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Lecture Podcasts--Supplement or Replacement for In-Class Lectures in Traditional Classroom Courses?

Parag Budukh


St. John Fisher College, pbudukh@sjfc.edu

Christine R. Birnie

St. John Fisher College, cbirnie@sjfc.edu

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Comments

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Lecture podcasts – Supplement or Replacement for In-Class Lectures in Traditional Classroom Courses?



Parag Budukh and Christine Birnie

Wegmans School of Pharmacy, St. John Fisher College, Rochester NY 14618

Objective

Podcasts are well accepted by students in online and hybrid course environments as teaching tools. However, the students in twenty-first century traditional classrooms are equally adept with the use of technology in learning. The objective of this study is to examine student responses to the use of lecture podcasts in traditional classroom based pharmaceutical science courses.

Method

Two lecture podcasts were prepared and posted online via Blackboard™ course management system, as part of a required pharmaceutical science course sequence. Both the podcasts were used as replacement to the traditional in-class lectures for the respective topics.

- First of the two podcasts was based on the topic - Pharmaceutical Compounding and was intended to introduce the students to preliminary aspects of compounding. This podcast was created using ECHO360 Lecture Capture system.

- The second podcast was more focused and was based on the topic – Partition Phenomena. It included basic concepts of partition coefficient, its applications in pharmacy and relevant calculations. The podcast was created using Camtasia Studio Screen Recording software installed on the desktop computer in the faculty member’s office.

Following each podcast, a survey was administered to seek student feedback regarding the utility of the podcasts and their preferences for future use of podcasts in the same courses. The survey questions are listed in Table 1.

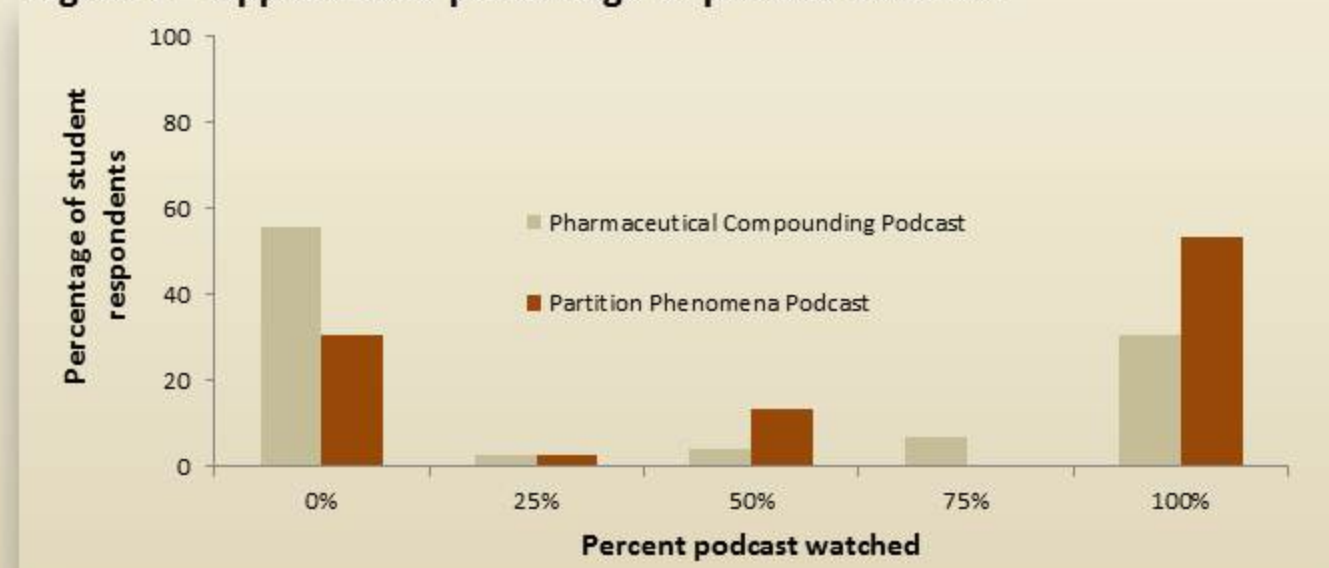
Results

- ❖ 72 students responded to the survey for Pharmaceutical Compounding podcast
- ❖ Only 44.4% respondents reported that they watched the Pharmaceutical Compounding podcast and completed the rest of the survey.
- ❖ 75 Students responded to the survey for Partition Phenomena podcast
- ❖ 69.3% respondents reported that they watched the Partition Phenomena podcast.
- ❖ Among those who watched the podcasts, the majority (97.6%) thought that the podcasts were effective learning tools.
- ❖ Among those who watches the podcasts, 90.5% thought that additional podcasts should be included in the pharmaceutical science courses in future.

Table 1

| Survey questions |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Did you watch the PODCAST? a. Yes b. No |
| 2. What approximate percentage (%) of the PODCAST did you watch? a. 0% b. 25% c. 50% d. 75% e. 100% |
| 3. In your opinion, was the PODCAST an effective learning tool to be used in this course? a. Yes b. No |
| 4. Do you think additional PODCASTS should be included in this course in future? a. Yes b. No |
| 5. What did you like the best about the PODCAST? a. You could watch it when you wanted to b. You could watch it as many times as you wanted to c. You could watch it where you wanted to d. All of the above |
| 6. Would you prefer the PODCAST be used a. As a replacement to a formal classroom lecture on occasion? b. As a supplement to an in-class lecture? c. Not at all |
| 7. Other comments about the PODCAST that you would like to share - |

Figure 1 – Approximate percentage of podcast watched



Student comments

- Like it, love it and want more of it
- It was nice to be able to access this from home
- It is very convenient
- It was nice to be able to replay and watch it on my time
- Great learning tool
- I thought it was very effective and I actually learned a lot from it
- It would be nice for a topic that is not that in-depth
- It was great, could use as a supplement for a lecture
- This was very useful, but in class lecture are great for questions

Figure 2 – What did the students liked the best about the podcasts?

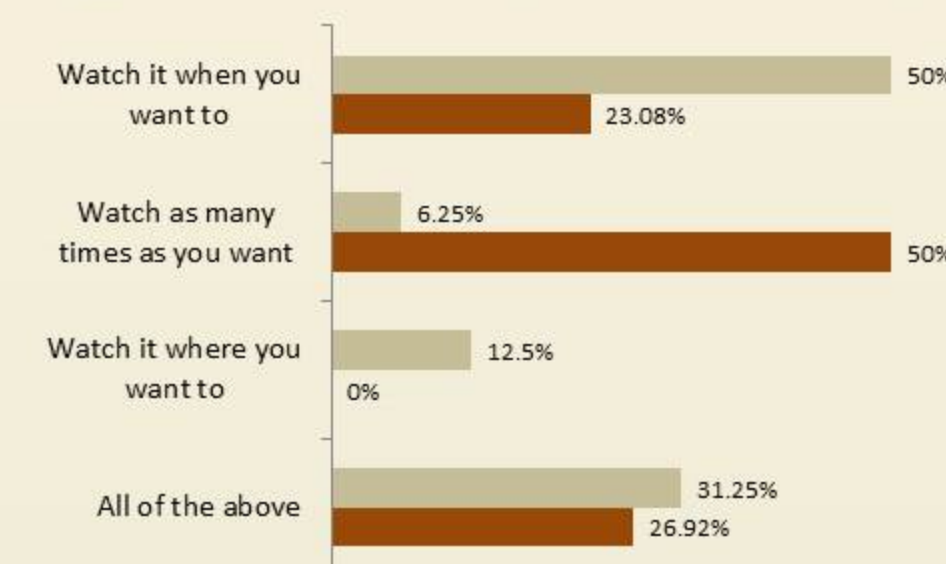
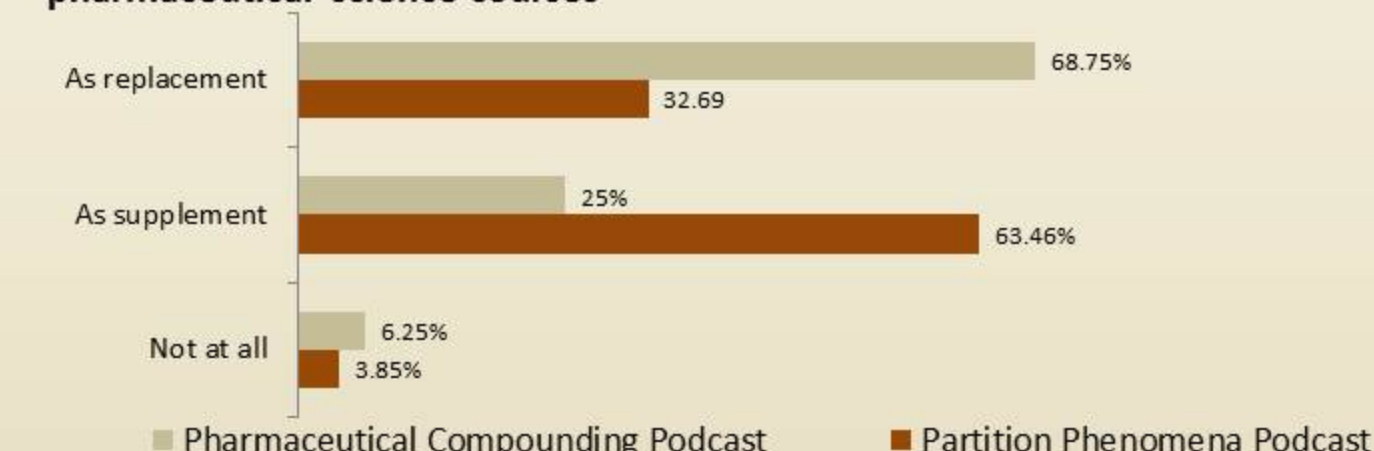


Figure 3 - Student preferences for use of podcasts in traditional pharmaceutical science courses



Conclusions/Implications

Students thought the podcasts can be valuable tools to aid in their learning. From the student comments in response to the survey questions suggest that the nature of the material covered in the podcasts may have influenced the preference regarding the use of lecture podcasts as a supplement or replacement for in-class lectures. Podcasts can serve as an effective and convenient learning tool to replace in-class lectures or activities for introductory topics. However, students prefer to use the podcasts as a supplement to the in-class lectures for more in-depth or technical topics. The convenience of being able to revisit the podcasts multiple times was most valuable for the students .