



Student + Podcasting = Engaging Fieldwork

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Outline structure

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- Context - literature
- Context - podcasting.
- Learner Generated Video Podcasts (VP) and Digital Stories (DS)
 - Methods of Evaluation
 - Student Responses
 - Student Comments
 - Lessons Learned
- Concluding thoughts
- References



Objectives

- To develop an understanding of the impact of video podcasting and digital stories on the student learning experience
- To provide an evidence-base for colleagues on how to use appropriate learning and teaching strategies to integrate video podcasting and digital stories in the curricula



Brief Context: Literature

- Current generation of students have been described as the '**net generation**' (Oblinger and Oblinger, 2005) or '**digital natives**'. (Prensky, 2001)
- Prensky (2009) now advocates '**Digital Wisdom**' and '**Digital Enhancement**'
- "*greater focus on technology will produce real benefits for all*" (Department of Education and Skills, UK, 2005, p.2)
- HEFCE, UK (2009, p.6) more cautiously states that, 'focus should be on student learning rather than on developments in technology *per se*, enabling students to learn through, and be supported by technology"



Brief context: podcasting

Definition:

- Digital audio and/or video file which can be played on a mobile device
- Files typically downloaded from a server via the internet



Brief context: podcasting

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Use of familiar, popular and widely-owned technology
Learning 'on the move'

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A Framework for Developing Podcast Content

Purpose	Extension To Lectures	Support Practical Work	Support Fieldwork	Bring Topical Issues	Supplement Online Teaching	Develop Students' Study Skills	Assessment
Convergence	Integrated with VLE			Stand Alone				
Developer	Lecturers	Tutors	Students	Senior Students	Others (Experts)			
Medium	Audio			Video				
Reusability	Temperate (Immediacy, Alive)			Reusable				
Structure	Single Session			Multiple Sessions				
Length	Short (10 minutes or less)			Longer (10+)				
Style	Formal (Lecture)			Informal (Conversation, Discussion)				
Capacity	Large Student Cohorts			Small Groups of Students				
Frequency	Weekly	Fortnightly	Monthly	Regularly				

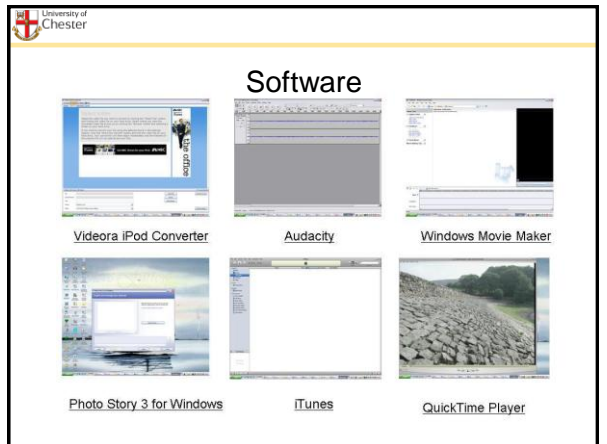
(Nie, 2007)

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Models of Podcasting

(Impala project, 2007)

Model 1: Support Lectures	Screencasting, podcating lectures	Lecture summaries	Pre-lecture listening materials (complex concepts)	Lecture recordings
Model 2: Support Fieldwork	"iWalk": Location-based information	Instruction on technique & equipment use	Video footage prepare for field trip	Digital Story-telling
Model 3: Support 3-Dimensional Learning	Anatomical Specimens (Structures, tissues, dissections)	Model 4: Support Practical-based Learning	Software teaching & learning (replace text-based instructions)	
Model 5: Assessment Tool	Student-created podcast based on field trips	Student-created podcast to address climate change	Model 6: Provide Feedback	
Model 7: Supplement Lectures	Bring topical issues	Guidance & tips Assessment tasks	Skills Development	Supplement Online teaching



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Podcasts from the field

- New for 2007/8 and rolling out for a Level 1 core module "Foundations for Successful Studentship"
- Fieldwork element
- Potential to increase student engagement through:-
 - Digital story telling
 - Learner generated video podcasts
- Integrated component of the field report

A photograph showing two students in a field. One student in the foreground is wearing a blue jacket and looking through binoculars. Another student is visible in the background.

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Learner Generated Video Podcasts (VP)

- Core level 1 module n=70
- Three UK locations; Devon, Wales, Liverpool
- Student work in small groups on a research project
- Plan with the aid of a story board

A photograph showing three students in a field. They are gathered around a camera mounted on a tripod, appearing to be in the process of setting up for a video recording.

Learner Generated Video Podcasts



- Record the video sequence using digital cameras to cut down post production editing
- Back at University compile podcast and share on the VLE
- Bespoke pre and post VP/ DS questionnaire
- Student focus groups

Methods of Evaluation

1. Pre-feedback questionnaire:
To establish prior experiences and expectations of podcasting and use of technology
(49, 70% response rate 2007/2008)
(59, 84% response rate 2008/2009)
2. Post-feedback questionnaire:
Student experiences and perceptions
(45, 64% response rate 2007/2008)
(21, 25% response rate 2008/2009)
3. Focus group discussions:
Exploring emerging themes in more detail
(Two separate groups, 8 students 2007/2008)
(Two separate groups, 7 and 4 students 2008/2009)

What are you most looking forward to about creating VP /DS

Positive:

- "Do something different from the normal way of presenting assignments"
- "The challenge to make an engaging and interesting podcast"
- "Using the new technology, the experience"
- "Being creative and pulling all the information together"

Negative:

- "Appearing on film"
- "Speaking into the camera"
- "Actually having to create and star in the podcast"
- "It will be different and hard because I have never done it before"

Student Responses

- Creating video podcasts **enhanced** my learning experience of the subject: *82% (07/08) and 86% (08/09) of students agreed with this statement and*
- Creating video podcasts was a **poor use** of my time: *89% and 95% of students disagreed with this statement (07/08) and (08/09)*
- Creating video podcasts encouraged better **group interaction**: *86% and 90% of students agreed with this statement (07/08) and (08/09)*
- I am **not comfortable** working with new technologies: *82% and 81% of students disagreed with this statement (07/08) and (08/09)*

Student Comments

Enjoyment:

- "Liked to hear the sound of my own voice"
- "Easy and different so more enjoyable than just writing"
- "Good group project, got the group to bond"

Engagement:

- "Feels more personal as it's your own voice and not just a piece of paper you hand in."
- "learnt how to do podcasting and the information stands out more, learning is better"

Experience:

- "Bit embarrassing showing the lecturer how to do something they already know."
- "remembered what you did as you wrote it in the script"

Identify 3 separate words which best describe your experiences...



www.wordle.net n=63

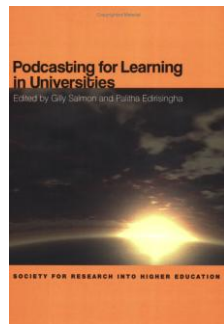
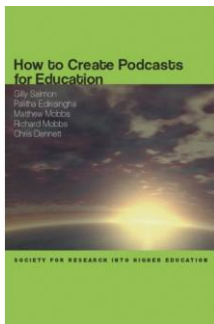
Lessons Learned

- Plan ahead
- Podcast content and production must be appropriate.
- People being recorded in the field must give their consent to the production of the podcast
- Allow time for students to play and experiment with the equipment
- Staff technical ability essential
- Take care that no students are disadvantaged
- Link to external partners

Concluding Thoughts

- The process of using a storyboard to create a timeline of presentation elements helps co-ordination and co-operation between group members.
- If used strategically, potential to blend multiple learning spaces of fieldwork and VP/DS to enrich the student learning experience
- Learner generated VP/DS provides an opportunity to engage students in the discipline and develop new communication and presentation skills
- Technology no barrier to students
- Does the current positive feedback reflect a 'novelty phase' or is podcasting now just an integral part of students' learning 'toolkit'?

Further sources of information



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