



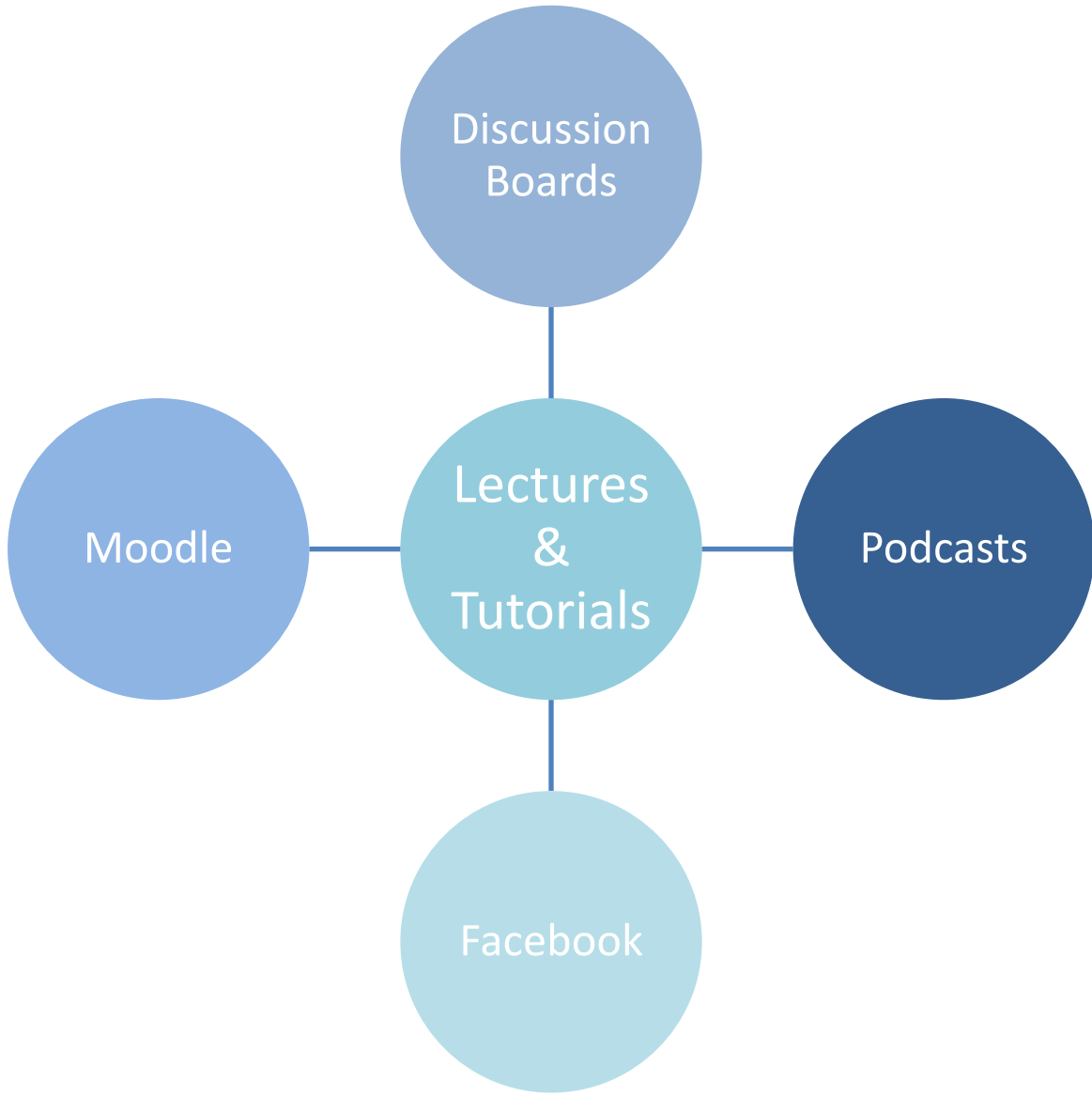
Do Students Use Podcasts?

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Do Students Use Podcasts?

- Context
- Literature Review
- Research Method
- Findings
- Conclusions
- Questions & Comments



Staff may put material up on a regular basis but students only seem to refer to them at revision points (Lonn & Teasley, 2009) .

Students select and combine the methods that suit their learning styles. Freedom to work when and where they like (Conole et al, 2008, Harris & Park, 2008). Academic staff have responsibility for the design of the tools and activities (Minocha, Schroeder & Schneider, 2011).

Some students prefer written material. Not a panacea. (Fernandez, Simo, & Sallan, 2009, Kazlauskas & Robinson, 2012). Student's expected usage of the technology can be higher than actual usage (Sutton-Brady et al, 2009) .

Students preferred linked slides/voice podcasts although students did express a preference to learn 'from a real lecturer' (Griffin, Mitchell & Thompson, 2009) and were unlikely to skip a class because a podcast was available (Guertin et al, 2007) .

Podcasts are quicker and easier for staff as they require less 'technical' knowledge to create (Brown, Hinks & Read, 2012).

Further research required comparing different types of podcast on the same course (Fernandez, Simo, & Sallan, 2009) and the long-term impact of podcasts (O'Bannon et al, 2011) .

"Any new course development process is messy and sometimes stuff doesn't work" (Morrison & Long, 2011 p.29) .

Students might not be ready for podcasts (Walls et al, 2010) or may not understand how to use them (Sutton-Brady et al, 2009, Guertin et al, 2007).

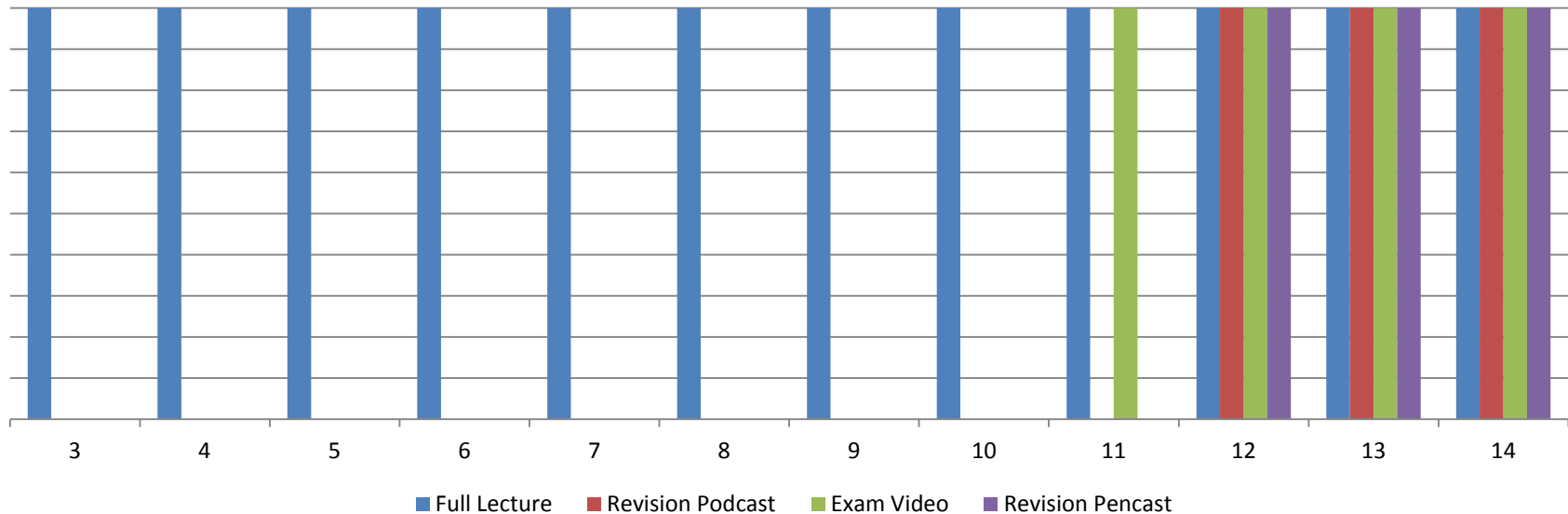
Students found 5 minute MP3 podcasts more useful than text books but not their own notes (Evans, 2008).



Podcasts

Podcasts can reduce exam stress, assist international students (Evans, 2008) and are beneficial for dyslexic students (Harris & Park, 2008) .

Four different types of podcast published through the term



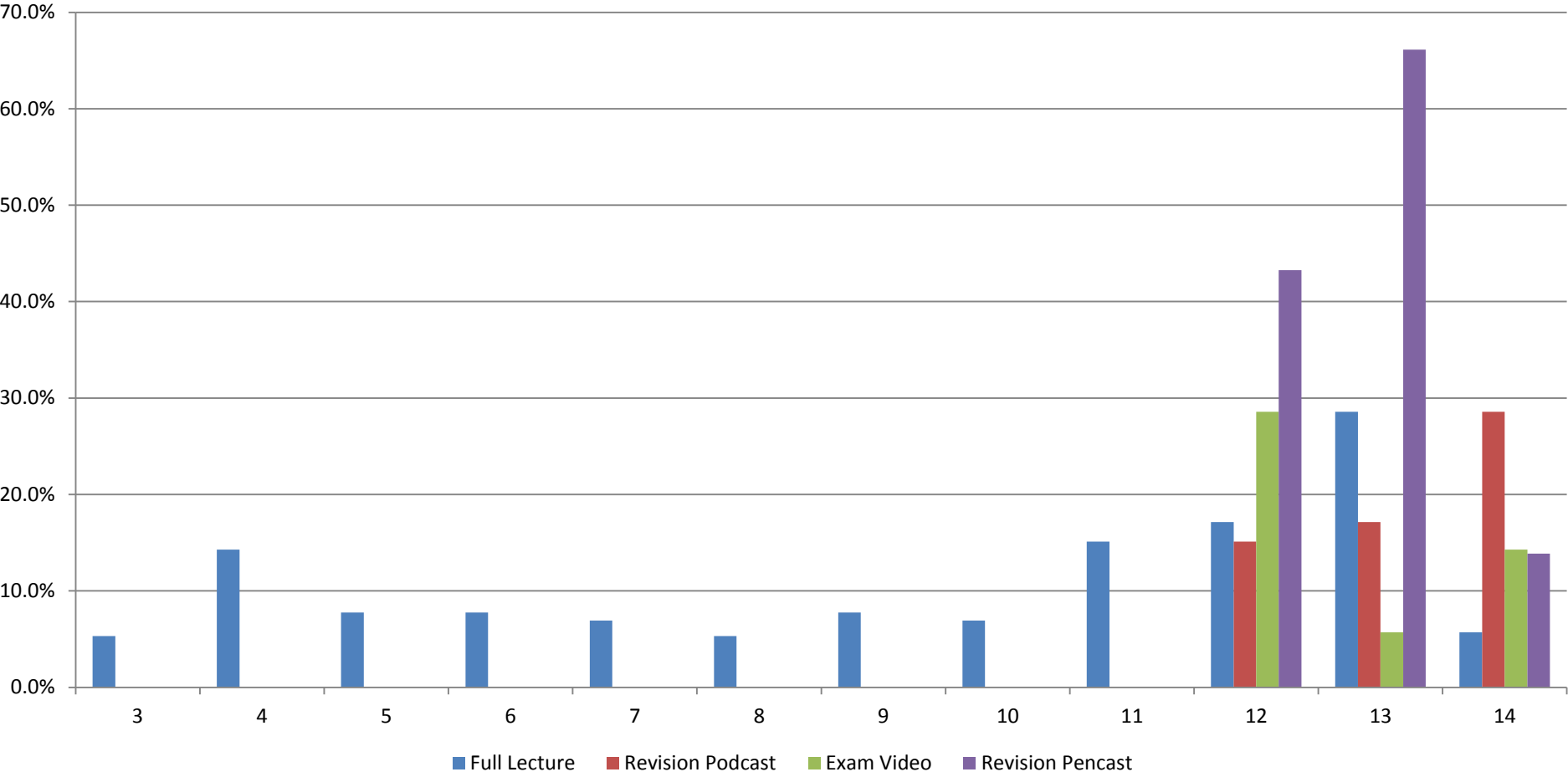
Questions:

What type of podcasts do students use?

When in the term do they use them?

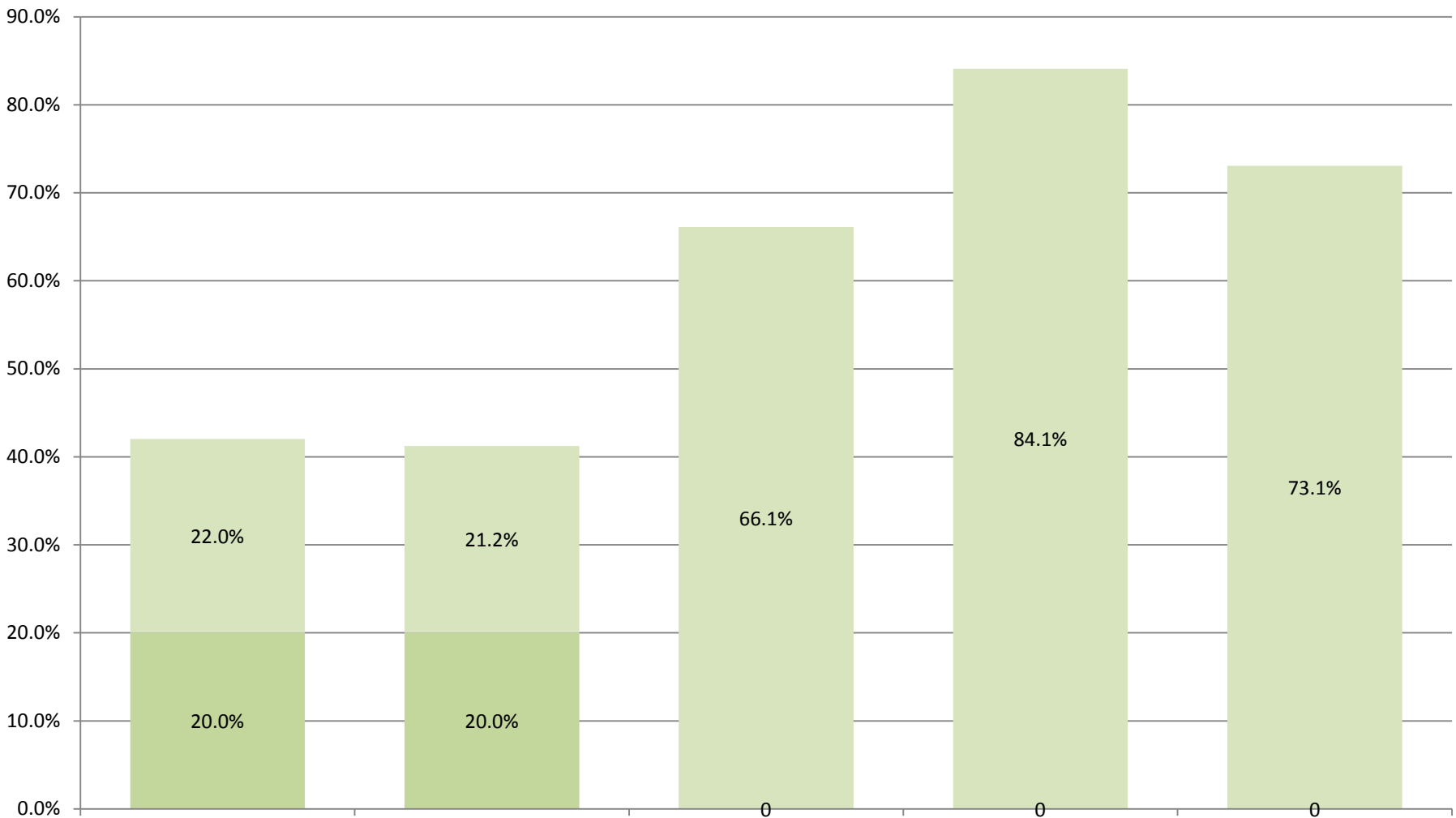
Data collection through Moodle Logs that shows when the file is accessed and by whom. Method consistent with Guertin et al, 2007

Weekly Tool Usage



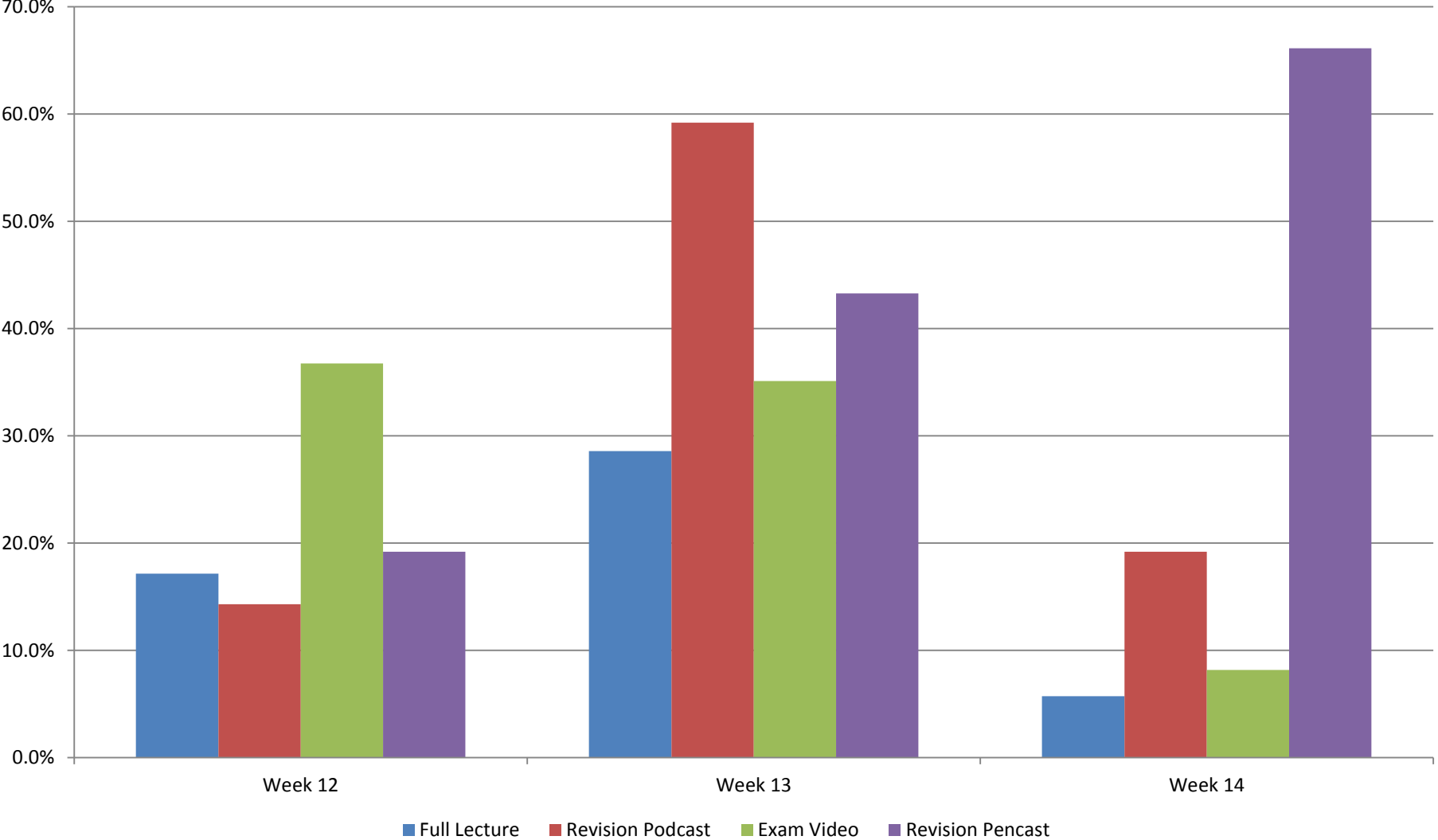
%age of students making use of podcasts by week

Complete Term Tool Usage



%age of students making use of podcasts

Revision Period Tool Usage



%age of students making use of podcasts during weeks 12, 13 &14

Students do make use of podcasts but mainly as a revision tool (Conole et al, 2008, Harris & Park, 2008 and Lonn & Teasley, 2009). Students appear to be selective on how they use the available tools (Conole et al, 2008, Harris & Park, 2008 challenging (Sutton-Brady et al, 2009, Guertin et al, 2007).

There would appear to be interest from students in lecture recordings but the use of these on a weekly basis is limited.

Pencasts were the most popular revision tool combining sound and vision (Griffin, Mitchell & Thompson, 2009) which is good news for course designers as these are the quickest and easiest to create (Brown, Hinks & Read, 2012).

Further research required to compare different student cohorts over time on the same module.

Further experimentation required on formats to assess the usage of different types of podcasts.

Observations or Questions?

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