

Widening access to professional language through enhanced podcasting from cabbage to C.A.B.G ?



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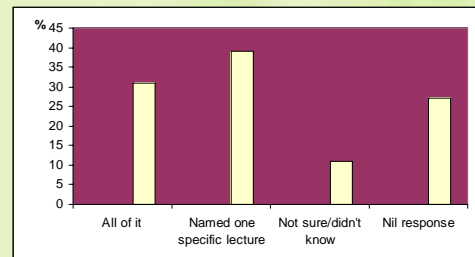
Aim

- To gain a greater understanding of the educational and technical aspects of podcasting in learning to be a professional

A coffee shop conversation

- *I think it is fab as you can hear, see and read the same thing'*
- *'I have difficulty with naming things – so a podcast would be really useful as you could hear how words are pronounced'*
- *'You can go over and over it again and again'*

Student's response to what aspect of bioscience would you like to hear again? n=109



Methods

- Participatory action research
- Laurillard's Conversational Framework
- Focus group interviews
- Mac book Pro and Garageband
- Collaboration between students, tutors and mentors
- Scripting of podcasts

Student Quote

I was sitting in handover thinking what are they going on about and then they started to talk about cabbages and I had to ask one of staff nurses what this meant
(Student nurse 2007)

Production of podcasts

- PowerPoint slides from bioscience lectures - reformatted and condensed
- Mentors in practice - checking of information
- GarageBand and Mac Book Pro
- Hosting of podcasts

www.surrey.ac.uk/e-learning/podcasts

Student Feedback

For me short and sweet is best - key points only

I prefer podcasts as to listen to a whole lecture you have to set aside the whole hour

Having the pictures to look at whilst you are narrating is really good –makes me make sense of what can be quite difficult

I have just been diagnosed with dyslexia so it is fantastic to recap information in short bursts. I can then pause and study the diagrams at my own pace

Please can we have more podcasts on terminology of various body systems as then I feel more confident in practice

Tutor feedback

- It is a really compact chunk of knowledge probably inspiring confidence too.
- We can use the podcasts to build on skills taught in the first year

Problems encountered

- Hosting on university VLE (Web CT)
- Some students difficulty with downloading
- Demand outstripping supply
- Copyright

Results of thematic analysis

- Knowledge/ICT skills/technical support
- Pre and post podcast production
- Pedagogy - theory /practice linking
- Teaching/Learning strategies
- Accessibility

Conclusions

- Snapshot but full of possibility
- Time consuming but offset by reusability and relative ease of changing original material
- Check the podcasts for integrity
- Collaboration is key
- Listening to the student voice

Further Developments

- Profcast is now available to easily create enhanced lecture podcasts
- Bioscience series now available

Web links /useful contacts

- Laurillard D. (2002) *Rethinking University Teaching : a conversational framework for the effective use of learning technologies*. Routledge, London.
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