

Final report

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Included:

Appendix 1: Evaluation questionnaire

Appendix 2: Conference attendance

Appendix 3: Digital Media: Podcasts



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Evaluation, Development and Dissemination

The following document concludes the *psychopod* project. The project is now complete, and podcasts have been made and presented as detailed the proposal.

Eduserv funded the project described here for 1 year. Extensions to the project time have been granted to allow for preparation of this report and presentation of material at conference. Additional funding has not been required. Dissemination of the podcasts so far has been via intranet at bath University and Bath Spa University. Recent interest has been shown from a project currently underway at Chester, being run by Carol Comer. A summary podcast, a 'show reel' of the Eduserv funded conversations in cognitive psychology can be found on the wiki at:

podcastingforpp.pbwiki.com/Demo+Podcasts

Full podcasts including this demonstration reel have been included with this document and are, as agreed, for dissemination via jisc and any other suitable resources. If used in this way, the authors will be pleased to continue to encourage their promotion and use at forthcoming conferences and events.

The podcasts were produced by Ian Walker (University of Bath) and Nigel Holt (Bath Spa University), and used as part of their level 2 cognitive psychology modules. This afforded a useful opportunity of assessing the use of these materials at older and newer universities, one with its feet firmly in research and one classed as a teaching-led university.

Assessments (appendix 1) were guided and examined by Jim Crawley (Bath Spa University) and some results of these summaries are included later in this report. Dissemination has up to this point been through workshops in teaching and learning at Bath Spa University and at events on teaching and learning organised by the Higher Education Centre for Psychology. The material was also presented at the International Conference on Virtual Learning, in Constanta Romania in October 2007. Requests for follow up and feedback have been received from universities in Italy, and the UK following this conference.

Although the designated funded time for the project is now over, work continues on dissemination and furthering the research. The project has been accepted for presentation at Psychology Learning and Teaching 2008, where the proposed conference presentation has been developed into part of a workshop looking at the use of podcasts in Higher education. The presentation (of 15 minutes) will be

followed by a 45-minute discussion of the project with interested parties from psychology departments around the world.

Dissemination will be in proceedings of PLAT 2008 (see appendix 2) and also The Journal of Psychology Learning and Teaching.

Discussions re: format of podcasts

Prior to the project, the following questions were placed before a panel at an event hosted by the Higher Education Academy in Learning and Teaching for postgraduates who teach.

1. Should the podcasts be solo or co-hosted?
2. Should the podcasts include music?
3. Should the podcasts include interviews?
4. How long should the podcasts be?

After the podcasts had been recorded and edited, previews were given to a group of students at Bath Spa University for comments re: edits and content clarification. Small changes were made following this focus group including lengthening the podcasts a little, and cutting in more humour if possible.

Evaluation

Evaluation of the podcasts is ongoing. A year on from the project start has allowed a second run of the podcasts into the cognitive modules, and unsolicited comments are again appearing on module evaluations and in emails from students at the test-universities.

Students have been overwhelmingly supportive on both presentations of the material. Questions presented in focus groups and sample comments are as follows.

How would you describe the overall style of the Podcasts?

Responses overwhelmingly used the words 'informal' and 'professional' also 'lively' 'chatty' and 'amusing'.

How would you describe the overall quality of the Podcasts?

Listeners indicated that they were pleased with the 'good quality', and that they were 'easy to listen to'. 'I didn't manage to get it to work on my phone, wish I could have done'

In which ways did the podcasts contribute to your learning on the module?

Responses indicate that they were used by some as 'part of revision'. Some that they 'added more information'. Students liked the fact that the podcasts 'put the theories into everyday situations' and that they 'helped to link areas together and understand applications in life'

What was different about this from other modules?

Listeners indicated that the podcasts 'enabled the module to link areas together and understand applications' and that they 'added variety'.

How did the podcasts combine with other methods/teaching/content for the module?

Students liked that fact that they 'discussed lecture content' and that they 'complimented the seminar/lectured with good examples of things....people can relate to'

What were the disadvantages of the Podcasts for you?

The varied length (between 20 and 35 minutes) was criticised, with a suggestion that they be 'one set length'. The format of the last two podcasts (a URL rather than a direct MP3) was not well received by some because of network and download speed. Comments about portability were made. 'Brilliant to be able to use it on my laptop' 'It didn't seem to work with WAP' 'Can you make them so I can use a phone?' 'Bandwidth was sometimes weak, so had to restart streaming once or twice'

What were the advantages of the Podcasts for you?

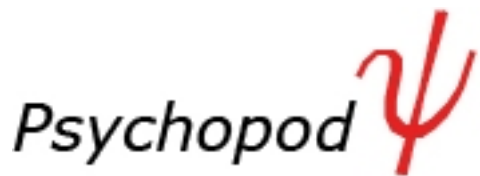
The upload directly into iTunes was well received. The fact that students could listen to them; as many times as they liked' was a regular comment.

Please describe how useful they were overall

Listeners were very complimentary, indicating that they were 'very useful' and 'an unexpected bonus'. And one indicated that it was good to feel 'equal with Bath University Students'.

Would you wish to have access to more podcasts? And Why?

All students responded with 'yes' indicating that they helped them 'evaluate' their learning and they liked the fact that you could engage with the course structure 'anywhere at any time', 'WAP would be brilliant'



Psychopod Development

All presentations of the podcasts have been and will continue to be identified as being the result of a project supported by Eduserv. All podcasts are currently in use at Bath Spa University and the University of Bath, and will be in semesters 1 (Bath Spa University) and 2 (University of Bath) in the next academic year.

Bath Spa University has recognised the use of podcasts in the enhancement of teaching and learning, and have agreed to further fund research into their development in a project to be funded from September 2008 from central university funds. This will further the Eduserv project and continue its development and dissemination.

Appendix 1: Podcasting survey: Hosted at Bath Spa University

Podcasting Survey

This survey is for a joint research project between Bath Spa University and the University of Bath, which is seeking to explore the use of podcasts in the teaching of psychology and teaching and learning in general.

Please take a few minutes to answer the questions, so that we can evaluate the benefits of, and problems with, Podcasting Technology in Higher Education.

About you

Q1

Are you male or female?

Male

Female

Q2

Which university are you attending?

Bath

Bath Spa

Q3

What is your age?

18 to 21

22 to 30

30 to 45

Over 45

Access to the technology and the podcasts.

Q4

Which of these do you own?

Portable media player (e.g. iPod; MP3 player)

Computer (PC or Mac)

Other - please specify

Q5

Which of these did you listen to the podcasts on?

Portable media player (e.g. iPod; MP3 player)

Computer (PC or Mac)

Other - please specify

Q6

Where did you listen to the podcasts?

At home

At university

At work

Out and about

Other - please specify

Q7

When did you listen to the podcasts?

Between 09:00 and 15:00

Between 15:00 and 21:00

Between 21:00 and 03:00

Between 03:00 and 09:00

Q8

Downloading and playing the podcasts.

Did you have any problems downloading or playing the podcasts?

No
Yes

Comments.

Q9

Which Podcasts did you download?

- Podcast 1 - Attention and perception
- Podcast 2 - Memory and knowledge
- Podcast 3 - Mental models
- Podcast 4 - Exam and coursework revision

Q10

How many times did you listen to all or part of the podcasts?

once
twice
2 - 5 times
more than 5 times

- Podcast 1 - Attention and perception
- Podcast 2 - Memory and knowledge
- Podcast 3 - Mental models
- Podcast 4 - Exam and coursework revision

Comments

Q11

How would you rate these aspects of the the quality of the podcasts?

Excellent
Good
Average
Poor
Technical quality (e.g. volume, clarity etc)
Programme quality (structure; editing; sequencing)
Capacity to hold interest
Quality of content
Quality of presenters

Comments

Q12

Did the podcasts?

Yes
No
Not sure

Add to the experience of the module?

Help you to learn the content of this module more effectively

Make the module more interesting?

Help you with the assessment for the module?

Entertain you?

Comments

Q13

What do you believe was the overall purpose of making the podcasts available?

Q14

More podcasts?

Would you like to have more use of podcasts on your university courses?

Yes

No

Not sure

Why?

Q15

Overall rating

How would you rate the podcasts overall?

Excellent

Good

Average

Poor

Q16

Please use this space for any other comments you wish to make

Appendix 2 : Conference attendance



The International Conference on Virtual Learning, October 26-28th 2007 Constanta, Romania.

PLAT – Psychology Learning and Teaching 2008

<http://www.psychology.heacademy.ac.uk/plat2008/html/programme.asp>