

Chapter 8

STUDENT USE OF AUDIO

Introduction

This chapter deals with the different ways in which students in distance and open learning – both formal and non-formal – can use radio and audio cassette materials. The chapter starts by identifying two main factors which determine the way audio materials are used:

- First, the question of whether they are broadcast or distributed on cassette
- Secondly, whether they are intended for individual use or for group listening

This suggests four main ways of using audio – represented in a 2 x 2 table – which are briefly described and discussed. The chapter goes on to identify ten factors that are likely to influence the choice of a particular pattern of audio use; and invites you to rank them in order of importance for your own situation.

There is then a discussion of three main requirements for effective student use of audio – information, resources and facilities, support and training. These three requirements are considered further in subsequent sections; and the chapter concludes with a checklist of key questions on student use of audio.

Patterns of audio use

There are two main factors which affect the way students use audio material in distance and open learning:

- First, there is the way the material is distributed to the students – either through radio broadcasting or in the form of audio cassettes.
- Secondly, there is the question of how the material is intended to be used – either by individual students working on their own or by groups of students working together.

This means that there are four main ways students can use audio. We can represent this in a simple 2 x 2 table:

	Individual use	Group-based use
Radio	1	2
Audio cassettes	3	4

1. Individual use of radio

Students listen to radio programmes individually – usually at home. This has the advantage that large numbers of students can be reached simultaneously and at relatively low cost. It also exploits the personal quality of audio – giving the student a sense of having their own individual tutor at home.

Radio programmes also raise the public profile of an institution or project. More people know about the courses and the opportunities they offer if they hear the programmes on the radio.

However, this way of using radio also has some disadvantages:

- Students need to have individual access to radio sets and sources of power.
- Good quality radio signals may not reach all areas; reception may be poor.
- Transmission times may not be suitable or convenient for all students.
- Students have little control over how they use a broadcast medium.
- Students listening to radio individually do not usually have the opportunity to follow up what they have heard with other students.

2. Group-based use of radio

Students listen to radio programmes in groups – usually in local study centres equipped with radio receivers – and often with support and supervision from local tutors or facilitators.

Radio still suffers from some of the disadvantages listed above – e.g. poor reception, unsuitable transmission times, a low level of student control. However, provided the study centres are within easy reach of students, they can help to overcome some of the problems of individual access to radio sets.

In addition, group-based listening also offers students the major advantage of being able to discuss what they have just heard and share their reactions with fellow students and often with tutors. It also allows students to participate in a range of group-based follow-up activities – applying knowledge, practising skills, exploring attitudes and values. These activities are an important part of learning, which are not generally available to the individual student listener at home.

3. Individual use of audio cassettes

As suggested in Chapter 1, audio cassettes – particularly in combination with visual materials – offer a powerful educational technology to distance learners. They overcome most of the limitations of radio. Students can use cassettes when, where and as often as they like. They also have a high level of control over how they use the material. They can stop, start and re-wind the tape as they wish; and this also allows a closer integration of audio and print than is possible with radio.

However, there are two major limitations to the individual use of audio cassettes:

- First, for courses with large student enrolments, the costs of producing individual cassettes for each student can be substantial.
- Secondly, for students to use cassettes individually, they need individual access to cassette players and sources of power, which may not always be possible.

In addition, as with the individual use of radio, students using audio cassettes individually do not normally have the opportunity to share their experience of listening with other students; nor are they able to participate in group-based learning activities which can add substantially to the educational impact and effectiveness of audio and audio-visual materials.

4. Group-based use of audio cassettes

Using audio cassettes in a group context overcomes the main limitations of individual use suggested above:

- Fewer cassettes need to be produced, so production costs are less.
- Students do not need personal access to cassette players and power sources.
- Students gain the benefits of audio-based group learning suggested above.

However, the possibility of this type of audio use rests on two important assumptions:

- That the institution or project is in a position to set up and support a network of local study centres which are within a reasonable distance for most of its students;
- That the institution or project is willing and able to equip these centres with audio cassette players suitable for group listening and (if necessary) stand-by sources of power, together with regular servicing and maintenance.

It is also possible to combine these different types of audio use. For instance, an institution could produce radio programmes or audio cassettes for individual use; but also provide alternative listening facilities in local study centres for students who do not have individual access to radio sets or cassette players. It would also be possible for tutors to use radio programmes or audio cassettes aimed primarily at individual students, as a resource for group-based tutorial work at the local centres, for students who want to take advantage of the service.

Choosing types of audio use

The choice between these different patterns of audio use depends on a number of inter-related factors. Among the more important, we can identify the following:

- The material and human resources available to an institution or project and the extent to which it is willing to allocate them to audio
- The availability, extent and cost of radio transmission slots
- The extent and quality of radio coverage
- The suitability for students of the available transmission times
- Individual student access to radio sets, audio cassette players and sources of power
- The extent to which an institution or project can set up, support and equip a network of local study centres
- The accessibility and attractiveness of these study centres to students
- The extent of collaboration with other institutions and agencies in providing tutorial support
- The subject matter of the courses being offered and the learning needs of the students
- The numbers and distribution of students following a particular course

Making the choice

- How important is each of the ten factors listed above in your own situation?
- Can you arrange these factors in order of importance for your own institution or project?
- Are there other factors that you think should be added to the list?
- Do you have accurate and reliable information on each of the factors?
- What additional information do you need? How can you obtain it?
- Who should be involved in deciding what type of audio to use?
- How should the decision be made?

One possible approach was suggested in Chapter 1:

Radio still has a role to play, especially in communicating fairly simple messages to large numbers. It is still important in most countries as a source of news and information. Radio is also likely to be important for mass education campaigns and for courses with very large student enrolments. But for most other purposes, the advantages of audio cassettes, even if they involve additional costs, are likely to be overwhelming. And, as we shall see later, the problem of costs can be addressed by exploring the possibilities of the group-based use of audio cassette technology.

Some questions to consider

- Would the above approach be useful for your institution or project?
- What developments or modifications to the approach would you suggest?
- What pattern of audio use would you adopt for your own particular situation?

Requirements for effective student use of audio

Whichever pattern of audio use is adopted for particular courses, the general aim will be to maximise the effectiveness of audio for teaching and learning at a distance. To maximise the effective use of audio, two conditions need to be fulfilled:

- The audio material itself needs to be of high quality. It needs to be carefully planned, designed and developed to meet the needs of the students. It also needs to be skilfully and professionally produced.
- In addition, the audio material needs to be supported by an organisation and managerial system which enables the students to use the material effectively and to derive the maximum educational benefit from it.

So far in this handbook, we have concentrated mainly on the first of these two conditions – suggesting patterns of good practice intended to encourage and promote the design, development and production of high quality audio materials for distance learning. Here we turn to the second of the two conditions – to the organisation and managerial systems necessary to ensure the effective use of audio.

We can think of this second condition in terms of four main organisational and managerial functions that need to be fulfilled if the use of audio is to be effective:

- **Information** – the provision of adequate information to students about the availability and purpose of audio materials
- **Resources and facilities** – the provision of appropriate resources and facilities to make possible the effective use of audio
- **Support and training**– the provision of relevant support systems and training for students and tutors in the use of audio materials
- **Monitoring and evaluation** – the setting up and operation of systems to monitor and evaluate the use of the audio materials

In this chapter, we use the first three functions as a framework for discussing the organisation, administrative and management requirements for the effective use of audio. We look at the fourth function – monitoring and evaluation – as part of a wider discussion of this subject in the next and final chapter of the handbook.

The provision of information

Unless students know about the availability of audio material, they will not be in a position to listen to it. The more they know about its purposes and how to use it, the more they are likely to learn from it.

What do students need to know about audio?

To derive maximum benefit from audio, students need to know the following:

- **What** audio material is available to them – on radio and/or cassette
- **When** they can or should listen to the material – radio transmission schedules or suggestions about the best time to use audio cassette material and audio-vision packages
- **Why** they should listen to audio material – in terms of its aims and objectives, its relationship to other media and learning activities (e.g. printed texts, face-to-face tutorials, assignments and examinations), and its particular contribution to the teaching and learning process
- **How** they should listen – so that they derive the maximum benefit from the material – how they should prepare for listening, how they can actively engage with the material and how they can reinforce their learning through follow-up activities

What form should the information take?

Here we need to make a distinction between formal and non-formal education.

Formal courses

For formal courses, there are usually two main options for providing information about audio to students.

- First, information on audio can be included in the main printed text(s) for the course. This has the advantage of presenting audio and printed materials in a fully integrated way. However, this approach can present the production team with practical problems. For instance:
 - Even in the best planned courses, the schedules for the development and production of audio tend to lag behind those for printed texts. As a result, all the information students need about audio may not be available at the time the text has to be delivered to the printer.

- If subject specialists are under pressure to produce new courses, what often happens is that they concentrate their efforts on the preparation of printed materials; and courses are launched initially without audio support, which is then added later, e.g. in the second year of presentation.
- Also, if the course is using radio, transmission schedules tend to vary from year to year; and it is therefore not possible to include accurate and up-to-date information about when programmes will be broadcast in the main course text(s), which would normally be used over a number of years.
- Secondly, as an alternative to including audio information in the main course text(s) – for instance, in the examples cited above – the information can be presented in specially prepared and separately bound audio notes. The main course text(s) will usually contain brief references to audio; but the detailed information about the audio material and how to use it will be presented in the separately published audio notes.

In both cases, there is also a strong case for repeating and reinforcing essential information (aims, objectives, how to use the materials, follow-up activities) in the audio material itself. If students receive the information from at least two sources, there is a better chance that it will get through to them and be absorbed.

Non-formal courses

The two options outlined above – plus the inclusion of information in the audio materials themselves – can also be used with audio for non-formal education. However, many non-formal courses will be aimed at audiences with a significant proportion of non-literate or semi-literate listeners and learners. In these cases, the use of printed information alone will have limited impact. In this situation, distance educators need to look to other ways of communicating with the target audience.

Here, general programmes on radio and television can play an important role in reaching the target audience. They can provide information on what is available, when and where it can be heard, and how to enrol in non-formal education courses. However, announcements in the mass media are unlikely in themselves to motivate and mobilise the potential audience into active participation in non-formal education. These messages need to be supported and reinforced by credible local sources of information and advice.

For this reason, in addition to promoting and publicising non-formal courses through the mass media, you also need to gain access to a range of local communication networks, which can support and endorse the mass media messages. In the formal sector, such support is often available through a network of local study centres. However, these centres tend to be fully occupied with the support of formal

courses and are unlikely to have the resources to extend their activities to the non-formal sector. So for non-formal courses, you usually have to seek out and work through alternative networks to reach and support students. (This is a subject that is explored further in the next section.)

How should the information be communicated?

Here again it is important to distinguish between the provision of information for formal and non-formal courses.

Formal courses

Providing information on audio for students who are registered for formal courses should not create too many difficulties. You are usually in direct and regular contact with these students. The audio material is usually a component of a print-led multi-media package. Information on audio can therefore be included in the main course texts which are distributed to students – usually by post or via local study centres – or in separate **Audio Notes** which can be distributed with the main texts and other course materials.

Even in this case, however, there can be problems. These are likely to relate mainly to scheduling – e.g. coordinating the schedules for the development and production of audio and printed materials, so that information about the audio component is available when it is required for presentation in print. In addition, as with any distance education materials, there can also be problems in situations where the physical distribution of materials to remote areas presents difficulties.

Non-formal courses

As suggested above, much greater problems tend to arise in the communication of information about non-formal courses – for instance, where radio is being used as the main medium in a mass education campaign. In this case, you are unlikely to have the same sort of direct contact with potential students that is available (through local centres) for formal courses.

Instead, you will need to explore and establish alternative channels of communication; and this in turn will involve research, dialogue, liaison, cooperation and collaboration with a wide range of other institutions and agencies that are in a position to offer such alternative communication systems.

The specific institutions and agencies will depend on the particular audiences at which the non-formal programmes are aimed. For instance:

- A radio-based course designed to improve agricultural practices might seek to communicate with potential students (i.e. farmers) through a national or regional network of agricultural extension workers.
- A non-formal health promotion course or campaign might seek to disseminate information through local health workers and clinics. It might also involve national or regional women's organisations.

In both these cases and others, you might also seek to promote the courses and involve potential students through a number of other networks. For instance, the networks of local personnel offered by the formal education system (schools, colleges, universities); by the structures of national and local government; or through a range of well-established and respected NGOs and other voluntary agencies with a particular interest or involvement in non-formal education.

The challenge that presents itself to those involved in using audio for non-formal distance and open learning is therefore:

- To identify appropriate networks through which to contact and communicate with specific target audiences for non-formal education
- To establish and develop close working relationships, characterised by mutual trust and respect, with the institutions and agencies that have access to and control over these communication networks
- To design and deliver persuasive messages that will inform, motivate and mobilise potential students to involve themselves actively in non-formal audio-based courses

Responding to this challenge requires a substantial investment in planning and research, and in establishing and maintaining successful collaborative partnerships. This activity inevitably takes time and money. One of the key questions, therefore, is what proportion of the audio budget should be invested in promotion and publicity for non-formal courses.

Checklist on communicating with potential non-formal students

- Who do you see as the main target audience for the course?
- How will you inform them about the course and encourage their participation?
- What institutions or agencies could you usefully collaborate with in promoting and publicising the course?
- What will the collaboration involve? How might it be extended?

Resources and facilities for audio use

In the case of individual listening to audio materials, it is usually assumed that students will have individual access to their own radio receivers and/or audio cassette players; and that they will also have regular access to adequate sources of power. However, it is also widely recognised, particularly in poorer countries, that such access to audio equipment and facilities cannot always be guaranteed.

This raises important questions of equity for those involved in distance and open learning. If some students have access to audio, while others don't, does this give the students who have access an unfair advantage over those who do not?

A common response to this problem is to make audio an 'optional extra' in courses, rather than an integral component of the teaching and learning package. As a result, the status of audio is down-graded. It tends to be seen (by teachers and students) as a non-essential part of the course. As a result, the full potential of the medium is rarely achieved and exploited.

For these reasons, many distance and open learning institutions provide radio and audio cassette listening facilities in their local resource and study centres. In this way, students who do not have individual access to audio equipment and/or sources of power can come into their local study centre, provided it is within a reasonable distance of where they live, and listen to the audio materials for their courses.

If it is reasonable to assume that all students will be able to listen either at home or in a study centre, then the status of audio can be up-graded, it can be defined as an essential part of the teaching and

learning system, and there is a better chance that the full potential of the medium will be realised.

In addition, once local resource and study centres have been equipped with audio listening equipment, it also becomes possible to start producing audio material, both radio and especially cassettes, designed specifically for group listening. As argued earlier, this also makes it possible to offer students a wide range of audio-based group learning activities:

- Applying knowledge in the local environment
- Developing and using practical skills
- Discussing and evaluating attitudes and opinions
- Sharing experience and learning from each other

Group-based use of audio, especially in combination with print, can also provide tutors with additional resource material, make tutorial sessions more varied and interesting, and generally add to the attractiveness and satisfactions of learning at a distance.

Providing facilities such as those suggested above makes significant demands in terms of human and material resources. In effect, the system would require:

- Equipping each study centre with at least one (and preferably more than one) radio-audio cassette players, with sufficiently powerful speakers to use them in group situations of up to say 20 students, and also with headphones for individual listening.
- Providing the centres with either stand-by generators or sufficient supplies of dry-cell batteries to enable the equipment to be used when mains electricity is not available; in this connection it might also be worth investigating the comparative costs of using solar power or of investing in the recently developed clockwork radios, due to be followed by a clockwork cassette player.
- It would also be necessary to set up a system for the servicing, maintenance and repair of the equipment – with spare radio-cassette players to cover periods when equipment was out of action.
- Study centres would also need to be supplied with a complete set of audio cassette and audio-visual materials; and these would need to be catalogued for easy access by students and tutors.
- Once these resources and facilities are in place, it would also be necessary to appoint someone to take responsibility for their management and control, and also to provide a means of storing them securely – e.g. a locked steel cupboard.

Some questions to consider

- Would your institution or project be justified in allocating scarce resources to equipping local centres as suggested above?
- What would be the main arguments for and against such an allocation of resources?
- If funds were not immediately available, what other sources of funding might be worth exploring?

So far, we have been looking at fairly elaborate provisions. However, in certain circumstances, simple solutions can also work well – as the example below illustrates.

SOLO in Sudan

The Sudan Open Learning Organisation – see Chapter 1 – provided audio cassette players to 80 study groups in refugee camps in eastern Sudan for use in its Primary Health Care (PHC) Campaign.

The cassette players were provided by an international donor agency. They were distributed to the groups – together with cassettes, flip-charts and spare batteries – via the group leaders, who collected the equipment and supplies during a brief training course they attended.

The group leaders took responsibility for the safe keeping of the equipment and supplies. The cassette players were returned at the end of each phase of the PHC Campaign for servicing. No cassette players were lost or stolen. All cassettes and flip-charts were returned for use by other refugee groups.

Support for audio use

It is generally accepted that the effective use of audio will be increased if students are provided with support and guidance on how to use the materials. This support and guidance can be provided in three main ways:

- In printed form – either in the course text(s), or in specially prepared **Audio Notes**

- Through the provision of specially trained tutors or study group leaders or facilitators
- By a combination of both methods – print plus tutorial or facilitator support

Printed support

As indicated earlier, printed information and tutorial support for students using audio – particularly for individual use in formal education – is usually provided, either in the main course text(s), or in specially prepared **Audio Notes**. In whatever form the information is presented, it usually contains the following main elements:

- A statement of the aims and objectives of the audio material and its accompanying print – what the student can expect to learn from listening to the material and doing the associated activities
- A brief introduction to the main content and structure of the material – what subjects are covered, in what order, who is taking part, what they have to offer, plus any background information which is relevant to what the students will hear
- Suggestions on how to prepare for listening – sections of the course text that should have been completed, knowledge and skills assumed, and (in the case of audio cassettes) an indication of when it would be most useful to listen
- Any visual material to be used in conjunction with the audio – e.g. charts, diagrams, tables, maps, illustrations etc. which the students will need look at while listening – plus (in the case of cassettes) any activities or exercises to be done when the tape is stopped
- Details of any follow-up activities to be completed after listening to the audio material – plus (where appropriate) self-check answers to exercises undertaken during the programme, a glossary of new words and key concepts and suggestions for further reading and study activities

Similar support material is often provided for audio material that is mainly intended for group listening. This is particularly the case in formal distance education programmes; but such materials are also sometimes produced (though less frequently) for non-formal courses.

However, when audio is produced mainly for group listening, whether in formal or non-formal education, in addition to providing printed support materials, it is also usual to provide face-to-face tutorial support or study group leadership designed to facilitate the group-based use of the audio material.

Personal support

The provision of face-to-face tutors and study group leaders or facilitators in support of audio involves three main activities – recruitment, training and providing support and supervision.

Recruitment

In most formal distance education systems it is not usually necessary to recruit tutors to work specifically on audio. Normally, local part-time tutors will have been recruited to provide general tutorial support for students, which will include work with audio materials. However, it is important to take account of the role of audio in recruiting part-time tutorial staff – for instance:

- In defining the tutors' role and responsibilities, and preparing job descriptions
- In negotiating terms and conditions of employment and drafting contracts
- In selection procedures and in initial briefing and induction programmes

In non-formal education, you are more likely to be recruiting local part-time tutors or study group leaders to work specifically with audio-based learning groups. As with general face-to-face tutors, it will be necessary:

- To define roles and prepare job descriptions
- To negotiate terms and conditions of employment
- To draft and issue formal contracts of employment
- To devise selection and induction procedures

However, whereas part-time tutors for formal courses will tend to be drawn from conventional education (schools, colleges, universities), non-formal tutors and study group leaders/facilitators will typically come from a much wider range of institutions and agencies. This is an area in which effective collaboration will be very important – with government departments, voluntary organisations (NGOs) and the private sector.

In some areas of non-formal education, you may lack professional experience and expertise. It is also possible that you may not have the grass-roots contacts to be able to recruit suitably qualified and experienced local tutors, trainers and facilitators. Collaboration with government departments, NGOs and the private sector will therefore be essential.

For these collaborations to work well, they need to begin early in the course development process. Consultation needs to start at the planning and design stage. Collaboration needs to be continued through the development and production of materials and the setting up and staffing of local study centres. It is also important that partner agencies should be involved in the monitoring and evaluation of projects, their modification and improvement, and the development of new initiatives.

Training

Once the local part-time tutors and study group leaders have been recruited and introduced to the idea of distance and open learning, they then need to be trained in how to help students derive the maximum benefit from audio and accompanying printed and visual materials. This applies equally to formal and non-formal education.

In formal courses, audio training will normally be included as part of a more general package of tutor training. A similar approach may also be adopted for non-formal courses; though here training in the use of audio will often need to play a more prominent part.

The specific content of audio training will vary from course to course. But the general principles underlying the process remain essentially the same.

Identifying training needs – Most of your potential tutors and facilitators will have had relatively little experience of using audio for education and training. Your first task is therefore to identify and analyse their training needs:

- What knowledge, skills and attitudes will their role require?
- What do they know already? What skills do they already have?
- What knowledge and skills do they need to acquire? What attitudes and values need to be challenged or reinforced?

Designing training courses, workshops and materials – Once you have identified the training needs of your tutors/facilitators, the next task is to design and develop a programme of training to respond to these needs. This may be delivered independently, or as part of a broader programme of tutor training.

The specific content of the training will be determined by the background and experience of the trainees and the specific course for which they are being trained. However, most training programmes will probably include the following main items:

- An introduction to the students, their background and learning needs
- An overview of the course as a whole and its main components
- An introduction to the role of audio and audio-vision in the course
- A review of the aims, objectives and content of the audio and associated print
- How to organise and manage an audio-based tutorial or training session
- How to encourage and support student participation and active learning
- How to monitor, evaluate and improve audio-based teaching and learning

You may also find it useful to develop a tutors' audio handbook to accompany the training programmes; or alternatively, to contribute an audio section to a more general tutors' handbook. This can be organised in two parts:

- Part I – providing general advice and guidance on using audio materials with adult students
- Part II – providing specific information and advice related to a particular course

This type of handbook can be used both as a resource for training courses and workshops, and also as a practical guide and reference manual for tutors and group leaders when they are working with the students. Part I could be standard for all tutors/facilitators using audio in their tutorial or training sessions; Part II could be varied according to the particular course in which the tutors/facilitators are involved.

Support and supervision

Once tutors and facilitators have been trained in the use of audio, it is important to provide them with continuing support and supervision. This will help them develop their skills and improve the quality of service they offer to the students.

In addition, there also needs to be a system that ensures the technology necessary for audio (radio-audio cassette players, sources of power and supplies of audio cassettes) is properly serviced and maintained.

There are several ways in which a system of support and supervision can be organised. The system adopted will obviously depend to a considerable extent on the size and scope of the institution or project. Here, as an illustration, we look at what might be provided in a fairly large institution operating at local, regional and national levels.

Smaller organisations would be likely to have a less elaborate structure; but they would still need to fulfil the same functions.

- **Local mentoring** – At the local level there should be a system of ‘mentoring’ – i.e. tutors/facilitators with successful experience of using audio should be appointed as ‘mentors’, to provide informal day-to-day advice, guidance and support to new or less experienced tutors in how they can make the best use of the medium.
- **Regional supervision** – At the regional level, more senior staff should be appointed to take special responsibility for the support and supervision of the use of audio. This would involve, for instance:
 - Making regular visits to local tutorial/study groups – to monitor and evaluate the use of audio; to check on equipment, facilities and resources; and to provide advice, guidance and support to tutors on their use of audio.
 - Making regular reports and providing feedback on the impact and effectiveness of radio, audio cassettes and audio-vision, and putting forward suggestions on how the quality of audio materials and tutorial service might be improved.
- **Central coordination** – At national level, a senior member of the student support staff should be appointed with special responsibility for:
 - Coordinating, analysing and interpreting information and feedback received from the regional staff on the use, impact and effectiveness of radio and audio cassette materials.
 - Providing regular reports to subject specialists and producers on the use of radio, audio cassettes and audio-vision, with recommendations on how the materials and services could be improved.
 - Providing support and supervision to the regional staff responsible for audio; keeping them informed on developments in relation to audio at the national level; and representing their interests and needs in policy and planning discussions.

Organising and managing the recruitment, training and support of staff with responsibilities for audio makes substantial demands on institutions and projects. In return, however, not only is the impact and effectiveness of audio likely to increase, but (as indicated above) you will also have access to an extensive network of trained tutorial staff, in close and regular contact with your students. These tutors and facilitators will be in an excellent position to provide valuable information and advice on the audio materials you are producing and on how your audio services can be improved. This is a topic that is

developed further in the next chapter on the monitoring and evaluation of audio.

Checklist on student use of audio

- What type of audio would be most appropriate for your students – radio or audio cassettes, individual or group use?
- How will you inform your students about the availability and purpose of the audio material? How will you encourage them to listen?
- What support can you offer your students in their use of audio – in print and/or face-to-face?
- If you are offering face-to-face support, how will you recruit, train and support your tutors and/or study group leaders/facilitators?
- How can you use this network of tutors and facilitators to gain information about the effectiveness of your audio materials and how they can be improved?