Podcasts and Electronic Voting Systems (EVS)

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Use of podcasts and electronic voting systems as innovative learning technologies

- Good practice in undergraduate education
- Challenges experienced in learning, teaching and assessment
- What are podcasts and electronic voting systems?
  - How they are used within our programme...
  - Challenges in using these technologies
1. Encourages contact between student and teaching team
2. Develops reciprocity and cooperation among students
3. Encourages active learning
4. Gives prompt feedback
5. Emphasises time on task
6. Communicates high expectations
7. Respects diverse talents and ways of learning

(Chickering and Gamson, 1987)
Challenges in learning, teaching and assessment

• Student engagement
• Motivation to learn
• Giving meaningful feedback
• Managing student expectation
• Availability of resources
What are podcasts?

- Audio files that are transferable and accessible through a variety of media
  - MP3 recorders
  - Simple voice recorders
- Audacity software
  - Useful in recording longer podcasts
  - Allows editing of recording
Podcast

Add files to your podcast

Upload file

Podcast Player

Click on the play icon to play the selected audio file

Main Podcast Stream

- Inferential Statistics modified 3 months ago
- choosing tests2 modified 3 months ago
- choosing stats tests 1 modified 3 months ago
- Research methods tutorial (02.03.07) modified 3 months ago

The first 20 minutes of the quantitative critical appraisal tutorial, before the group work.

How to subscribe to this podcast

iTunes users

iTunes users can subscribe to this podcast and receive updates whenever new files are added. To subscribe, click on the icon next to the podcast feed.

Non iTunes users

To subscribe to using other podcast software or using an RSS feed reader, click on the icon and copy and paste the URL.
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Uses of podcasts on our programme…

**Teaching and Learning**

- Record classroom activities, e.g. lecture narration, questions and answers
- Delivery of teaching material
- Prepare for teaching sessions
- Occasional newscast
- Used in small group work to encourage discussion among students

**General**

- Welcome message in the joining instructions to new students
- Answering FAQs regarding the programme

**Assessment**

- To give generic feedback to the class as a whole following an assessment
- Assessment preparation guidance and answering frequently asked questions (FAQs)
- Used as an individual feedback mechanism on a poster assessment
What is an Electronic Voting System?

- Also called ‘personal response system’ or PRS
- Electronic ‘clickers’ that are synchronised to your computer.
- Uses specific software
  - Turning Point
- Anonymous vote by pressing keys on the handset
- Results revealed by a bar graph displayed on the computer screen.
- Can be used with PowerPoint, PCs and MACs
Uses of EVS on our programme…

Teaching and learning
• To summarise at the end of a lecture
• To give instant feedback to the class
  – Engagement yield is 100%
• Use student responses to guide lectures, e.g. conditional branching
• To get quick feedback from the class regarding all aspects of their study on the programme
• For 2012-13
  – Gauging pre-sessional preparation
  – Debates

Assessment
• For formative evaluation and feedback
• For exam revision and preparation
• In summative assessment using multiple choice questions (MCQs)
  – Can be used for multiple response questions (MRQs)
• To give instant feedback on individual and class/group performance
• In exercises to encourage engagement with assessment and marking criteria
Example - The part of the serous pericardium that lines the outer portion of the pericardial sac is called the:

- Visceral pericardium
- Parietal pericardium
- Epicardium
- Endocardium
- Myocardium
• Learning is an **active** process
• Students need to be **motivated** and **engaged**
• Facilitate **Collaborative** learning
• **Targeted** teaching (just-in-time, at right level)
Student feedback

“It was a useful way to encourage participation and effective learning”

“Excellent system, handsets are easy to use and allows participation in a stress free way.”

“it helped highlight the areas that needed more revision.”

“It encouraged me to participate actively in the lecture thus making me more eager to learn.”

Futuristic - cool!
Challenges in using podcasts and EVS

**Podcasts**
- Can be issues with remote accessibility
- Format must be accessible by a range of media
- Must be kept to around ten minutes long
- Formats must be adapted for students who are hearing impaired or those who have study needs agreements

**EVS**
- Careful of overuse
- Does not capture qualitative comments from students
- Some students do tend to answer randomly which can be misleading
- Requires training to use/facilitate
Use of technology in teaching, learning and assessment needs to be informed by good practice.

Novelty value *versus* pedagogical value needs to be considered
Key References

- Turningpoint Technologies. [http://www.turningtechnologies.co.uk/](http://www.turningtechnologies.co.uk/)

Acknowledgements

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- Dr Heather Thornton, Associate Dean (Learning & Teaching), University of Hertfordshire