THE USE OF AUDIO FEEDBACK TO DEVELOP DEEPER LEARNING IN BUSINESS EDUCATION

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Abstract

It is widely regarded that providing students with feedback is central to their learning (Biggs & Tang, 2007). Traditionally feedback has been given to students either in person or in writing, however, due to advancements in technology, audio is now employed by a small minority of educators in Higher Education (Ice et al., 2007; Merry & Orsmond, 2007; Middleton, 2007; Nortcliffe & Middleton, 2007). Audio feedback is a feedback mechanism whereby feedback is given to students via mp3. To date, research on audio feedback has focused on students' perceptions of audio as a feedback mechanism, and its ability to increase students' sense of involvement. However this paper adds to this stream of research by exploring the manner in which students engage with audio feedback. Using data gathered from Business students in the Dublin Institute of Technology, Ireland, this paper explores how students evaluate audio feedback as a method through which to improve their academic performance. It extends current research by examining students' overall perceptions of audio feedback while also examining whether gender and course level has an impact on perceptions. Findings indicate that while no differences exist between male and female students, significant differences are found between postgraduate and undergraduate students. Age related differences are also explored as well as the number of times students listened to the audio feedback. Furthermore, qualitative analysis of a number of open-ended questions is also discussed. The paper concludes by providing recommendations to practitioners on the use of audio feedback.