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Assessing the Use of Enhanced Podcasts: Learning vs. Attendance

May 6th, 2009

Overview

- Using enhanced podcasting in Chris Dupont's Biology classes
- Surveying the students
- The stories that the initial survey results are telling us
- Should you do this in your class?

The Project

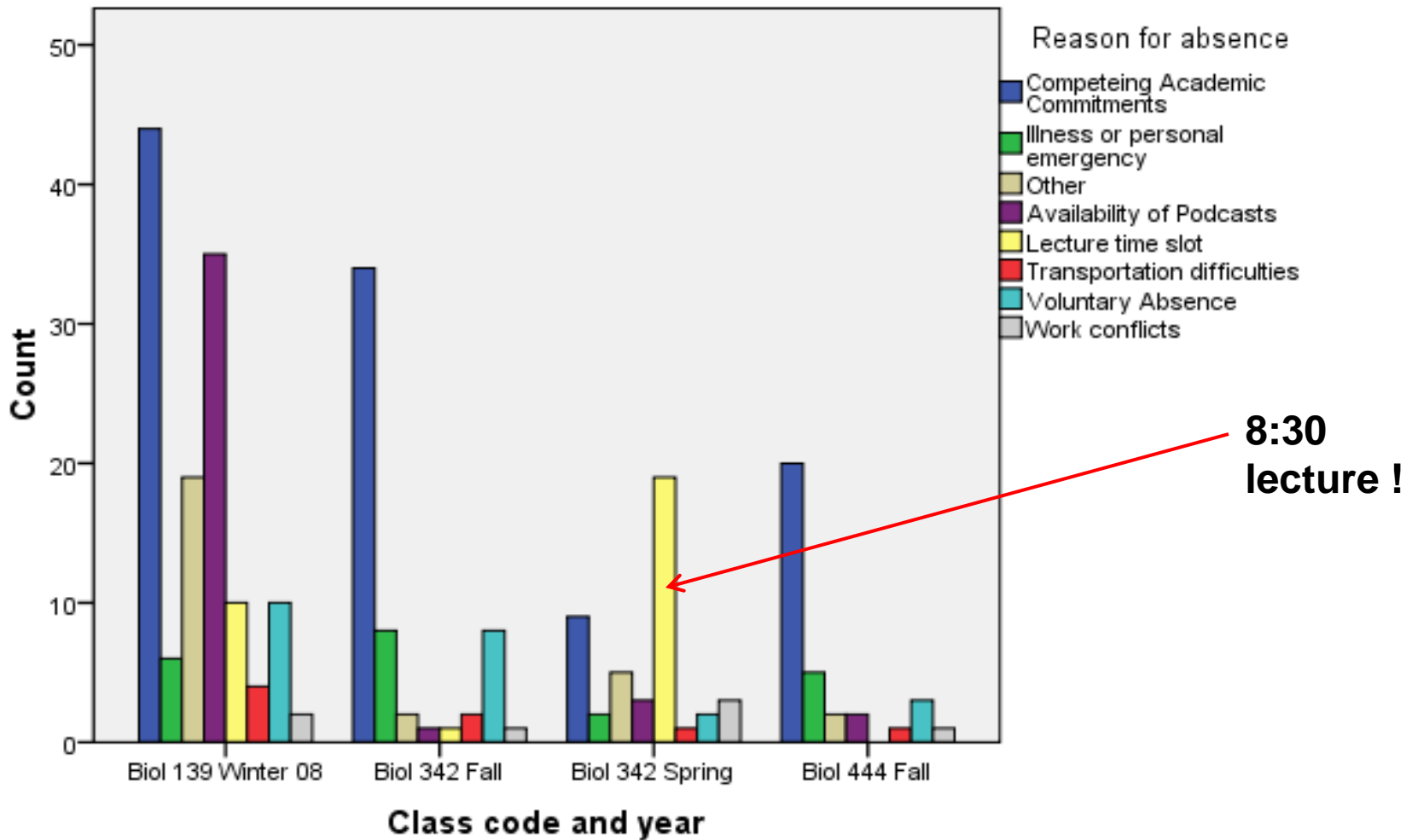
- Enhanced podcasts – created using “Profcast”
- 10 classes – over 2 years – mostly Science students
- So far data from 472 students in year 1A/B to 5A/B
- The survey - 22 questions

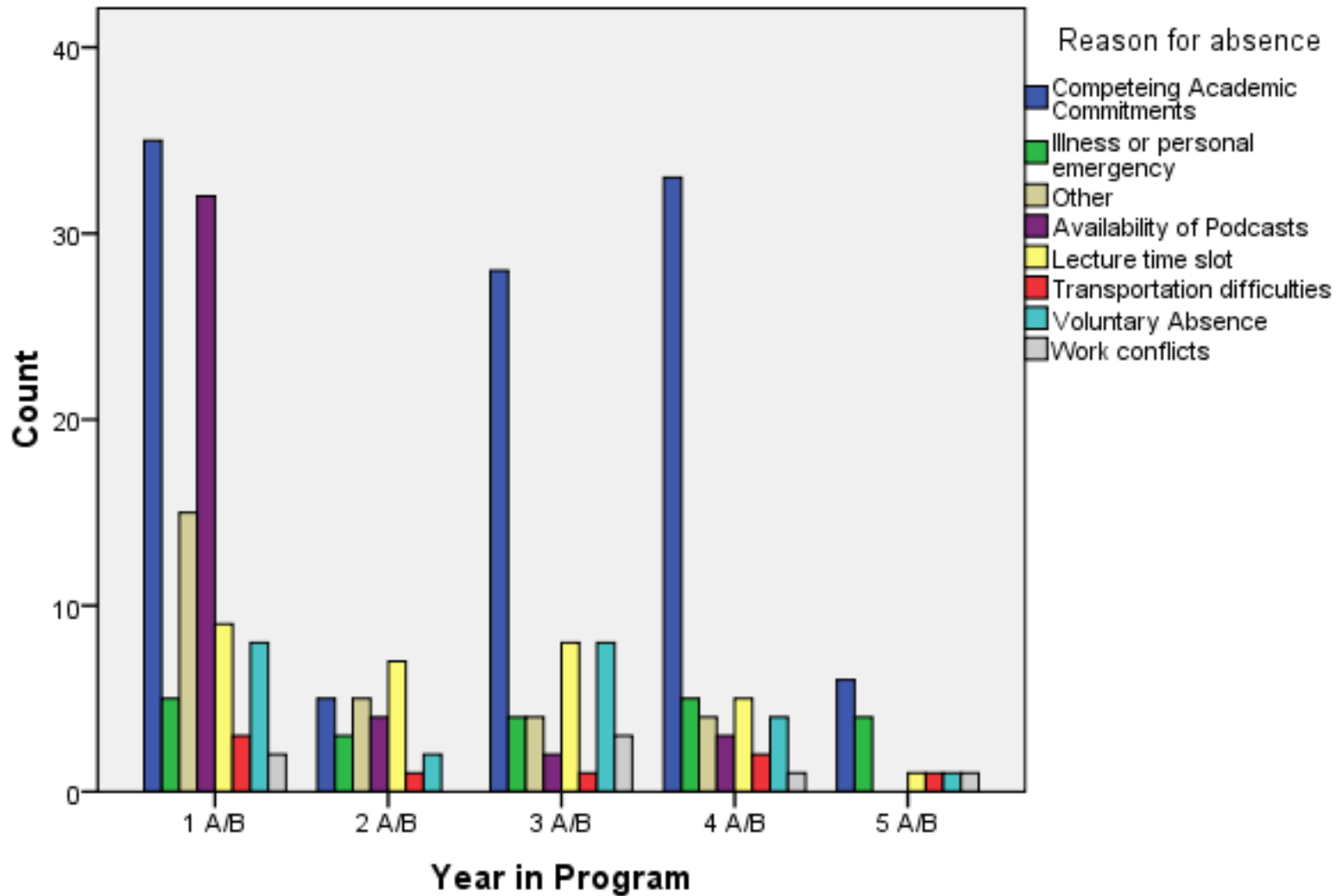
3 Stories

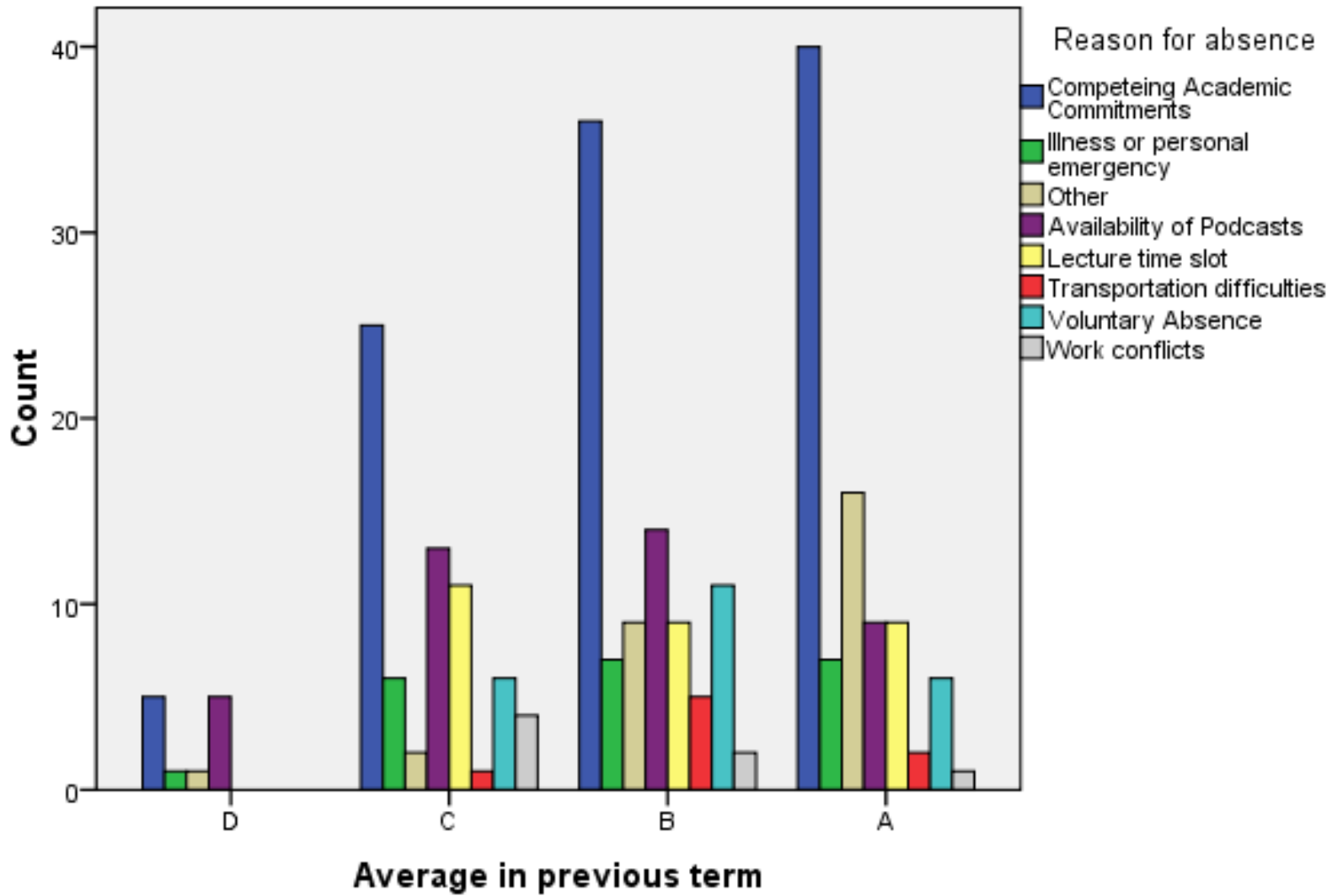


<https://uwangel.uwaterloo.ca/uwangel/default.asp>

Story #1 - Why are students missing class?







The Questions:

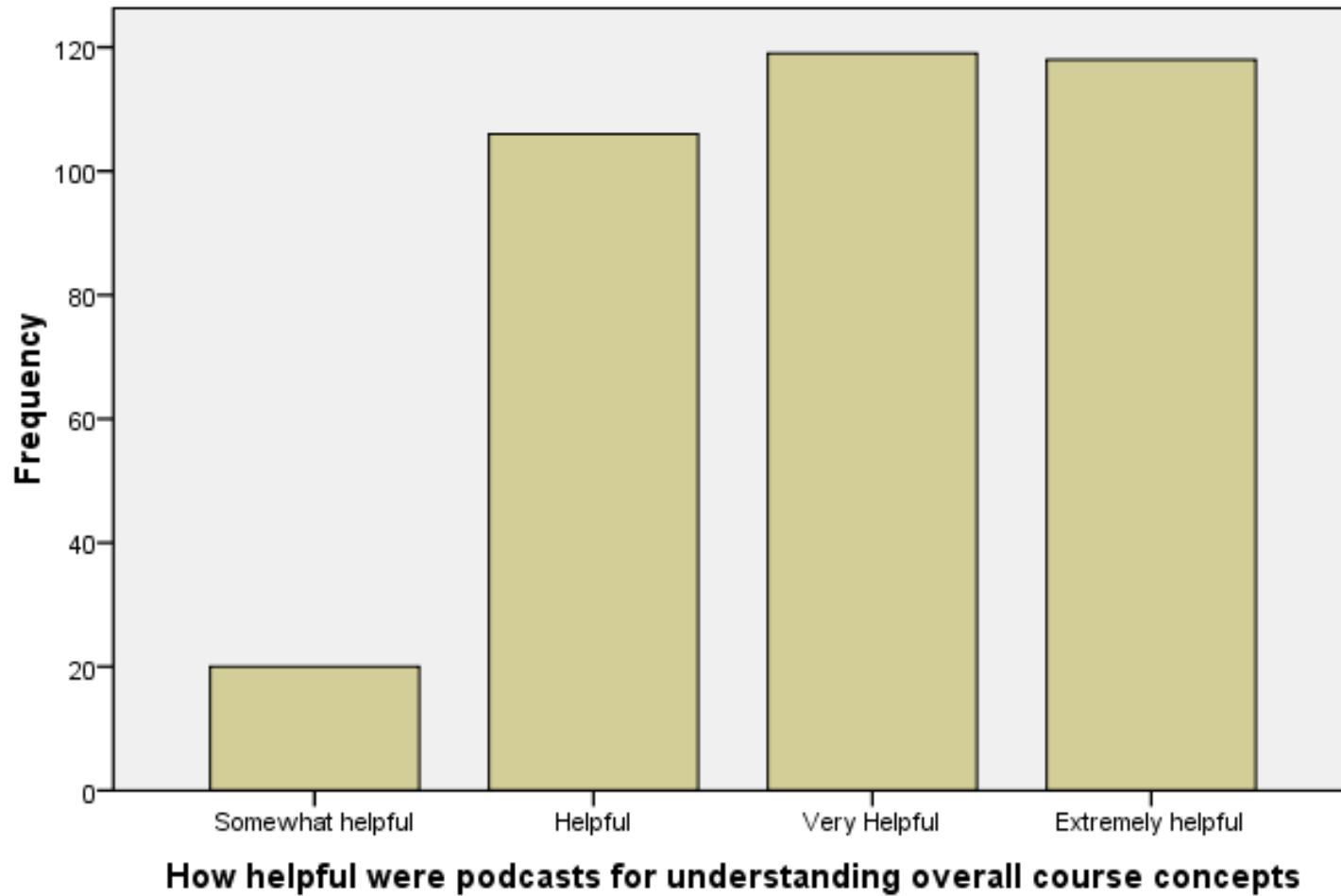
Rate how helpful podcasts were for the following:

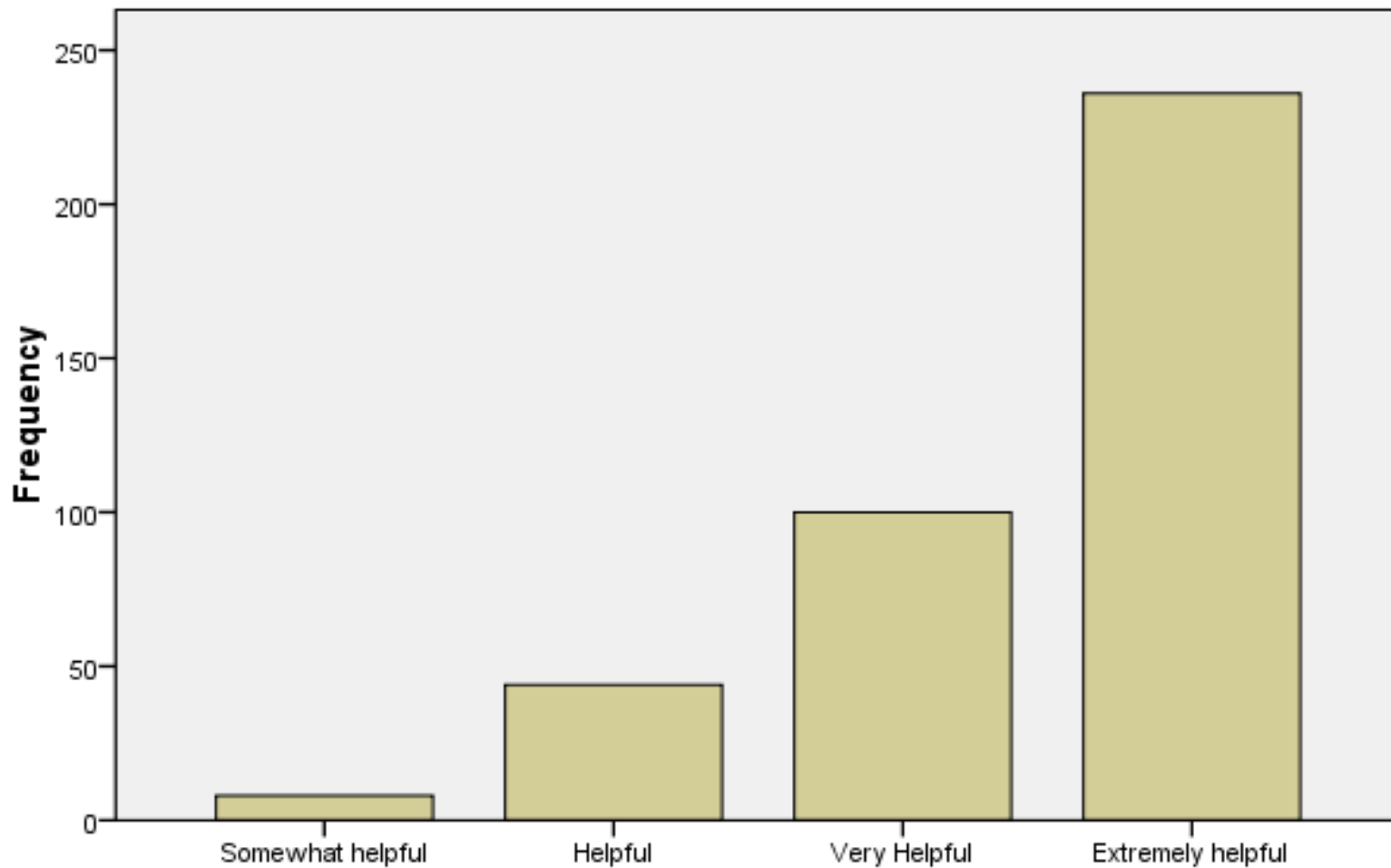
- Understanding the course material.
- Reviewing specific topics.
- Making notes.
- Studying for examinations.
- Replacing missed lectures.
- Understanding overall course concepts.
- Understanding details of certain topics.

Also rate the degree to which:

- having the audio component of the podcast helped you learn the material
- having the freedom to repeat sections of the lecture through the podcast helped you learn the material.
- having control of the pace of the podcast helped you learn the material.

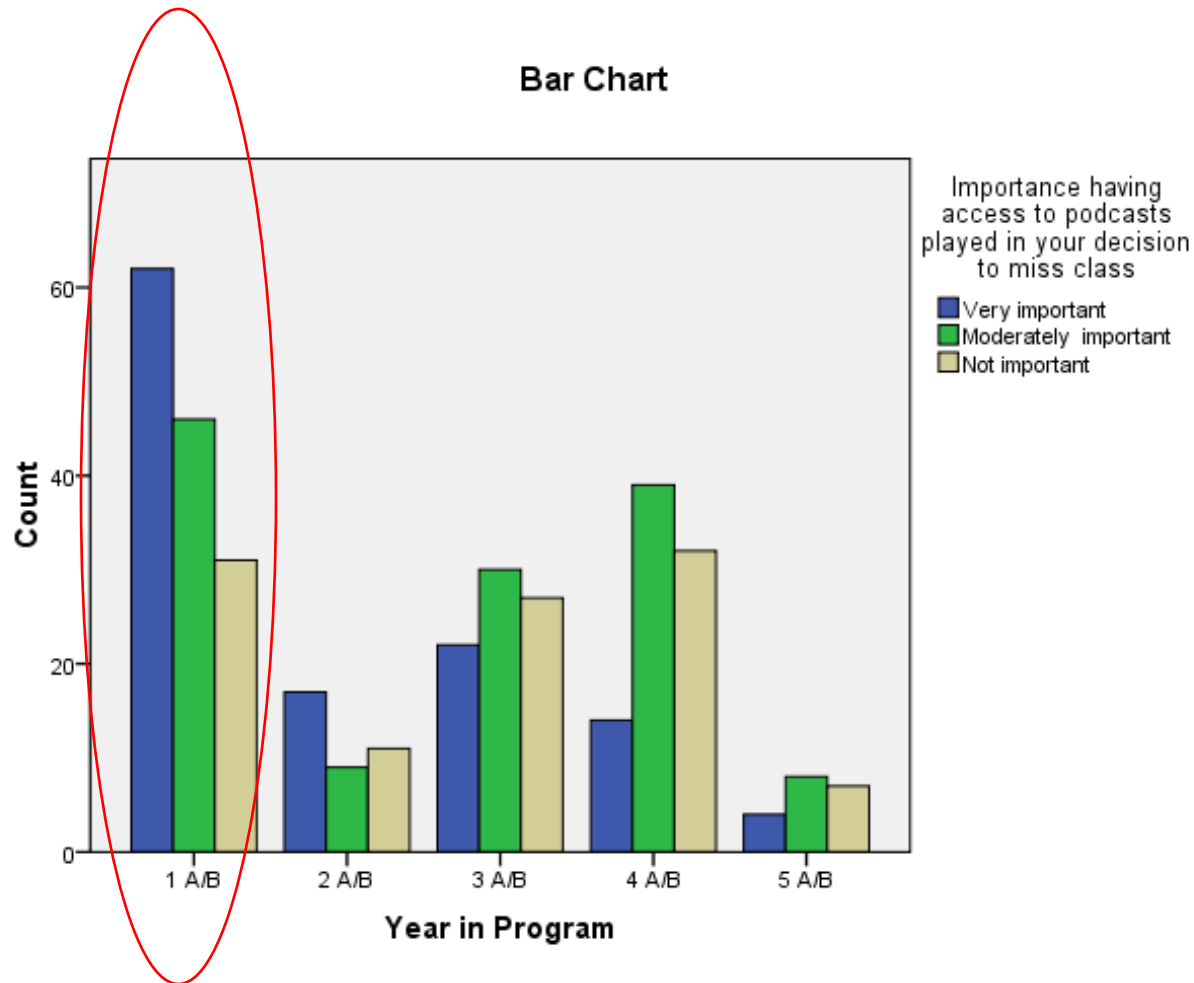
Story # 2 – Were the podcasts helpful ?



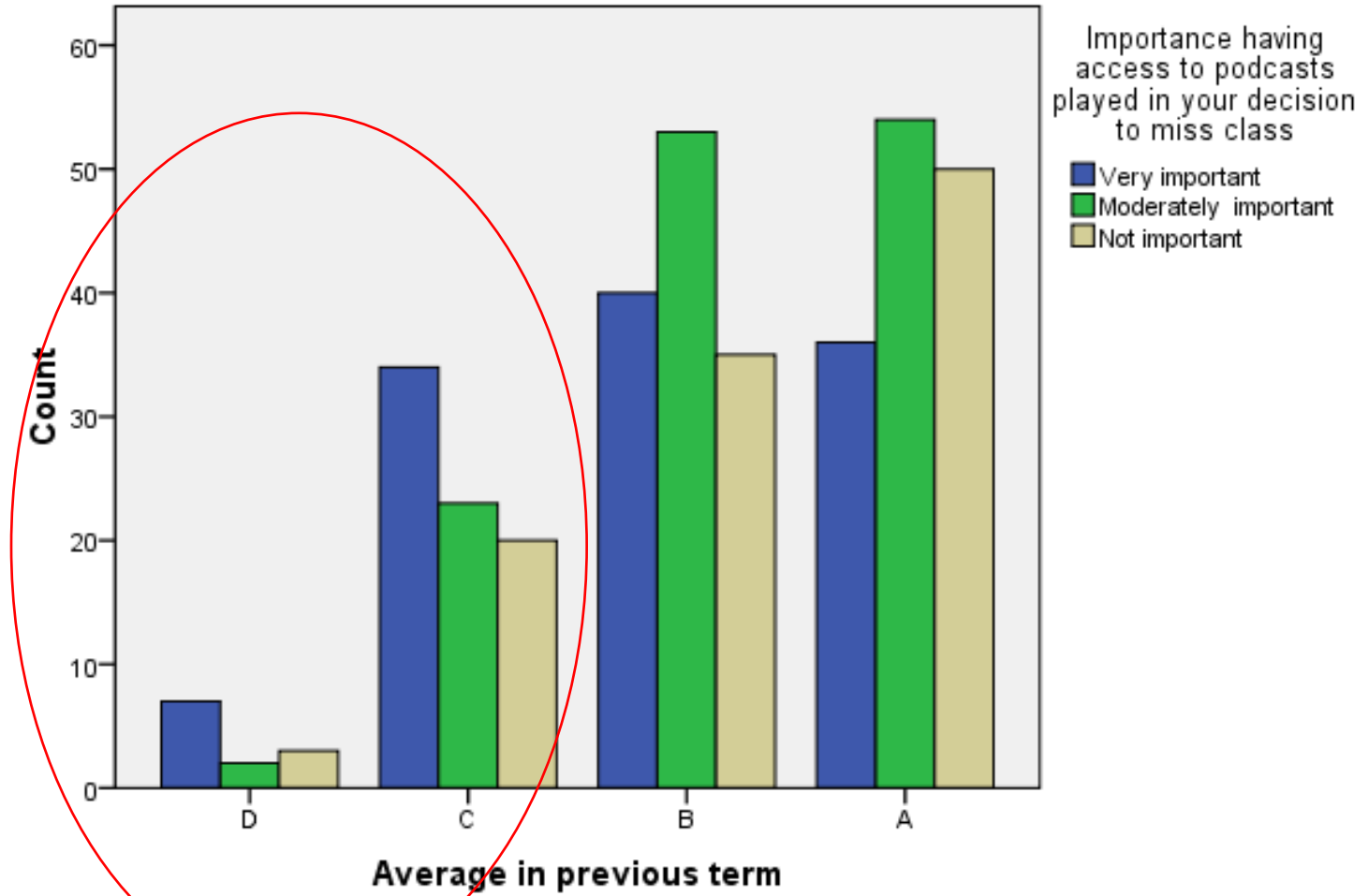


Degree that having freedom to repeat helped you learn the material

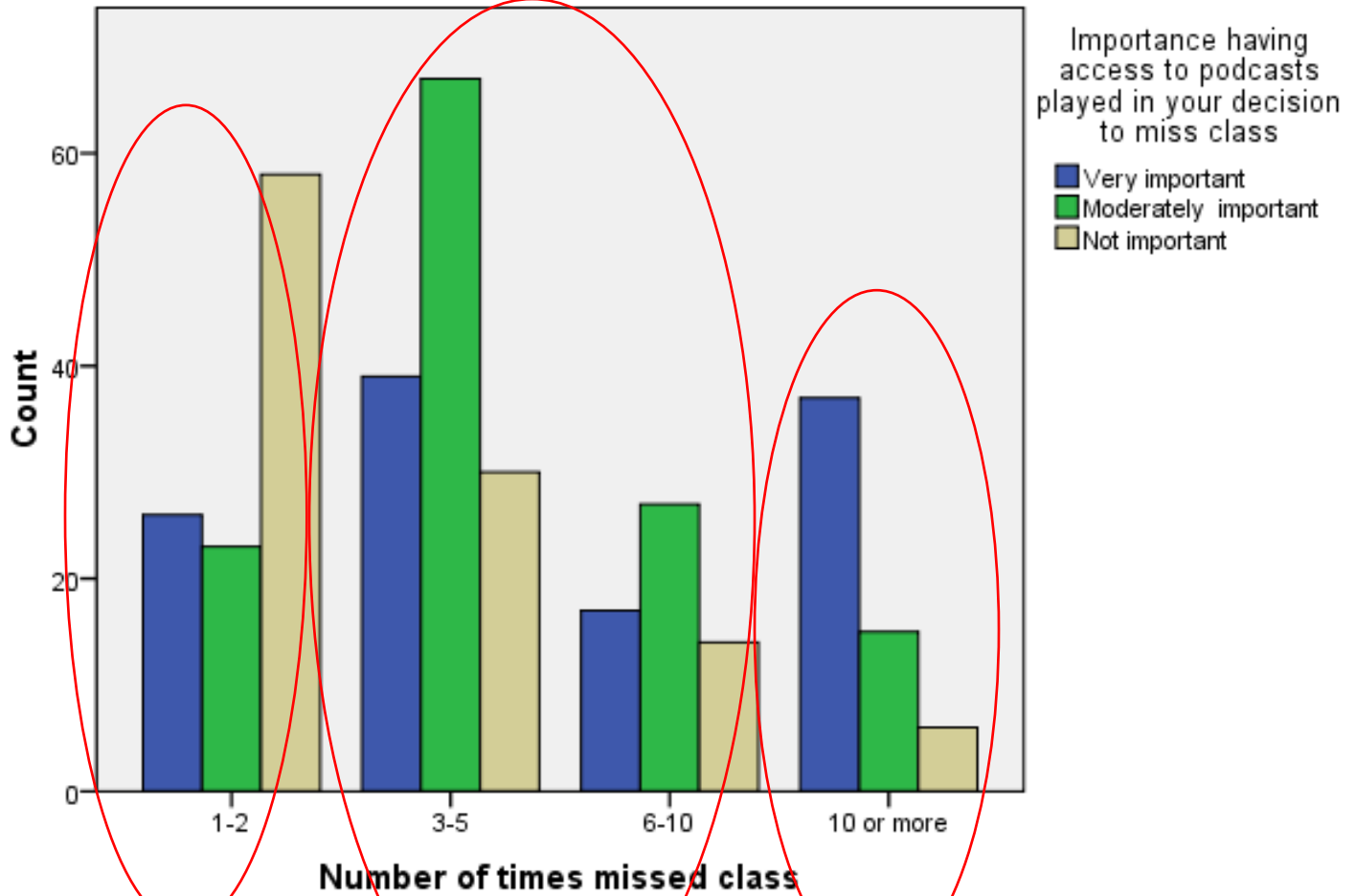
Story # 3 – Importance having access to podcasts played in your decision to miss class

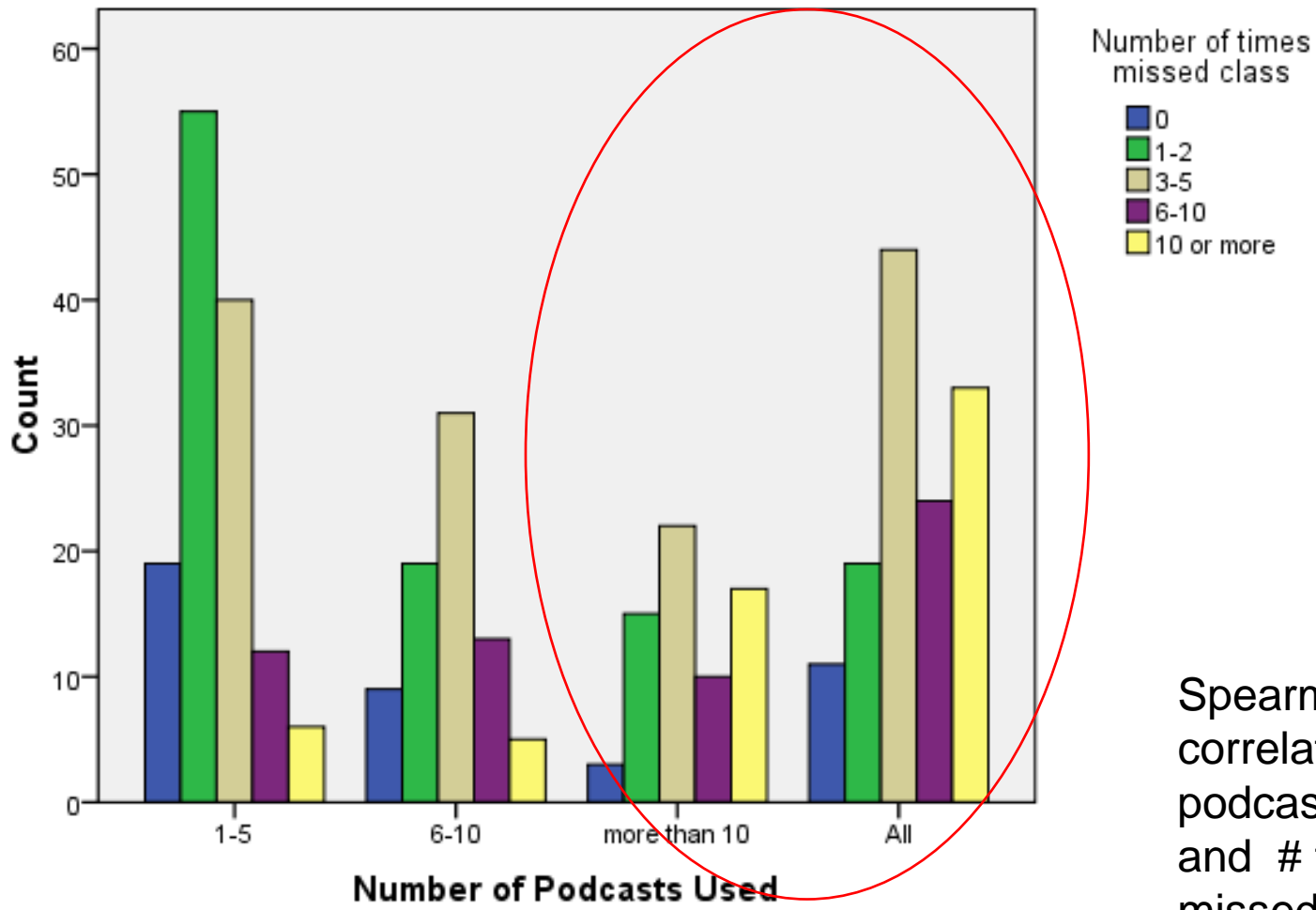


Bar Chart



Bar Chart





Spearman
correlation: #
podcasts used
and # times
missed = .334

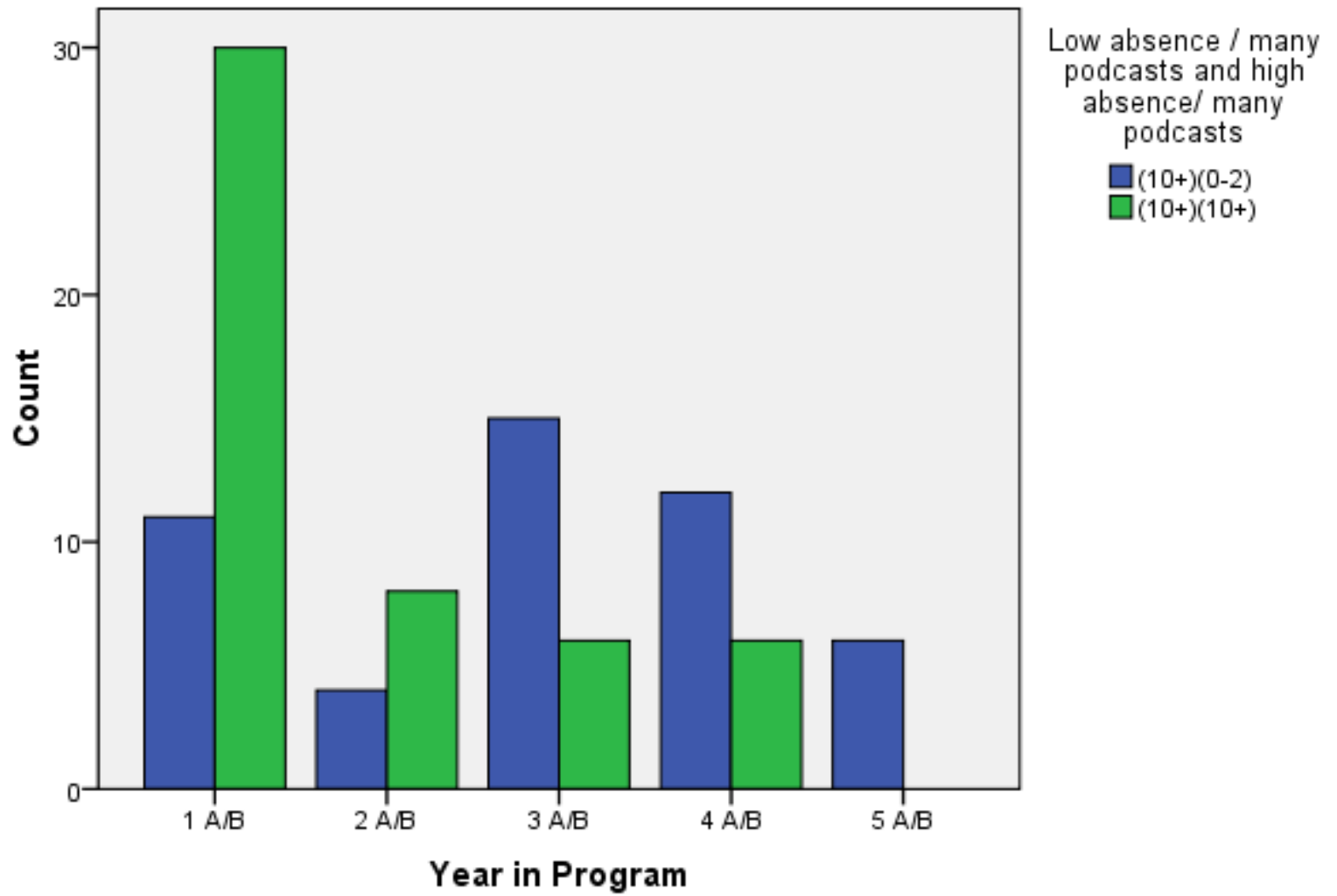
Comparing groups:

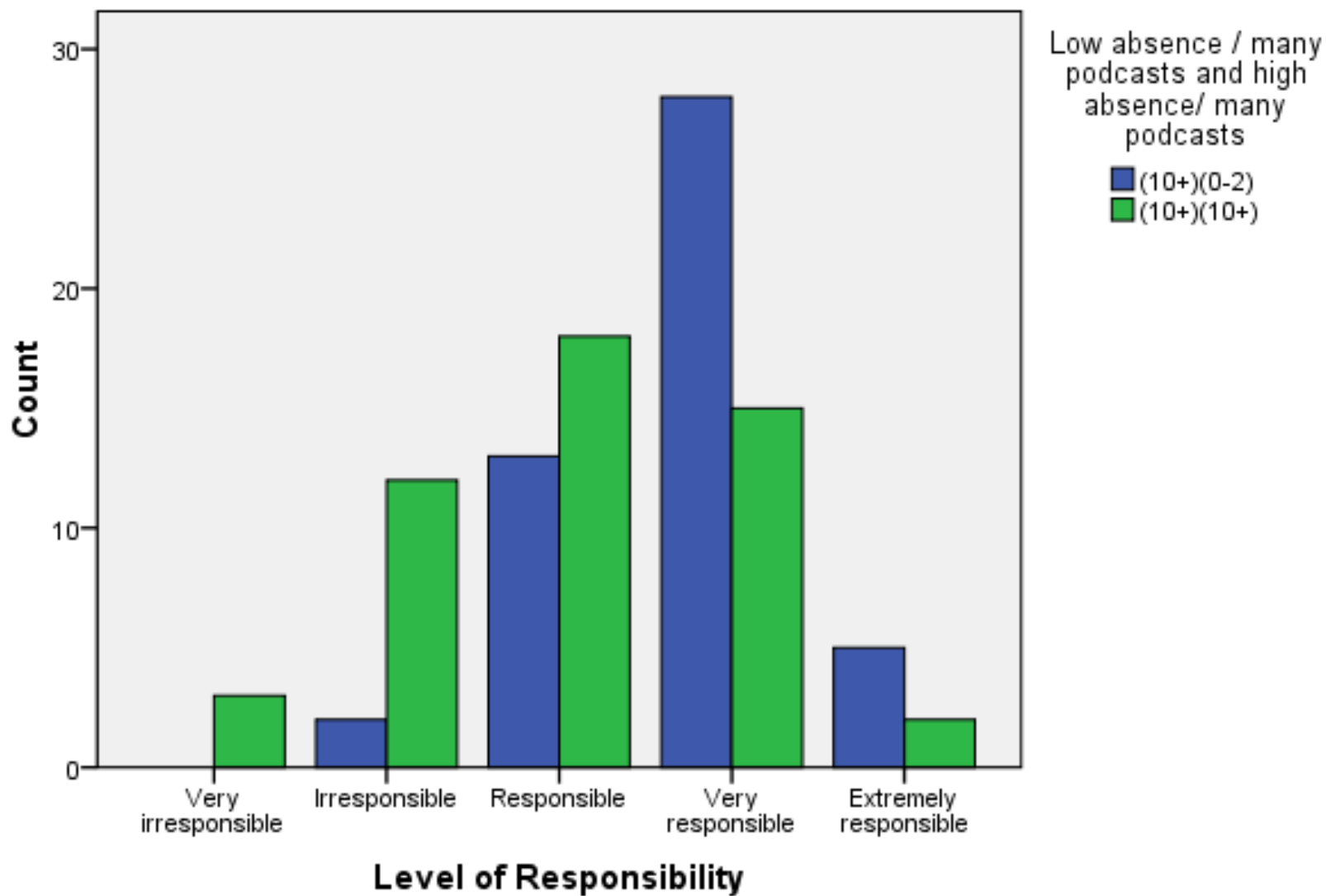
	Missed 0 -2 classes	Missed 3 – 10 classes	Missed more than 10 classes
1- 5 podcasts used	74	52	6
6 -10 podcasts used	28	44	5
> than10 podcasts used	48	80	50

Comparing groups:

	Missed 0 -2 classes	Missed 3 – 10 classes	Missed more than 10 classes
1- 5 podcasts used	74	52	6
6 -10 podcasts used	28	44	5
> than10 podcasts used	48	80	50

No difference in how helpful the two groups found the podcasts on most scales. Podcasts played an important role in the green's decision to miss class.

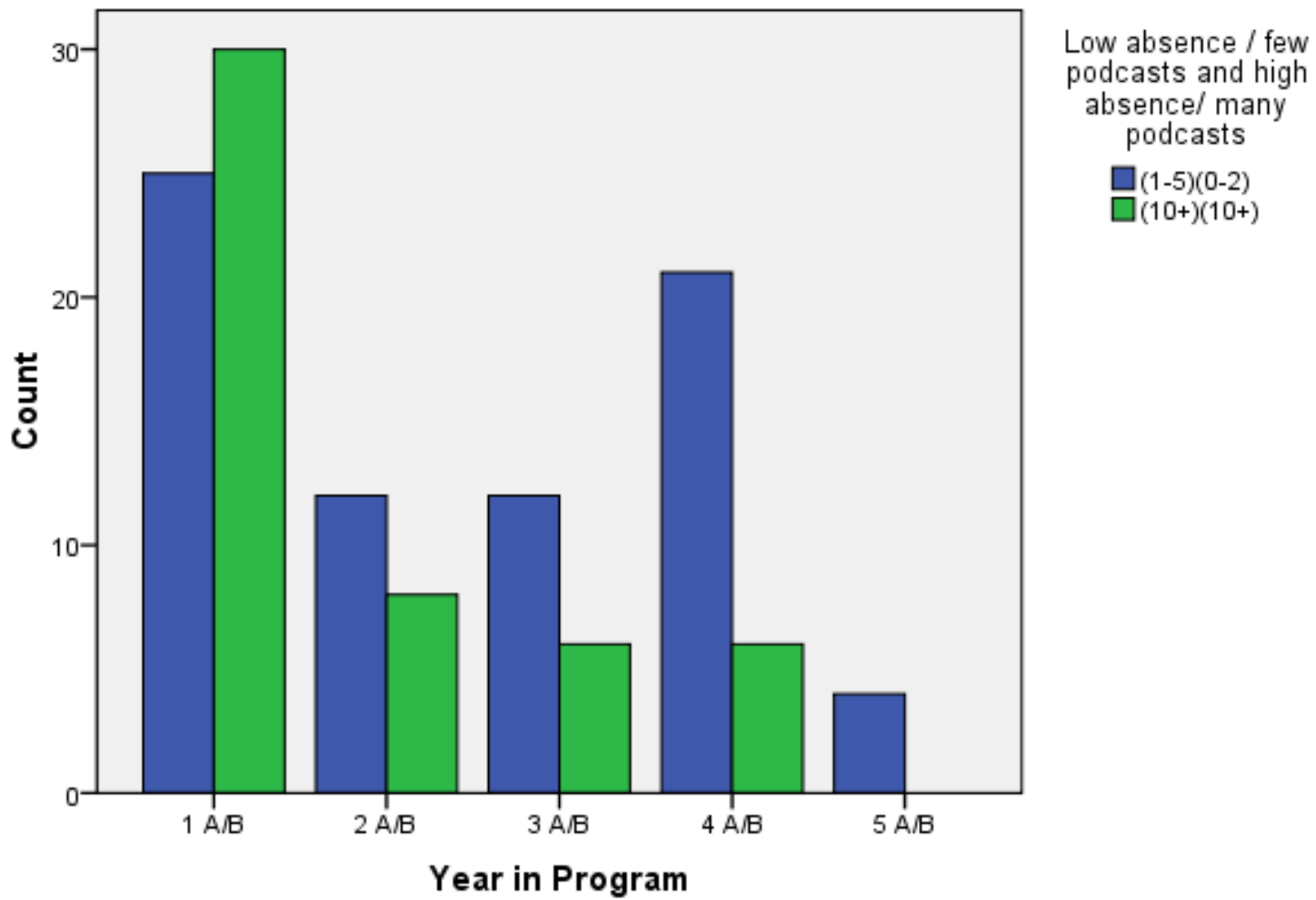


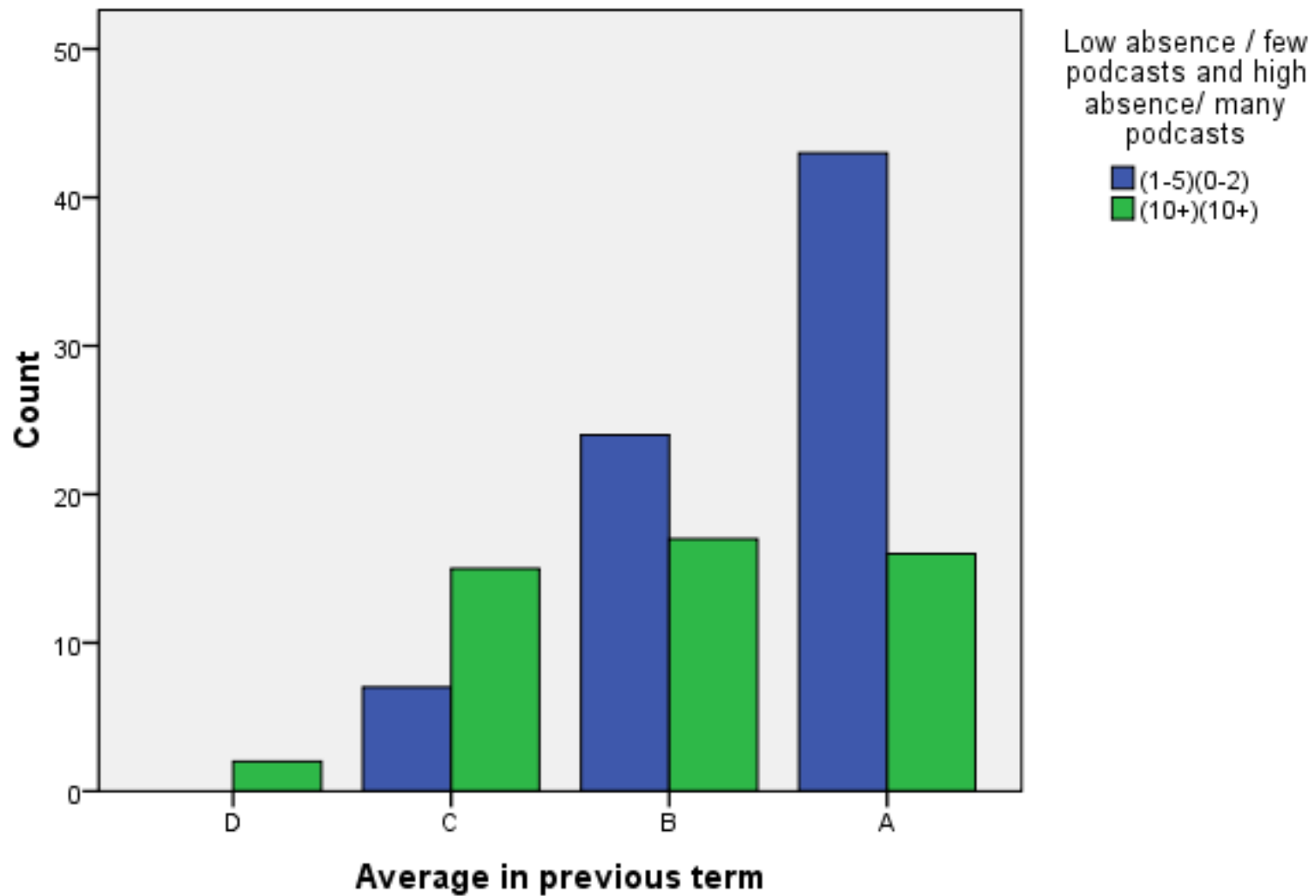


Comparing groups:

	Missed 0 -2 classes	Missed 3 – 10 classes	Missed more than 10 classes
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> than10 podcasts used	48	80	50

Green group found podcasts significantly more helpful on most scales. Podcasts played an important role in their decision to miss class.





Comparing groups:

	Missed 0 -2 classes	Missed 3 – 10 classes	Missed more than 10 classes
1- 5 podcasts used	74	52	6
6 -10 podcasts used	28	44	5
> than10 podcasts used	48	80	50

Yellow group found podcasts significantly more helpful on all scales. No diff between groups in importance having access to podcasts and their decision to miss class.