging and meaningful.

**Implementing audio feedback**

* Ask students to switch on line numbering when submitting written assignments so that you can refer to line numbers in your feedback. Otherwise, return electronic copies of work with line numbers turned on or label key points in their text using commenting tools.
* If you decide not to withhold marks give them amongst the feedback, not at the end or the beginning, to ensure students listen to the feedback.
* Keep it short: 3 – 5 minutes at most - too much guidance or feedback can be counterproductive. There needs to be a good reason for going beyond five minutes, for example postgraduate work (perhaps carrying higher expectations) or an assignment which has failed and where advice on resubmission would be helpful.
* Keep your tone upbeat and criticise gently. Students like the personal aspect of audio feedback, but criticisms also sound more personal!
* Don’t waste time re-recording, unless you really must. Students accept that you aren’t a professional broadcaster. If you stumble with your words or notice immediately that you have made a mistake, correct yourself and carry on. If you realise later that you have made minor errors and omissions, do a separate recording and send both to the student.
* Bob Rotheram from the Sounds Good project advises that the following general structure may be useful in a variety of circumstances:
	+ Introduce yourself to the student in a friendly manner.
	+ Say which assignment you’re giving feedback on.
	+ Outline the main elements of the comments which you’ll be giving (see below).
	+ Work steadily through the assignment, amplifying and explaining notes you’ve put in the margins and, especially at the end, making more general points.
	+ Refer to the assessment criteria.
	+ Explain your thought processes as you move towards allocating a mark.
	+ Give the mark (perhaps – see above remarks on student engagement and moderation).
	+ Offer a few, reasonably attainable, suggestions for improvement, even if the work is excellent.
	+ Invite comments back from the student, including on the method of giving feedback.
	+ Round things off in a friendly way.

If you would like to discuss implementing audio feedback further, please contact your [TLC Department Advisor](https://info.lse.ac.uk/staff/divisions/Teaching-and-Learning-Centre/Support-for-LSE-Departments/Support-for-LSE-departments).