April 2007

The Use of Podcasts in Education

Susan M. Shea MS  
*UT School of Health Information Sciences at Houston*

Robert Vogler DSN  
*UT School of Health Information Sciences at Houston*

Cynthia L. Phelps PhD  
*UT School of Health Information Sciences at Houston*

Irmgard U. Willcockson PhD  
*UT School of Health Information Sciences at Houston*

Follow this and additional works at: https://digitalcommons.library.tmc.edu/uthshis_atldayabs

**Recommended Citation**

Citation Information: Shea, Susan M. MS; Vogler, Robert DSN; Phelps, Cynthia L. PhD; and Willcockson, Irmgard U. PhD, "The Use of Podcasts in Education" (2007).  
https://digitalcommons.library.tmc.edu/uthshis_atldayabs/41

This Article is brought to you for free and open access by the Advances in Teaching and Learning Day at DigitalCommons@TMC. It has been accepted for inclusion in Advances in Teaching and Learning Day Abstracts by an authorized administrator of DigitalCommons@TMC. For more information, please contact nha.huynh@library.tmc.edu.
The Use of Podcasts in Education, Susan M Shea, MS. UTHSC-H School of Health Information Sciences, Houston, TX, 77225. Robert Vogler, DSN. UTHSC-H School of Health Information Sciences, Houston, TX, 77225. Cynthia L Phelps, PhD. UTHSC-H School of Health Information Sciences, Houston, TX, 77225. Irmgard U Willcockson, PhD. UTHSC-H School of Health Information Sciences, Houston, TX, 77225.

Background: The use of podcasts has emerged as an important tool for use in education. This is especially relevant in nursing schools with the shortage of nursing faculty. The use of podcasts allows the instructor to provide lectures and other course content to students.

Objective: The purpose of this project was to determine if the use of a podcast to review lecture content would result in an increase in the students’ retention and understanding of the concepts. Adult Learning Theory was applied since podcasts allows students to be self-directed and actively involved in the learning process.

Methods: A podcast reviewing the main concepts presented in a classroom instruction was sent to 29 first year nursing students. Twenty-eight students did not receive the podcast. The students were tested over the content covered in the classroom instruction and reviewed in the podcast. The scores on the content were compared between the control and experimental groups.

Results: The experimental group performed better than the control group on 6 of the questions. On 3 questions, more students in the control group answered the question correctly. On one question, both groups were equal. When compared to the 2006 statistics on the same test questions, there was an overall improvement on all the questions except for one question where the scores decreased from a 79% to a 75%. Students listened to the podcast from 1 to 7 times prior to the exam. All the students found the podcast review helpful and wanted more content reviewed by podcast.

Conclusion: The use of a podcast to review lecture content appears to have resulted in an overall increase in student retention. A larger sample size will be needed to determine significance. These technologies can provide students with learning opportunities and actively involve them in the learning process.