Time	Sess.	Track 1		Track 2
8.30		**Coffee and Registration**		
9.30 - 9.40	001	**Welcome and Challenge setting** *Peak Lecture Theatre* Graham Holden (Head of Academic Practice, Sheffield Hallam University)		
9.40 - 10.25	002	**Keynote** Bob Rotheram *Peak Lecture Theatre*		
10.30 - 10.55	003	**Coffee and Challenge Posting** *Heartspace, Atrium, Level 2*		
10.55 – 11.55	004, 005 (006)	**2 Short papers** Theme: Does Audio Feedback Work? **Sounding out audio feedback: Does a more personalised approach tune students in or switch them off?** Dr Patricia Fell *(Birmingham City University)* **Questioning Audio Feedback** Sue Rodway-Dyer and Elisabeth Dunne *(University of Exeter)* **Room:** CETL 221 **Chaired by:** Helen Rodger	**2 Short papers** Theme: Audio and Written Feedback: differences and preferences **Vorsprung durch Technik : Advancement through technology, audio feedback improves student satisfaction** Dr Heidi Probst, Rob Appleyard and Chris Glover *(Sheffield Hallam University)* **Using an old technology in a new way or using a new technology in an old way? - exploring the use of audio feedback post-teaching observation** Carole Davis and Agi Ryder *(Middlesex University)* **Room:** CETL 222 **Chaired by:** Peter Cogill	**2 Short papers** Theme: Learner and Academic Experience **Podcasting assignment feedback to students; an evaluation of staff and student experiences** Derek France and Kenny Lynch *(University of Chester and University of Gloucestershire)* **Talking about writing: exploring teacher and learner use of audio feedback on EAP writing assignments** Clare McCullagh *(University of Reading)* **Room:** CETL 223 **Chaired by:** Stuart Hepplestone

12.00 - 12.30	007, 008, 009	**Challenge Circle 1** Use of Technology **Room:** CETL 221 **Chaired by:** Helen Parkin	**Challenge Circle 2** Pedagogy & Academic Design **Room:** CETL 222 **Chaired by:** Chris Glover	**Challenge Circle 3** Student Use of Feedback **Room:** CETL 223 **Chaired by:** Graham Holden
12.30 – 13.20	010	**Lunch** *Heartspace, Atrium, Level 2*		
13.20 – 14.20	011, 012, (013)	**2 Short papers** Theme: Alternatives to a Dictaphone Approach **Is there potential to use embedded digitally recorded comments as a form of feed forward, enabling greater flexibility and enhancement to the assessment and feedback progress within Higher Education?** Sue Murrin-Bailey and Shirley Hunter-Barnett *(Edge Hill University)* **Using audio email feedback in formative assessment** Alex Spiers and George Macgregor *(Liverpool John Moores University)* **Room:** CETL 221 **Chaired by:** Elaine Stringer	**2 Short papers** Theme: Students in Charge of Learning **Give and Take - Using Peer Group Audio Feedback to Develop Successful Collaboration within Blended and Online Courses** Angela Smith *(Edge Hill University)* **iGather: learners as responsible audio collectors of tutor, peer and self-reflection** Andrew Middleton, Anne Nortcliffe and Rosie Owens *(Sheffield Hallam University)* **Room:** CETL 222 **Chaired by:** Amanda King	**2 Short papers** Theme: Audio and Written Feedback: differences and preferences **Applying Research on Audio Feedback to "Thought Mapping"** Phil Ice *(American Public University)* **An exploratory study of speech styles in audio feedback to M-level students** Dr. Diane Davies, Dr Pamela Rogerson-Revell and Gabi Witthaus *(University of Leicester)* **Room:** CETL 223 **Chaired by:** Richard McCarter

14.25 – 15.10	014, 015, 016	**Workshop 1** **Hands-on Audio feedback** Juliun Ryan and Robin Gissing (037) *(Sheffield Hallam University)* **Room:** CETL 221 **Chaired by:** Susannah Diamond	**Workshop 2** **A Practical Guide to the Implementation of Audio Feedback** Elaine Stringer and Doug Emery *(Sheffield Hallam University)* **Room:** CETL 222 **Chaired by:** Raj Dhimar	**Workshop 3** **Using audio to encourage a dialogic model of student feedback: what makes it work?** Peter Hartley and Will Stewart *(University of Bradford)* **Room:** CETL 223 **Chaired by:** Andrew Middleton
15.10 – 15.55	017	***Posters and Coffee (017)** *Heartspace*		
15.55 – 16.25	018, 019, (020)	**Student Panel** **Experience and reflections** Amanda King, Shane Nugent, Ben Partridge, and Lila Campbell *(students from Sheffield Hallam's Students as Researchers Project)* **Room:** CETL 221 **Chaired by:** Andrew Middleton	1 Short paper Theme: Audio and Written Feedback: differences and preferences **Audio Feedback at the University of Liverpool: a review of experiences** Stuart McGugan, Nick Bunyan, Dave King and Michaela Higginson *(University of Liverpool)* **Room:** CETL 222 **Chaired by:** Liz Aspden	1 Short paper Theme: Does Audio Feedback Work? **Group Assessment Feedback: The Good the Bad and the Ugly** R. Emery, A. Atkinson *(Southampton Solent University)* **Room:** CETL 223 **Chaired by:** Anne Nortcliffe
16.25 – 16.45	021	**Looking Ahead** *Peak Lecture Theatre* Challenge Report (Session Chairs to report back, Poster competition results)		

Posters

Neanderthal to Neil Armstrong

Ian Bassam, *(Sunderland University)*

Which audio feedback is best?: Optimising audio feedback to maximise student and staff experience

Dr I-Chant A. Chiang, *(Aberystwyth University)*

Feedback by text and audio annotation

Steve Dixon, *(Newman University College, Birmingham)*

Initial experience of using audio feedback for general assignment feedback

Scott Turner, *(University of Northampton)*

…And Mud in Your Eye?

Paul McLaughlin and Wesley Kerr, *(University of Edinburgh)*

Peer feedback modelling: sharing techniques used to record the group tasks

Linda Mason and Mike Hickman, *(York St. John University)*

Technology, Feedback, Action!: The impact of learning technology upon students' engagement with their feedback

Stuart Hepplestone and Helen Parkin, *(Sheffield Hallam University)*

Formative and Summative Audio Feedback in Politics: Reflections and Review

Dr. Nick Robinson *(University of Leeds)*

Listening to Law Students Listening to Me

Simon Sneddon, *(University of Northampton)*""

Lend me your ear and I'll improve your grade

Dr Mark Glynn, *(ITT Dublin)*

Case Study: E-feedback for formative assessment: can it improve student learning and assessment efficiency?

Tony Milanowski, *(Plumpton College)*""

Design or Designer? Does recorded review support "starchitect culture?

Krzysztof Nawratek, *(University of Plymouth)*

A Quick and Dirty Word in Your Ear

David Lomas, *(Sheffield Hallam University)*