

Shifting Time, Location, and Texts: An Assessment of Podcasting in Our Classrooms

A Mini PodPoster by Jennifer L. Bowie for ATTW March 11th, 2009

Much of the limited research on podcasting is positive focused on *teacher-produced* podcasts. While important, it is also important to understand how effective *student-produced* podcasts are in learning.

In this podposter, I present findings from one survey study that assesses how podcasts, including student-produced podcasts, impact learning in a writing class. The survey participants were the nine students. The survey asked for students to rate how class components contributed to their understanding and application of skills and knowledge areas, with one indicating little to no contributions, two indicating moderate contributions, and three indicating significant contributions. Statistical significance was set to a p-value ≤ 0.05 .

In this study, I found:

- Student-produced podcast class components were rated as contributing the most to the class (see Table 2).
- Non-podcast components were significantly higher than podcast components in five areas: audience, ethos, logos, analysis, and written communication. Only one area was significantly higher for the podcast component of the class—oral communication—and delivery was close at $p=0.7$ (see Figure 1).
- Student-produced podcast were scored significantly higher than non-podcast components in two areas, technological skills and oral communication skills, and almost significant in two other areas, delivery and tone. Non-podcast components scored higher in audience and written communication (see Figure 2).
- Projects that required students to podcast were some of the highest ranked components, coming in second, third, and fourth (see Table 3).

Thus, it seems that general podcasting and student-produced podcasting can aid students in developing some skills and knowledge areas. Students generally found projects that required them to podcast to be more effective than components with no podcasting elements or components that involved listening to, and not producing, podcasts.

Since podcasting, particularly student-produced podcasting, appears to be beneficial to our students' learning we need further research and should consider podcasting in our technical communication programs.

Other Resources:

- [The related PodPoster site](#): Handouts, the Podposters, and more
- [Class Website](#) “English 4320: Social Media, Politics & the Rhetorical Citizen”
- [Screen Space](#): A blog and Podcast about users, texts, and technology (my podcast)
- Email: jbowie@gsu.edu