



UNIVERSITY OF SURREY

Department of Higher Education



Feedback Focus #3

Guildford School of Acting: Audio Feedback

The aim of this feedback design is to facilitate a sense of personal communication through feedback. In GSA, the BA and MA Theatre programmes are primarily delivered online through SurreyLearn. Darren Tunstall, a Teaching Fellow in GSA, has been using voice recordings in a number of different ways, all with the aim of enhancing personal connections with students.

Darren provides formative feedback on students' essay plans using five-minute voice recordings, outlining key points for the student in an informal way. These recordings can be produced relatively quickly from a set of bullet-point notes. Students have reported that they appreciate guidance in a conversational style, facilitating sense of connection to GSA and the University.



In addition to the use of vocal recording for formative feedback, Darren has also been adding his speaking voice to the course content, including podcast-style lecture talks uploaded into units within the course materials accompanied by a PDF transcript for reading along, Panopto videos of Powerpoint and 'How to do' presentations with voiceover for new students, and short whiteboard animations with voiceover on topics such as introductory historical or thematic context for a module unit.

For more on audio feedback, see:

Merry, S., & Orsmond, P. (2008). Students' attitudes to and usage of academic feedback provided via audio files. *Bioscience Education*, 11(1), 1-11.

Winstone, N. E., & Carless, D. (2019). *Designing effective feedback processes in higher education: A learning-focused approach*. London: Routledge. (Chapter 4: Technology-enabled feedback processes).

For further information on the use of SurreyLearn for audio feedback, and the use of video or screencast feedback, contact the Department of Technology Enhanced Learning (tel@surrey.ac.uk)

Key benefits

- **Can streamline the process of providing comments**
- **Provides a greater sense of connection between staff and students**
- **No specific equipment required; audio recordings can even be created in SurreyLearn**
- **Facilitates the communication of nuance in feedback advice**
- **Can be used in a variety of ways in programme delivery and support**

"Written feedback doesn't always get across the nuances of personalised advice, whereas the teacher's own intonation and rhythm of speaking gives the student an extra channel of non-verbal information to learn from".

Darren Tunstall, GSA

**For further information
contact: Darren Tunstall
(d.tunstall@surrey.ac.uk)**