

Podcasting of Biomedical Science Lectures



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- Introduction
- Project aims
- The technical bits
- Student opinion
- Future projects



- BBC
- Commercial Radio
- US Schools
- Stanford University
- Individuals
- University of Leeds....& others?

So what's the use in teaching?



- Tutorials
- Seminars
- Student assignments / presentations
- Research talks
- Part time education
- Deliver discrete teaching units



- Accommodates diverse learning paces
- Enables review of lecture material
- Versatile: place & time
- Revision aid
- Absent students
- Student expectation?

Study conducted on Level 3 'Cancer Biology & Treatment' Module (n=110)



- Record & podcast lecture audio to accompany online lecture materials
- Determine student uptake, usage patterns & opinion
- Quantify effect on lecture attendance
- Evaluate future potential of resource
- Determine future direction

What does the process involve?



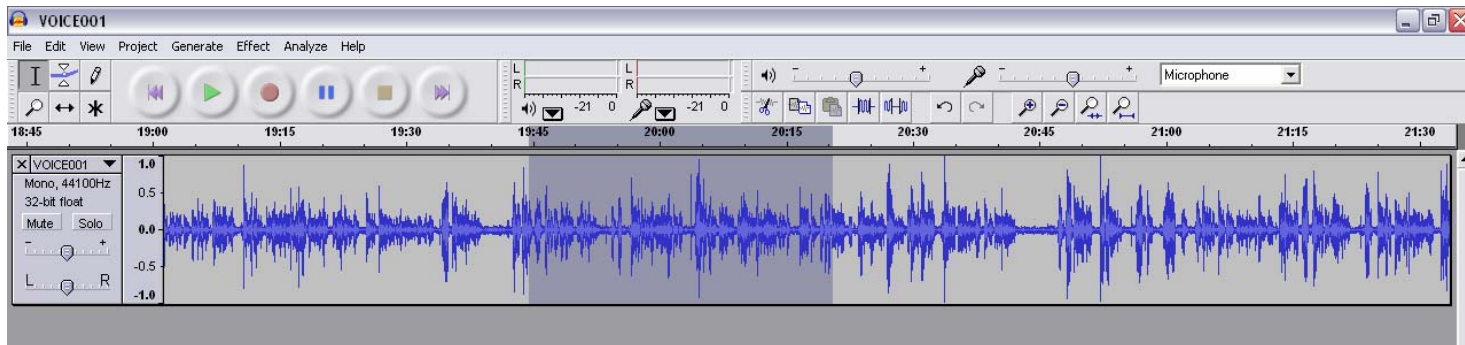
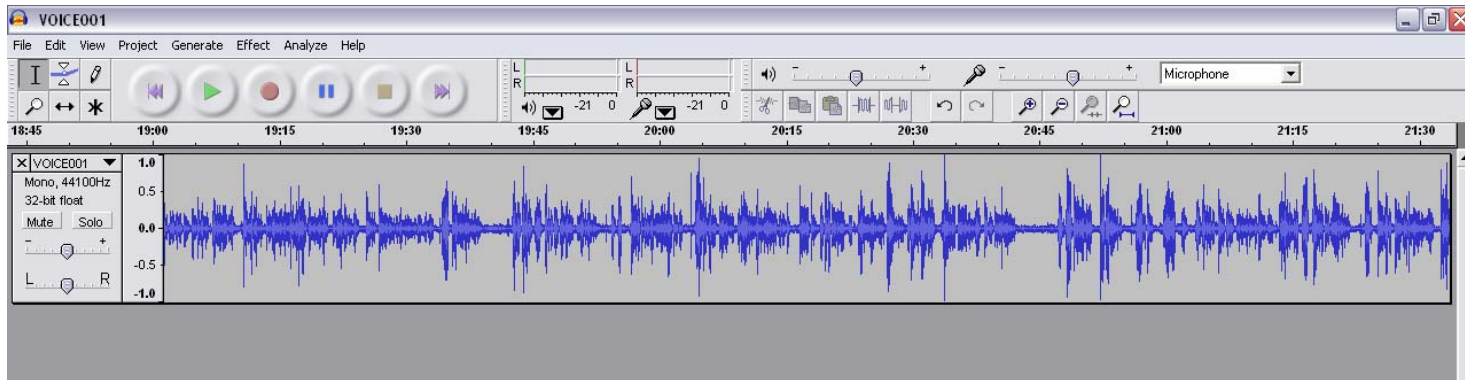
	Time Demand
1. Record audio (MP3)	0h
2. Edit - Save & Compress (1h to 30Mb)	30 min
3. Server mount files	10 min
4. Create / Update RSS file	10 min
5. Instruct students how to access RSS file	

What equipment / resources are needed?



iRiver H340 with external Microphone

- Portable audio recorder
- PC + audio editing software
- Web-space (VLE)
- RSS file



RSS file = XML file containing details of:

- Title
- Author
- Category
- Location of audio file on the server
- Publishing Date



.....or could use free software &/or hosting.

Create



Home: Tools:

ccPublisher

- Free publishing tool
- Enables podcast upload to free host site

<http://creativecommons.org/tools/ccpublisher>

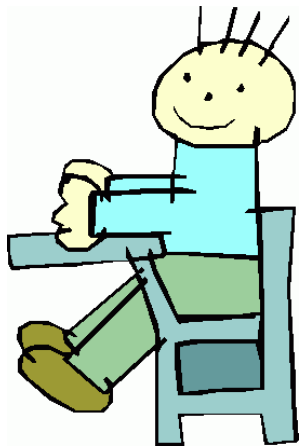
Host



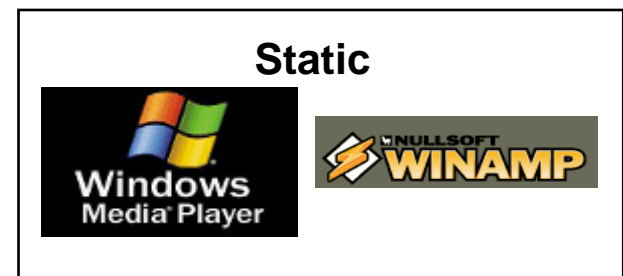
- Free host site
- Public access!

<http://www.archive.org/>

What did the students require?



- PC access
- Podcast client software (iTunes, Juice)
- URL to subscribe to
- MP3 Playing software / mobile audio device



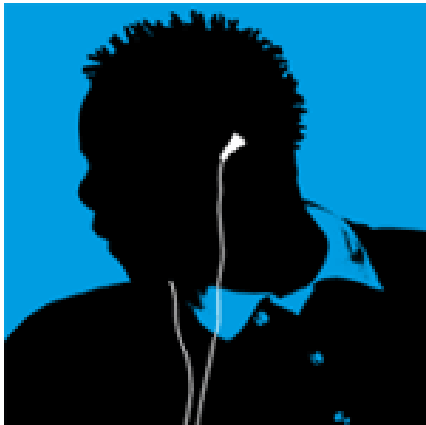


- Likert-style questionnaire (1-5)
- Closed-questions (yes/no)
- Open feedback

Response rate = 59% (n=65/110)

Level 3 Cancer Biology & Treatment Module (n=110)

- 65% used recordings – of these:
 - 17% used podcast versions
 - 90% reported recordings helped learning
 - 76% reported that the recordings won't stop lecture attendance
 - 80% said they would like more lectures recordings available



This year (2006-7 session) usage of recording is at ~80%

Results suggest students need educating about podcast files.....or do they?



Of the 65% of students using audio recordings:

- 33% knew definition of a podcast
- 17% used podcast versions

Essential to provide both MP3 download & Podcast versions

Appears to be no need to 'podcast' files, just make MP3 available online

Where & how were recordings used?

88% used recordings away from University

- At a PC
- On mobile device (dedicated MP3 player)

Reported usage:

- Revision & review
- Non-attendees
- With and without lecture notes
- Clarification of complex principles



‘The recordings gave me confidence to sit and listen to the lecture rather than trying to write everything down. I actually got to listen to your explanations.’



‘....I was listening to you whilst lying on the beach during the holidays.’

Future Projects



- Short self-contained teaching packages (10/15 min)
- Study guides
- Anatomy dissection / prosection guides
- Combine audio with images (iLife, Apple)

Elements of a good podcast (Swain 2006):



- Keep relatively short (5-10 min)
- Ensure new, & summaries of known, information are presented
- Integrate recordings into the course structure
- Deliver as a broadcast not a lecture
- Ensure presentation is interesting, lively and informative