**USE OF VIDEO PODCASTS AS A TEACHING & LEARNING AID IN A PSYCHOLOGY COURSE**

**INTRODUCTION**

An action research about podcasting at Université libre de Bruxelles started in October 2010

A. Technical and logical structure of podcasting

Saves their lectures automatically (audio-video, audio-only, audio-sequences)

Create “clips” - short and specific audiovisual sequences

**B. Technical and pedagogical help for teachers & students**

C. The scientific project focuses on understanding teachers’ and students’ interests in using podcasts and the way they integrate the medium in the pedagogic structure - on the teachers’ part - and the learning practices – on the students’ part.

**IMPkATS OF PODCASTING ON STUDENTS** (Kay, 2012)

| SCORES | 11 studies observed significant beneficial impact on success of students who used video podcasts as students exposed to more traditional teaching methods. |
| ATTITUDES | 4 studies emphasized video podcasts had no significant impact on exam scores. |
| ATTENDANCE | 4 studies observed that viewing podcasts had no impact on student attendance of lectures. |

**AIMs OF THE RESEARCH**

A different approach (Roland, 2013)

What are the impacts of podcasting on student learning?

- Not frequent use of podcasts
- Users seem to be passive

Why and how do or don’t users integrate podcasting in their teaching/learning practices?

- User seen as active learner
- Meaningful approach
- Systemic approach
- Study of reciprocal influence

**RESULTS OF THIS CASE STUDY**

**“NUMERICAL COGNITION” A CASE STUDY**

Course : “Numerical cognition”
Learning material : Powerpoint

**WHY?**

A coursework is time-consuming and difficult
Translator relied on your compared to a slideshow

**WHAT?**

Podcast scripts
teacher

**WHERE?**

Provide podcasts of the lectures to help students complete their notes

**METHODS**

An Analysis grid of educational practices

Questionnaires to students after the end of the course (N=115)

Comprehensive interviews with volunteering students (N=8) (organised 3 times)

**DO STUDENTS ATTENDING PODCASTED LECTURES (N=534) USE THE PODCASTS?**

- Yes
- No

**DO STUDENTS ATTENDING “NUMERICAL COGNITION” (N=115) USE THE PODCASTS?**

- Yes
- No

**WHAT DO STUDENTS USE PODCASTING FOR?**

- Shunting and completing their notes 77%
- Making up for missed classes 74%
- Watching a misunderstood part 65%
- Studying 25%

**WHAT KIND OF MEDIA DO THEY USE TO WATCH PODCASTS?**

- 200% Mobile devices perceived as “entertainment tools”
- 2% Needed to work area to watch the podcasts

**WHAT IS THE IMPACT ON LECTURE ATTENDANCE?**

- 50% Misses

**REPORT THAT THE PODCASTS LEAD THEM TO MISS ONE OR MORE.**

| BUT | MISS
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Audio for MA1 students</td>
<td>They have internships, group work, etc.</td>
</tr>
<tr>
<td>Attendance rates &amp; sites of podcast</td>
<td>Use are not linked</td>
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<tr>
<td>Teacher’s notes could be out of negligence</td>
<td>They don’t miss class out of negligence</td>
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</tbody>
</table>

**REFERENCES**


Ph. Emplit


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