

The Feedback Feeding Frenzy: Adding Audio and Technology to the Mix

By Amy B. Levin & Joe Regalia. 27 Perspectives 60 (2019).

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Reviewer's Summary:

This article focuses on providing audio feedback to students to better reach the generation of students currently attending law school. Levin and Regalia discuss how digital native students are used to getting their audio and visual info in small bites and state that feedback delivered in this way will be more meaningful to Gen Z and millennial students than traditional written feedback. In addition, they point out the written feedback is hierarchal whereas audio feedback lends itself to guiding students and providing a dialog approach that students prefer. With today's law schools, there are more students and less faculty and providing audio feedback can save faculty time over doing lengthy written comments. They emphasize that written feedback should not be eliminated, but is better suited to short points and audio feedback can be used to enhance written feedback by providing denser commentary. The authors provide suggestions for ways to create audio feedback and programs to use, as well as provide suggestions for enlisting the assistance of your IT department. Finally, they recommend providing feedback in the S.M.A.R.T. model (specific, measurable, achievable, relevant, and time-based) and they encourage faculty and instructors to explore other ways to bridge the generational gap when providing feedback.

Summarized by: Theresa Tarves, Penn State Law, in 2021