Video Transcript   by Learning Service

>> KRISTIAN: My name is Kristian Weaver, I'm a lecture in Sport Therapy.
My modules that I teach on are anatomy and physiology in the first and second year, as well as assisting throughout clinical placements and clinical practice within our sports therapy clinic.

So we have a couple of students with SpLD needs. Previously we had readers for exams, come-in from the SpLD team and I liaised with those people who are in the SpLD team as to what we could offer the students potentially as alternative, rather than having to read sitting with them.

We need to come up with a different solution to having a reader and therefore I came up with the idea of putting audio onto a PowerPoint presentation, and therefore the student could re-play the audio whenever they needed to, but also it gave them a sense that their control over the questions that they wanted to go through in the exam.

It's a relatively simple process to setup if you used to PowerPoint presentations, it's just grabbing an audio clip from the top right-hand corner and then recording it through a set of headphones and put it on the to the PowerPoint itself.

In addition to that, I also wrote the question out on the PowerPoint and gave any images which will be in a normal examination paper. So, it's relatively simple process and then once set up, all you need to do is load up on the laptop prior to the examination, and therefore the student can just flick on the next examination question and press play in the top right-hand corner, and that means the audio clip will then play and they can re-played as many times as they want or pause it at any point, and they can also skip two different questions on the PowerPoint, so it doesn't mean that they have to go in order or fashion...just go through it. They can actually skip to any questions that they want to answer that time.

So in my module of 'Anatomy and Physiology', there's actually quite a lot of long words which students, when they first come to the university, don't fully

understand and don't know how to pronounce. So originally, for my module, I put on audio clips for those longer words so they could fully understand how to pronounce the words, but also when we come to the examination process, they might not be able to fully read the word that's in front of them.

Therefore the audio clip will help them with that but also if we had any Readers within the examination they also may struggle in order to pronounce some of the words that we use. So, by me pronouncing them on the PowerPoint presentation it saves that awkwardness of the Reader not being able to answer the questions.

I'd spoken to some of the students, regarding the pros and cons of using the audio clip versus using the Reader, and it was that, with a Reader obviously they would be able to get some feedback immediately and they could read the question back to them if they required, but with the audio clip they felt more comfortable using it because they don't feel pressured with a person sitting next to them in the exam, and they were able to then use the audio as and when they actually needed it within the exam, and didn't feel awkward asking them to repeat, a Reader to repeat, the question multiple times.

So, the initial idea came from the fact that within my module itself, we started to put together and some PowerPoint presentations, which contained audio, which would help the students pronounce certain words within anatomy and physiology, and so I took the idea forward, so then we have attached onto the examination and therefore we have the audio with the examination itself.

So, this is the first time I've used it within my examination, I thought that from gaining feedback from students, they seem to openly adopt it, and they thought was really useful for them, and especially with that and alleviating that awkwardness that they have when they have a Reader sitting next to them, everyone felt more comfortable in that environment.

At the start of the exam typically students get verbal instructions of what they need to do within the examination, but obviously if we're doing it on a PowerPoint presentation they needed to be placed in text on the very front of the PowerPoint, as well as putting it onto an audio clip as well, so that's one of the things that I had to get around, because I understand that the students don't necessarily read the front of the PowerPoint so had to audio clip that as well.

So the advice that I give to others is probably first of all; identify the needs of the students you have within the classroom, because they might benefit from using this specific way of examination. I'd also say that ensure that you know…and you cover everything that you need to within your examination. So when I narrated the examinations, it started with the question number, followed by the exam

question, followed by the marks that were available for the question, and also if you have any images with text on, that needs to be narrated as well, because that's the purpose of the audio clip.

End.