

PODCASTS – A TECHNOLOGY FOR ALL?

ABSTRACT

While the pedagogical benefits and challenges of podcasting as a teaching and learning practice are well researched – albeit with ambivalent results - literature on the potential of podcasting as a socially inclusive technology is scanty. Using a quantitative survey design, framed by concepts such as emerging technologies, low-threshold applications and non-traditional students, this project investigated how students in a large institution in the Western Cape accessed and used podcasts. Findings indicate that podcasting was well received by all students, but that non-traditional students, i.e. mature, African home language students engaged most extensively with podcasts. Regular recordings of difficult, content-heavy lectures were perceived as most effective, confirming that course design matters more than student profile in terms of podcasting usage. In our context, which is defined by resource limitations and fear of technology among both lecturers and students, the simplicity and accessibility of podcasts promises a successful mainstream adoption of a low threshold application in African higher education.

Keywords: *Podcasting, socially inclusive technology, emerging technology, low-threshold applications*

INTRODUCTION

It is widely acknowledged that exposing students to content materials in a one-off lecture is not enough to enable them to conceptualize and deeply understand the contents. This is especially the case for students whose first language is not English (Dearman and Galloway, 2005:535). Teaching with the use of podcasts or ‘Podagogy’ (Rosell-Aguilar, 2007) can be defined as the recording and editing of audio files and subsequent distribution to students. Podcasts offer the affordance of extending learning beyond the lecture time as students can listen to the recorded lecture as many times as possible, at their own pace, at a convenient time and place.

This paper presents students’ perceptions on the pedagogic value and use of podcasting for teaching and learning at a large University of Technology in the Western Cape in 2012/2013. Six lecturers integrated podcasting into their teaching in seven courses (Food Technology 1, Accounting, Software Skills 1, Communication Skills for Education Foundation, Electrical Engineering, Cell Biology, and Molecular Biology) across five Faculties (Applied Sciences, Business, Engineering, Education and Health and Wellness). Each of these lecturers used podcasting in slightly different ways, from recording lectures to creating summaries of lectures or giving audio feedback on group assignments.

The institution where the study took place is a recently established University of Technology in the greater Cape Town metropolitan area which serves predominantly so-called ‘non-traditional students’ (NTS) (Munro 2011; Laing & Robinson 2003a; Berg 2005). NTS are characterised by low socio-economic background; academic under-preparedness; mature age and the fact that they are studying in a language that is not their home language (Cross and Carpentier 2009).

The lack of a sustained research culture around the use of technology in teaching and learning has been a matter of concern since the inception of the institution. This warrants further study of how technologies can be used within a context of differently positioned students, with a particular emphasis on an approach of infusing technologies that is context-aware, socially inclusive and focuses on the introduction of low threshold applications/technologies. In doing so the paper is trying to counter Kazlauskas and Robinsons’s (2012) claim that while there is pedagogical value in the use of podcasting, this pedagogical practice might not be perceived as equally useful by all students.

CONCEPTUAL FRAMEWORK: EMERGING TECHNOLOGIES, LOW-THRESHOLD APPLICATIONS AND NON-TRADITIONAL STUDENTS

This study draws from the concepts of emerging technologies, low-threshold applications and NTS. The institution where this study was set serves a large number of what the international literature refers to as 'non-traditional students' (NTS), due to its low study fees. NTS are in general characterised by: their low socio-economic background; being the first person from their families to enter Higher Education (HE); their academic under-preparedness; their mature age and thus their juggling of work, family and academic responsibilities (Munro 2011; Laing & Robinson 2003; Berg 2005) and finally the fact that they are studying in a language that is not their home language (Cross and Carpentier 2009). These characteristics of NTS are particularly pertinent in the South African context: not only are there 11 official languages, but the legacy of segregated education during Apartheid still impacts the quality of schooling of today, and consequently also students' preparedness for HE (van der Berg, 2008; Scott et al 2013).

In this study we have linked socioeconomic background to a student's home language, based on the assumption that unfortunately in South Africa today, students whose home language is English or Afrikaans are still - in general - socio-economically and culturally advantaged over students whose home language is an African language (Leibovitz et. al. 2010). Overall, African home language speakers are not only more likely to come from a lower socio-economic background but are also more likely to have experienced low quality schooling.

Against the backdrop of having to serve a large number of NTS we found the idea of low threshold applications (LTAs) useful. The notion of LTA was introduced by Steve Gilbert (2002) who promoted LTAs by defining them as applications that had a low entry cost, were easy to learn, perceived as reliable, and not intimidating, and did not require major re-adjustments or re-thinking of a lecturer's or a student's teaching and learning practice.

In addition to LTA's we also adopted Veletsianos' (2010) definition of emerging technologies as "tools, concepts, innovations, and advancements utilized in diverse educational settings to serve varied education-related purposes". This recognizes the context-sensitive nature of emerging technologies: What might be considered 'old hat' in some institutions may be an 'emerging' technology in others.

In view of the epistemological framing of this study, we embarked on a project which aimed to determine if podcasting can be utilized as a 'socially inclusive' emerging technology, which has a low threshold application potential and the prospect of improving engagement of NTS. For podcasting to be effective in our context, we argue it would need to be perceived as useful across gender, age and racial backgrounds, linked in our study to students' home language, but should be of particular usefulness for mature, female students with an African home-language, our most vulnerable students in terms of academic preparedness, access and use of technology (Bauer, 2000; Scott et al 2013).

PODCASTING IN EDUCATION

A review of literature revealed that few studies can be found that explore podcasting's potential as an inclusive technology. When investigating podcasting as an inclusive technology, literature focuses on the use of podcasting to support learners with disabilities, such as Tyler's (2009) study or Aslan's (2011) thesis on the use of podcasting for learners with disabilities or Hall and Velez-Colby's study (2011) on the use of what they call 'simple learning technologies' (SLT), such as podcasting, to enhanced students' learning experience. They conclude that all students who used podcasts achieved improved grades in comparison to the same taught module the year before. In particular, those students with learning disabilities markedly improved their grades.

Other studies do not look specifically at the use of podcasting as an inclusive technology, but explore the effect of individual differences, such as gender, age and previous experiences, on motivation and engagement when using podcasting. Examples include Bolinger et al.'s study in Distance Education (2010) and French and McDonald's (2008) study which explored the concept of inclusivity in podcasting. Other studies looked at the potential of podcasting to support struggling students, such as Vasinda and McLeod's study on the integration of podcasting in reading theatre to improve the reading skills of low achieving students (2011). One of the studies in our context, that explored podcasting as a resource for English as a Second Language (ESL), is Ng'ambi's study (2008) which

reports that the use of podcasts became an indispensable learning tool for students whose first language was not English and who struggled to understand lectures during face-to-face sessions.

The study that most caught our attention, is Kazlauskas and Robinson's (2012, our emphasis added) paper 'Podcasts are *not* for everyone' on the use of podcasting by undergraduate students in two very differently cognitively challenging subjects. These authors question the benefits of podcasting as an inclusive technology and argue that a high number of their study participants *did not* engage in podcasts regardless of demographic backgrounds and subjects. They conclude that 'despite the flexibility and mobile learning opportunities afforded by podcasts, significant numbers of students prefer to learn in face-to-face environments and by reading and/or listening in set study environments.' (p.321)

Also interesting for our study, which focuses on the potential of podcasting as a socially inclusive practice, is that one of the major challenges identified by the literature continues to be *access to technology*, where access is understood not only as physical access to podcasts, but also as access to the skills necessary for downloading and engaging with podcasting (Moss, 2006) and to technical support (Chabolla and Leh, 2009).

RESEARCH SETTING AND METHODOLOGY

This study was conducted at a large University of Technology in the Western Cape and was a RIFTAL (Research and Innovation for Teaching and Learning) funded project. It stretched over two years (2012-2013). Six lecturers took part in this project, with their courses covering a wide range of disciplines and five of the six faculties at this university (see table 1). This study employed a quantitative research design, using a survey distributed to students involved in the study (both on paper and online, see table 2 below) as data collection method. The full survey is available at the end of this paper, but can also be accessed online. It consists of four parts: demographic questions, use of podcasting, experiences with podcasting, including perceptions on podcasting as a teaching and learning tool and finally a section for open ended comments.

Table 1: Participating courses in 2012 and 2013

Course Title	Abbreviation	Level	Programme	Faculty
Food Technology 1	FT	Year 2	N.D Food Technology	Applied Sciences
Accounting	ACC	Year 4	BTECH Cost and Management Accounting	Business
Software Skills 1	SS	Year 2	NHC: Financial Information Systems	Business
Communication Skills	CSEE	Year 1	Extended Curriculum Programme (Electrical Engineering)	Engineering
Cell Biology (2012)	CELL	Year 1	BHSc Medical Laboratory Science	Health and Wellness
Molecular Biology (2012)	MOL	Year 4	BTECH Biomedical Technology	Health and Wellness
Molecular Biology (2013)	CELL	Year 4	BTECH Biomedical Technology	Health and Wellness
English first additional language (2013)	CSEDU	Year ½	B.Ed (General Education and Training)	Education

Table 2: Data collection in 2012 and 2013

Course Title	Abbreviation	Student nr	Surveys	Response rate
Food Technology 1	FT	105	67	64%
Accounting	ACC	45 FT	24	53%
Software Skills 1	SS	48	47	98%
Communication Skills (EE)	CSEE	84	12	14%
Cell Biology (2012)	CELL	56	49	88%
Molecular Biology (2012)	MOL	33	21	64%
Communication Skills (EDU)	CSEDU	250	115	46%
Molecular Biology (2013)	MOL	120	99	83%
Total		696	434	62%

The participants in this study comprised the 434 students who completed the survey (see table 2). Response rates in courses varied from 14%-98%. On average the response rate was 62%.

Students were equally distributed over first, second and fourth year. More than two thirds of the students were female (77%) and about half were over 30 years old (48%) – as shown in table 3. About a third were African home language students (37%) and another a third were Afrikaans speaking (38%). English home language speakers were in the minority (16%). The fact that the courses which comprised this study are all taught in English, indicates that the majority of students are studying in a language which is *not* their home language. A large number of our students thus fit at least two of the characteristics of NTS: mature age and studying in a language that is not their home language.

Table 3: Demographic data

Gender	2012	%	2013	%	Total	%
Female	140	66	178	88	318	77%
Male	71	44	24	12	95	23%
Total	211		202		413	
Age	2012	%	2013	%	Total	%
under 18 yrs	2	1	0	0	2	0%
18-23 yrs	4	2	125	61	129	31%
24-30 yrs	36	17	49	24	85	21%
over 30 yrs	166	80	32	16	198	48%
Total	208		206		414	

<i>Home language</i>	<i>2012</i>	<i>%</i>	<i>2013</i>	<i>%</i>	<i>Total</i>	<i>%</i>
isiXhosa	80	38	22	12	102	26%
Other African	25	12	19	11	44	11%
Afrikaans	31	15	117	66	148	38%
English	43	20	20	11	63	16%
French	27	13		0	27	7%
Other	4	2		0	4	1%
Total	210		178		388	

Research questions

As mentioned above, this study set out to counter the argument found in the literature that podcasting is not for ALL students. We also suspected that course design may be a more important determinant of the perceived usefulness and usage of podcasting than student profile.

This led to the following two research questions:

1. How is podcasting accessed and used by differently positioned students?
2. How does course design affect the perceived usefulness and usage of podcasting?

DATA SCORING AND ANALYSIS

Quantitative data were analysed within the statistical software package SPSS running frequencies and cross tabs to test for significant differences ($p < 0.05$) based on students' demographic data (gender, age and home language) and by lecturer/course. Only findings which showed significant differences were reported. Ethical clearance was sought from the institution; lecturers and students gave informed consent to take part in this study. Data is reported anonymously in order to ensure confidentiality.

FINDINGS

This paper explores the potential of podcasts as 'socially inclusive', context-aware and low-threshold technology, which we define as a technology that does not exclude any students by gender, age, or socioeconomic background (linked for our study to the home language of the student).

Research question 1: How is podcasting accessed and used by differently positioned students?

Of the 434 students approximately two thirds (64%) accessed and listened to the podcasts made available to them (see table 4). Although there are statistically significant differences around the use of podcasting and demographics, these differences are not the expected ones. There is for example no statistically significant difference in use in terms of *gender* (p -value=0.705). There is a significant difference in terms of *age* (p -value=0.043). However, it is not the young students, who use the podcasts most as one would expect, but the 24-30 age group, followed by the 30+ age group.

Most importantly, there is no significant difference in usage in terms of *home language* (p-value=0.239) – albeit African home language students engaged slightly less than their English and Afrikaans counterparts. However, when asked about the level of engagement and the amount of times students listened to podcasts, these numbers change. Slightly more than half of the students who accessed podcasts listened to more than half of the podcasts made available to them (52%). Approximately 40% of the students who made use of podcasts, listened to most or all of them. Again there is no difference in *gender*, but there are statistically significant differences in terms of *age* and *home language* (p-value= 0 and 0.001 respectively). English home language speakers and students with an African home language were the most engaged users of podcasts, with around 50% of the students who had engaged with podcasts listening to most/all of the podcasts. Only around 30% of Afrikaans speaking students listened to most/all of the podcasts. The data analysis also showed that older students showed more engagement. More than 80% of students aged 30+ listened to most/all of the podcasts, as opposed to only 36% of the youngest students.

Table 4: Use of podcasting by differently positioned students - *significant difference (p-value <0.05)

	Total		Language						Gender				Age						Asymp. Sig. (2-sided)		
	N	%	English		Afrikaans		African		Female		Male		18-23		24-30		over 30				
			n	%	N	%	N	%	N	%	N	%	n	%	n	%	n	%			
Did you use podcasting?																					
yes	230	63.7	38	74%	90	64%	84	61%	0.239	175	64%	43	61%	0.705	144	59%	52	75%	23	68%	0.043*
no	131	36.3	13	26%	51	36%	53	39%		99	36%	27	39%		99	41%	17	25%	11	32%	
Total	361		51		141		137			274		70			243		69		34		
How many of the podcasts have you listened to?																					
One	62	20%	4	7%	28	29%	23	19%	0.001*	47	22%	13	18%	0.402	47	23%	9	14%	2	11%	0*
A few	83	28%	17	32%	34	35%	21	18%		62	29%	20	27%		62	30%	18	28%	1	5%	
About half	27	9%	4	7%	5	5%	16	13%		21	10%	5	7%		22	11%	5	8%	0	0%	
Most	59	20%	11	21%	14	15%	27	23%		37	17%	20	27%		39	19%	13	20%	3	16%	
All	71	23%	18	33%	15	16%	32	27%		50	23%	15	21%		34	17%	20	31%	13	68%	
Total	302	100%	54		96		119			217		73			204		65		19		
On average who often do you listen to a podcast?																					
Once	88	29%	8	16%	43	45%	29	23%	0*	64	31%	20	25%	0.618	64	31%	18	30%	2	11%	0.003*
Twice	72	24%	16	33%	29	31%	20	16%		49	23%	21	27%		56	27%	12	20%	2	11%	
Three times	47	16%	5	10%	10	11%	25	20%		34	16%	10	13%		34	16%	9	15%	1	5%	
More than three	94	31%	20	41%	13	13%	50	40%		63	30%	28	35%		54	26%	22	36%	14	73%	
Total	301		49		95		124			210		79			208		61		19		

Of all the students who listened to the podcasts, 47% listened to each podcast on average three times or more. A similar pattern to the findings above can be established - no significant difference in *gender* can be seen, but *home language* and *age* play a significant role: more than 60% of African home language students listened to podcasts three times or more (p-value = 0) and older students listened significantly more than younger students (78%, p-value=0.003).

Research question 2: How are the models of podcasting in course design perceived and what is their observed usefulness?

The six lecturers involved in this study used podcasting in different ways in their course design. While four of the lecturers (CSEE, CSEDU, CELL/MOL, SS) offered straightforward recordings of their lectures to students with varied degrees of editing involved, the FT lecturer provided introductions and summaries to specific topics and the ACC lecturer provided feedback on group assignments.

The courses used podcasting in various ways as described in the table 5 below:

Table 5: Use of podcasting in courses participating in the study

Course	Abb	Use of podcasts	Length of podcasts	Accessible through
Food Technology	FT	Provision of short summaries for chapters (app. one per week)	10-15 mins	Blackboard
Accounting	ACC	Provision of feedback on group assignments	App. 5 mins	Blackboard
Software skills	SS	Recording of lectures and screencasts on selected topics	Varied	Blackboard
Communication skills (Electrical Engineering)	CSEE	Provision of edited lectures (selection of topics). Q&A sessions included.	App. 60 mins	Blackboard / bluetoothed to phones / students own recordings
Communication skills (Education)	CSEDU	Provision of unedited lectures. Q&A sessions removed. Additional podcasts provided for test preparations including tips and extra information on certain topics.	App. 60 mins	Blackboard / bluetoothed to phones / students own recordings
Cell Biology and Molecular Biology	CELL/MOL	Provision of edited lectures (all lectures recorded). Some divided into subsections when content too dense. Q&A sessions removed.	App. 50 mins	Blackboard

Course design emerged as a strong influence on student engagement with podcasts (p-value=0, see Table 6). Students seem to find the Cell and Molecular Biology lecturer's regular recordings particularly useful (81% of her students engaged with podcasts, 69% of the students who engaged with podcasts listened to most/all her podcasts and 65% listened three times or more to each podcast). Her subject is a difficult one, and students appreciate the opportunity to listen to her lectures repeatedly in their own time. In comparison, the Communication Skills for Education is a less cognitively demanding subject (the study of literature), where students may not feel the need as urgently as students in other subjects to engage actively with the content. They are also relatively young (mainly first and second year students) and predominantly privileged and Afrikaans

speaking. Significantly fewer students used podcasting in this course (60% of students listened to podcasts, and of those only 18% listened to most/all of the podcasts and only 8% listened to podcasts three times or more).

One argument against podcasting is that students use the podcasts for mere exam revision, encouraging rote learning and cementing the notion that what a lecturer says in class is all that students need for exams (Scutter et al., 2010:182). However, this study showed that while some students used the podcasts just before exam time (28%), a larger number listened on a regular basis during the course of the semester (42%), while 30% showed no specific pattern (see Table 7). There are no significant differences in terms of age or home language (p -value = 0.626), although male students seem to listen more regularly during the semester than female students (p -value=0.025).

Another danger literature warns us about, is that podcasting makes students passive recipients of learning (Rosell-Aguilar, 2007:484). However, our study showed that students were active while listening to the podcasts: 51% notes and 33% visited various sections of the modules that are being referred to in the recordings. Only 22% of students listened to the recordings without engaging in other study related activities (see Table 8)

Table 6: Impact of course design on use of podcasting - *significant difference (p-value <0.05)

		COURSE LECTURER													
		CSEE		CSEDU		FT		MOL/CELL		SS		ACC			
Did you use podcasting?															
	N	%	n	%	N	%	n	%	n	%	N	%	n	%	Asymp. Sig. (2-sided)
yes	230	64%	4	50%	69	60%	27	63%	118	81%	12	40%	11	58%	0*
no	131	36%	4	50%	46	40%	16	37%	28	19%	18	60%	8	42%	
Total	361		8		115		43		146		30		19		
How many of the podcasts have you listened to? (only users of podcasting)															
One	62	20%	5	50%	23	33%	13	33%	10	8%	4	11%	7	32%	0*
A few	83	28%	1	10%	32	46%	8	20%	17	14%	15	43%	10	46%	
About half	27	9%	0	0%	2	3%	6	15%	12	9%	4	11%	3	14%	
Most	59	20%	2	20%	4	6%	9	22%	34	27%	9	26%	1	4%	
All	71	23%	2	20%	8	12%	4	10%	53	42%	3	9%	1	4%	
Total	302		10		69		40		126		35		22		
On average who often do you listen to a podcast? (only users of podcasting)															
Once	88	29%	1	10%	40	60%	14	34%	19	15%	6	17%	8	38%	0*
Twice	72	24%	3	30%	22	33%	4	10%	25	20%	13	36%	5	24%	
Three times	47	16%	2	20%	1	2%	9	22%	25	20%	6	17%	4	19%	
More than three	94	31%	4	40%	4	6%	14	34%	57	45%	11	30%	4	19%	
Total	301		10		67		41		126		36		31		

DISCUSSION AND RECOMMENDATIONS

This study set out to explore podcasting's potential as an emerging technology, a 'low threshold application' that would be socially inclusive, which in our case we defined as not excluding any students based on gender, age or home language, countering the argument found in the literature that podcasting is *not* for all students. We were particularly interested in the perceptions of podcasting by mature, African home language students, who comprise some of our most vulnerable students (with regards for example to academic literacy levels, academic preparedness and access to technologies for teaching and learning) and fit the profile of NTS.

Our findings confirmed the results of other studies that podcasting in general is a simple and non-threatening technology, that is perceived as useful by the majority of students (e.g. Bollinger et al. 2010). Of particular interest for our study, no significant difference can be seen in the use of podcasting in terms of language or age of student. However, when digging deeper into the data and exploring the activity and engagement level of students who engaged with podcasting, we could see that mature students, whose home language is an African language found podcasting most useful – contrary to findings in previous studies (Bollinger et al 2010).

Furthermore we saw that the way podcasting was implemented in course design impacted strongly on students' perception of its usefulness consequently on their level of engagement. Regular podcasts of difficult, content-heavy lectures attracted most engagement – again contradicting some previous findings in the literature, which claim that podcasting may have shortcomings in the area of providing complex and/or detailed information that needs to be heavily processed, logically deconstructed, committed to memory, or otherwise requires a great deal of concentration (Chan and Lee 2005). Although the majority of students perceived podcasts as most useful for the revision of content, a large number of students interacted regularly with podcasting during the course of the semester.

Our findings reinforce our belief that students continue to be differently positioned in terms of economic, social and cultural capital (Bourdieu 1986) at our institution and that this can be directly linked to their home language. However, we have also found that this *doesn't have to impact* on their ability to access the technology necessary for learning. On the contrary, as others have shown, students are resourceful in finding complex and nuanced ways of engaging with technologies for teaching and learning within broader structural conditions (Czerniewicz et al 2009, Rambe and Nel 2014).

Moreover, the majority of students reported being actively involved in their learning process while listening to podcasts, (i.e. taking notes), which necessitates a quiet learning environment with the possibility of note taking contrary to the common belief that podcasts leads to passive learning. We would argue that note taking for example allows for cognitive strategies synonymous for self-regulated learning (Zimmerman, 2002). Additionally, results were in agreement with Ng'ambi's (2008) findings that podcasting was particularly useful for English as Second Language speakers, who may struggle to understand content or be shy to ask questions in class.

Our findings confirmed the complex nature of emerging technologies, highlighting results that in part contradict the international literature and call for an approach to integrating technologies that is sensitive to our specific learner needs, challenges and resources. We argue that students spent extensive time on the content through repeated listening to the podcasts available and that podcasting is indeed for ALL our students. We agree with Kazlauskas and Robinson (2012) that against theories of active learning and engagement, this time might have been spent more effectively; however, in our context, which is defined by resource limitations and fear of technology among both lecturers and students, the simplicity and accessibility of podcasts seems promising for a successful mainstream adoption of a low threshold application in African higher education. Further research is needed to include lecturers' perceptions in this study.

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APPENDIX: ONLINE SURVEY

See <https://docs.google.com/forms/d/1qCHMyE0xKKBvVUuNAgaUxcAvOgTrX3YYtpwwFUodFTY/viewform>

Podcasting - post survey

This survey is part of a research project that the Educational Technology Unit in Fundani and the Center for e-Learning are currently conducting on the use of podcasting in Teaching and Learning at CPUT. You have been exposed to podcasting through your lecturer during this academic year and we would be very grateful to receive your feedback on your experiences with podcasting. All data is confidential, will be used in an anonymous way only and the participation in this research project is completely voluntary. We really value your contribution! If you have any questions, please contact gachagod@cput.ac.za.

Thanks!

Daniela Gachago and Eunice Ivala
Educational Technology Unit
Fundani
CPUT

* Required

Part 1: Demographic questions

Your lecturer *

Your course level *

Your gender

- male
 female

Your age

- under 18
 18-23
 24-30
 over 30

Your home language

- english
- afrikaans
- isiXhosa
- other South African language
- other African language
- french
- portuguese
- other European language
- Other:

Page 2: general questions on podcasting

Do you have access to an MP3 player (tick whichever apply)?

- No
- Yes - iPod
- Yes - other mp3 player
- Yes - my mobile phone
- Yes - through my laptop
- Yes - through my own desktop computer
- Other:

Have you listened to any of the podcasts your lecturer made available to you throughout the course?

- Yes
- No

Podcasting - post survey

Page 3: Reasons for non engagement with podcasts

If you haven't listened to podcasts, was it because [please tick the relevant statement(s)]

- I didn't see the relevance of podcasts for my learning
- I had technical difficulties of accessing them
- I didnt know about it
- I didnt have the time
- Other:

Page 4: experiences with podcasting

How often do you usually listen to a podcast?

- Once
- Twice
- Three times
- More than three times
- I have not listened to a podcast

How many podcasts have you listened to?

- One
- A few
- About half
- Most of them
- All of them

Where do you get the podcasts from? (tick whichever may apply)

- From Blackboard
- From the web (e.g. soundcloud)
- From a shared drive
- We get it directly from the lecturer onto our cellphones
- Other:

Where do you normally listen to your podcasts?

- Always / nearly always off campus
- Mainly on campus
- Both

If you accessed your podcasts on campus, did you access ...

- in a computer lab
- from your own device (e.g. using wireless Internet)
- both

How do you listen to podcasts?

- From the computer in the lab
- I download the podcast and listen on my cell phone
- I download the podcast and listen from my laptop
- I download the podcast and listen from another mp3 player
- Other:

If you chose option 1 (from computer in the lab), was it because...

- you didnt know how to download
- you dont like to download
- you dont have enough Internet credit
- you didnt think it was necessary after listening to the podcast
- Other:

When do you usually listen to the podcasts...

- immediatly after they were made available by the lecturer
- 3 or 4 days after they were made available by the lecturer
- at the end of the week
- just before the test
- no specific pattern
- Other:

What do you do when you listen to podcasts?

- Take notes
- Visit varies sections of the modules that were being referred to in the podcast
- Nothing, just listen
- Do other non-studies related stuff, e.g. cooking...

	1 totally agree	2	3	4	5 totally disagree
I like podcasts	<input type="radio"/>				
Podcasts helped me to make good use of my time	<input type="radio"/>				
Podcasts helped me to organise / structure my weekly learning activities	<input type="radio"/>				
Podcasts helped me to stay focused on the course	<input type="radio"/>				
I like the format of the podcasts	<input type="radio"/>				
Podcasts helped to stimulate my interest in the subject	<input type="radio"/>				
Podcasts were motivational	<input type="radio"/>				
Podcasts were enjoyable	<input type="radio"/>				
Podcasts provided a good introduction or summary to the lecture notes and other learning material	<input type="radio"/>				
Podcasts were useful for me to know more about the assessed work (assignments, exams)	<input type="radio"/>				
Podcasts are important for students whose first language is NOT English	<input type="radio"/>				
Podcasts are a good revision tool	<input type="radio"/>				

My preferred language for podcasts is:

- english
- afrikaans
- isiXhosa
- french
- Other:

Did you encounter difficulties when listening to podcasting? [please tick the relevant statement(s)]

- I had technical difficulties of accessing them
- I didnt know how to download them
- I didnt have the time to download/listen to them
- Other:

Page 5: Open ended comments

What did you like best about the podcasts?

What could be improved with the podcasts? If you havent listened to podcasts, what must happen for you to listen to podcasts?