

University of
Hertfordshire



University of
Hertfordshire



Podcasts and Electronic Voting Systems (EVS)

Aarthi Ramlal

Principal Lecturer

Diagnostic Radiography & Imaging

Department of Allied Health Professions &

Midwifery

University of Hertfordshire

United Kingdom

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



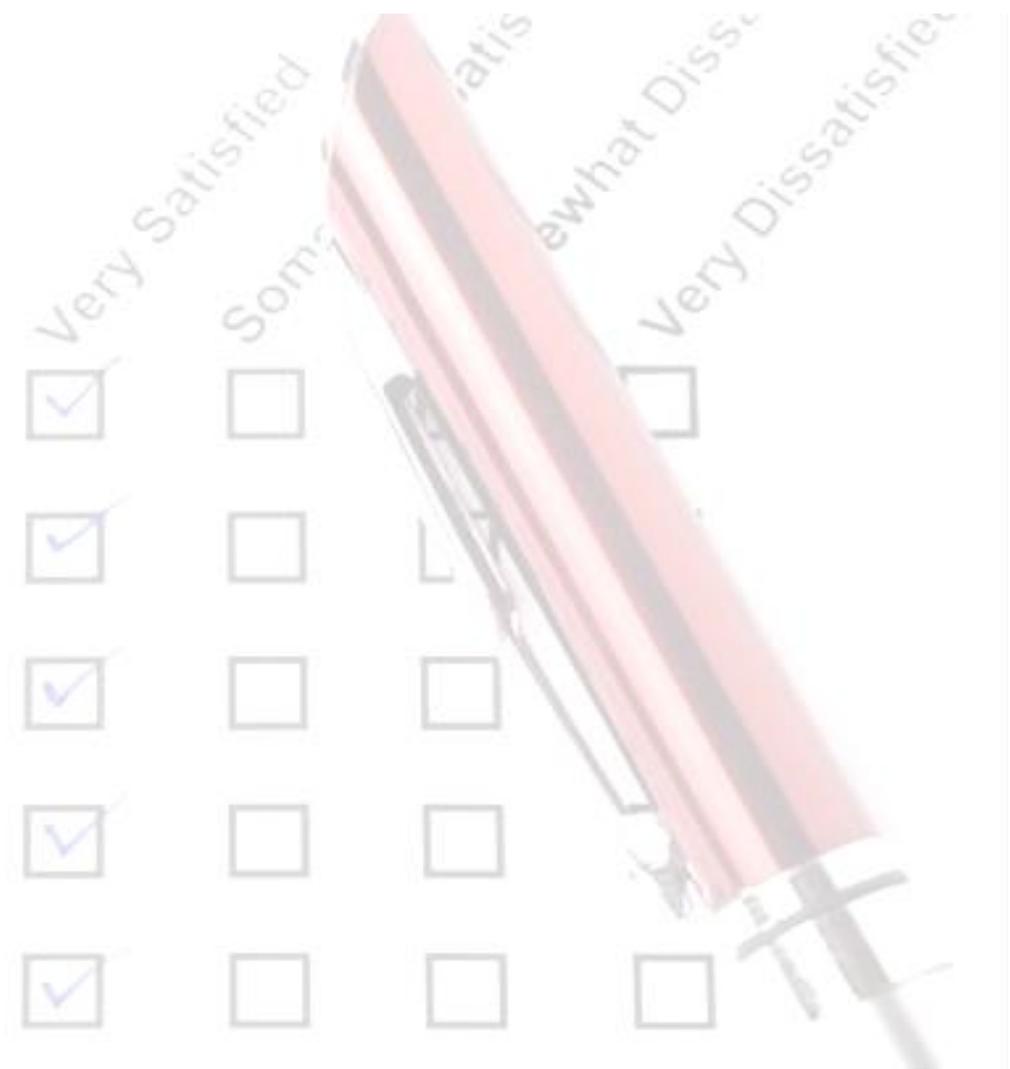
Good practice in undergraduate education...

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



MODULE

5AHP0048 Sep (12/13)

Research Methods.../

Module Homepage

Module News

Module Digest

Module Information

(see 'student view')

Teaching Resources

(see 'student view')

Tagged Content

Class Discussion

Podcast

Assignments

Learning Resources

Site Map

Activity

Students

Sharing

Group Manager

View all groups

Manage Groups

Website Manager

Trashed Documents

Resource Library

Email Options

Monitoring

Manage People & Groups

Configure Website

Feeds

 RSS  PODCAST

Search Website

Podcast

 5AHP0048 > Podcasts

Add files to your podcast

Podcast Player

Click on the play icon to play the selected audio file

Main Podcast Stream

 iTunes  PODCAST

  [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

File Edit View Controls Store Advanced Help

Podcasts

◀ ▶ ⏪ ⏩ 🔊

🍏

☰ ☱ ☲ ☳ ☴ ☵ ☶ ☷

🔍 Search Podc...

◀ All Podcasts

Research Methods

Podcast	Podcast	Time	Release Date	Description
 <p>Research Methods</p> <p>.....</p>	<input checked="" type="checkbox"/> ▼ Research Methods GET ALL		10/08/2012	StudyNet - University of Hertfordshire's Learnin...
	<input type="checkbox"/> Research methods tutoria... GET		10/08/2012	The first 20 minutes of the quantitative critic... i
	<input type="checkbox"/> choosing stats tests 1 GET		10/08/2012	
	<input type="checkbox"/> choosing tests2 GET		10/08/2012	
	<input checked="" type="checkbox"/> ✓ Inferential Statistics	12:29	10/08/2012	

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

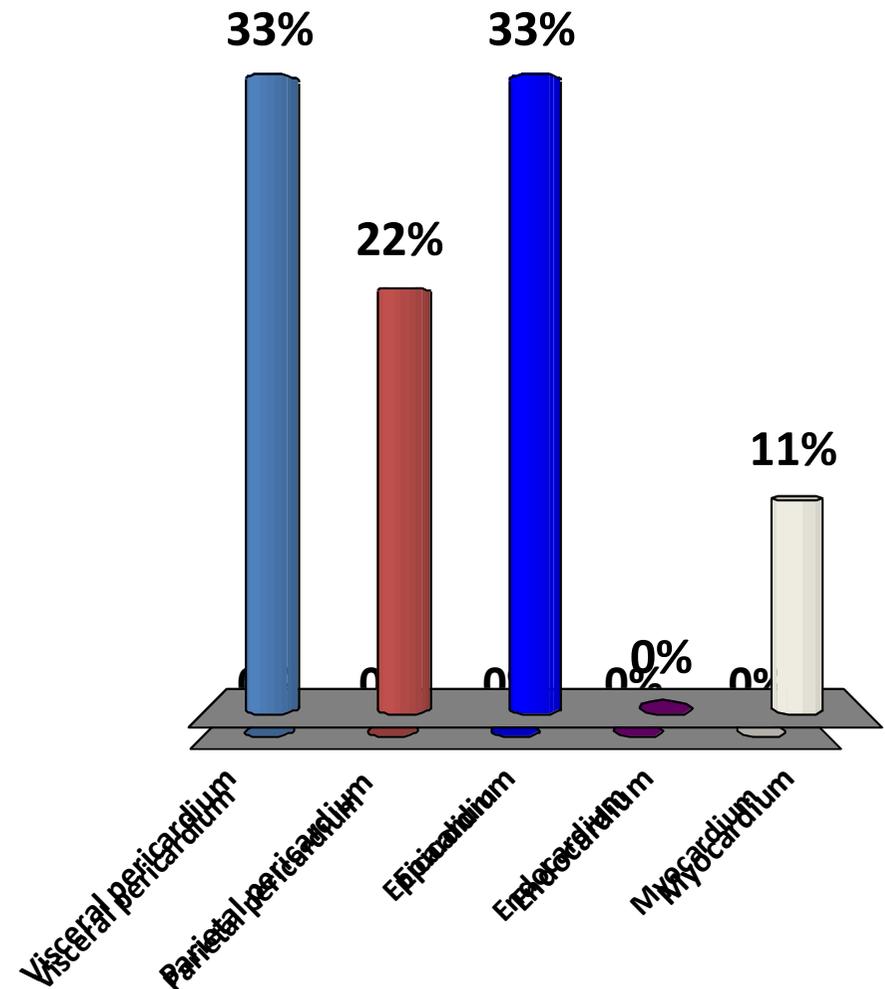
- To summarise at the end of a lecture
- To give instant feedback to the class
 - Engagement yield is 100%
- Use student responses to guide lectures, e.g. conditional branching
- To get quick feedback from the class regarding all aspects of their study on the programme
- For 2012-13
 - Gauging pre-sessional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

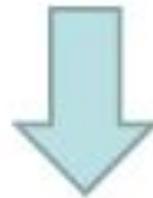
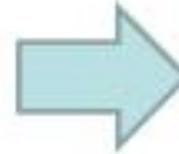
Example - The part of the serous pericardium that lines the outer portion of the pericardial sac is called the:

- Visceral pericardium
- 😊 • Parietal pericardium
- Epicardium
- Endocardium
- Myocardium



Interaction

- 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”

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

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

“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



Summary

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

- Chickering, A. W., & Gamson, Z. F. (1987). *Seven principles for good practice in undergraduate education*. AAHE Bulletin, 3-7.
- Turningpoint Technologies. <http://www.turningtechnologies.co.uk/>

Acknowledgements

- Dr Anthony Herbland, Education Technologist, University of Hertfordshire
- Dr Heather Thornton, Associate Dean (Learning & Teaching), University of Hertfordshire