2006 Engage Podcasting Adaptation Award
“The Voices of Faculty and Students”
Evaluation Report

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Executive Summary

Program Scope and Background

The 2006 Engage Podcasting Adaptation Award provided 76 UW-Madison instructors with technical and financial support to produce innovative audio teaching materials and deliver them to students as an RSS-based podcast feed. A total of 1031 podcast episodes were created by the instructors in the program, resulting in 17,000 downloads by students.

The program’s theme “Podcasting: Experiments in Audio Learning” was selected by the Engage faculty Advisory Group from a list of several candidate themes developed by the campus group CoMETS (Community of Educational Technology Support Staff). Planning by a cross-campus team, creation of pilot project and promotional/application materials, and selection of awardees were accomplished in the fall of 2005. Work on individual projects occurred between January and December, 2006.

At the end of the program, an evaluation was conducted to determine how effective both the program and podcasting technologies were at enabling instructors to create audio course materials, whether it was convenient for students to access and use these materials, and whether the materials created had value for learning. An additional goal of the program was to determine if there was a broader interest in using podcasting in instruction at the UW-Madison campus.

Program Results

Based on survey information collected from 39 instructors and 548 students, it is readily apparent that the program helped instructors create exemplary new audio materials with relative ease. These materials were widely used and valued by students. Students found that a course podcast was a convenient way to access and download these materials. In addition, there is clearly an interest on the part of both instructors and students in the continued use of podcasting for instructional purposes at the UW-Madison campus.

1. Creating podcast materials was relatively easy for instructors

The program featured two main technologies: Audacity, an open source audio recording and editing software, and (through a partnership with Apple Corporation’s Higher Education Division) iTunes U, Apple’s higher education application based on its popular iTunes software for podcasting. iTunes U was integrated with Learn@UW courses so that instructors and registered students could access it via a link on each course’s Learn@UW homepage. Sixty-seven percent of instructors surveyed indicated that Audacity was “easy to use”. Fifty-seven percent of instructors rated uploading their podcast files to iTunes U as “easy”.

2. Instructors created exemplary audio materials

The program provided each awardee with up to 12 hours of individualized consultation with a learning technology professional to help design their podcast to fit their pedagogical goals. As a result, many types of course podcasts were produced, including mock radio shows, interviews with experts, elaborations of concepts presented...
in lectures, audio instructions/guidance for completing assignments, recordings of lectures, and required audio content, including bird calls, heart sounds, and human vocalization samples. The creative uses of podcasting by instructors at UW-Madison caught the attention of the media with more than 16 stories appearing in local, national and international newspapers, and higher education journals and websites. Local television news stations also showcased the podcasting accomplishments of instructors in the program.

3. Students rated course podcasts as convenient and of value in their learning
Ninety-one percent of students responding to surveys indicated that their course podcast was a convenient way for them to access course materials. Although only thirty-six percent of students surveyed indicated that they had downloaded and listened to podcast episodes on an iPod, or other portable mp3 player, seventy-seven percent of students (including those listening to podcast episodes on a computer) indicated that the course podcast allowed them to do other things while learning course material.

In addition, the course podcasts were judged by students to be of value: seventy-five percent of students surveyed indicated that podcasting enhanced their learning experience, and forty-four percent of students indicated that they used their course podcast as a resource for studying for exams.

4. Interest in podcasting extends beyond the scope of the awards program
Over seventy-five percent of instructors completing the survey said that podcasting was valuable in their teaching and that they plan to continue using it in subsequent semesters. Based on the success of the 2006 program, in the summer of 2006, the Engage Faculty Advisory Group selected “Podcasting Plus” (podcasts featuring both audio and visual content) as the theme of the 2007 Adaptation Awards program. This program attracted over 100 applicants. By these measures, it appears that the Engage program helped instructors utilize a technology that has value to teaching beyond the duration and scope of the awards program. In order to investigate growing campus interest in podcasting, DoIT facilitated a cross-campus working group in the fall of 2007 that evaluated the needs and requirements for a campus-wide podcasting service in a report delivered to DoIT’s eLearning Roadmap team.
**Description of the Engage Podccasting Award Program**

**Project Overview**

The Podcasting Adaptation Award was established to broadly disseminate podcasting to faculty, instructional staff, and graduate teaching assistants to transform teaching and learning practices across the University of Wisconsin-Madison campus. To accomplish this objective, DoIT provided program administration, project management, instructional design, media production, evaluation consultation, and support for technology tools and services utilized in the projects, as well as releasing funds for instructors. DoIT also partnered with IT support staff across the campus to plan the program and recruit and support participants. Instructors participating in the award provided content and collaborated with DoIT in the evaluation of their projects. The major stakeholders for this award included UW-Madison faculty and instructional staff, students, instructional technology consultants and support staff.

Seventy-six University of Wisconsin-Madison instructors were awarded 2006 Engage Adaptation Podcasting Awards in the spring and fall of 2006. The Award provided recipients with 12 hours of DoIT consulting support and $800 for the purchase of recording equipment and/or software. Of the 76 recipients, 66 created and incorporated 1031 podcast episodes into their courses, resulting in over 17,000 downloads by students. The majority of the instructors who incorporated the podcasts into their courses did so in their spring 2006 courses, with the remainder waiting until the summer or fall 2006 semesters to integrate podcasts into their courses.

**Podcasting Technology**

In early 2006, podcasting was considered an innovative, emerging Internet technology which had seen some adoption by the general public, but it was still considered novel in higher education. Over the duration of DoIT’s program, the uptake of podcasting by higher education around the world increased sharply, driven in part by the availability of Apple’s iTunes U and interest in technologies that support the audio learning mode and playback of course materials on portable devices. Podcasting was selected as the theme for the Engage award following a recommendation by the campus-wide professional development group, the Community of Educational Technology Support Staff (ComETS), analysis by DoIT staff, and selection by the Engage Faculty Advisory Group. Podcasting allows instructors to provide students with audio course materials which they can access at their own convenience. Although a significant proportion of students on the UW-Madison campus owned iPods, or other portable MP3 players, and could benefit from the portability features of podcasts, the portable MP3 player was neither a requirement for student/instructor participation, nor a focus of the podcasting awards program.

The Award utilized an information architecture that featured iTunes U integrated with the university’s course management system, Learn@UW. This allowed students to receive the podcast episodes through an RSS-based subscription and/or to download or listen to tracks individually. The subscription automatically directs the episodes to an RSS aggregator, such as iTunes. As iTunes is free software, which can be downloaded to
most computers, students could either receive the podcasts on computers found throughout the UW-Madison campus or at home. They could then choose to download the podcast episodes to a portable MP3 player such as an iPod, making their learning experience portable. The technologies required for creating, publishing, and subscribing to podcasts were considered relatively easy to use by instructional technology staff who participated in planning the program.

Instructional podcasts developed in the program were primarily of the mp3 format and, for the most part, were produced by instructors. However, a small number of awardees experimented with either podcasting video formats or with assigning students to create podcasts as a course requirement. Through informational materials used to recruit participants, and initial consultations with awardees, the program emphasized a variety of pedagogical approaches for utilizing podcasting in instruction, including recording lectures or lecture summaries, interviews with guests, mock radio shows, audio instructions for completing assignments, and biological sounds such as human voice, bird calls, and heart sounds. Most awardees chose to create materials other than recordings of their lectures, although several instructors successfully used podcasting in this way. More information about podcasting can be found on the Engage website: http://engage.doit.wisc.edu/podcasting/.

**Project Timeline**

The first of the project’s nine stages began in July 2005. This stage involved selecting the podcasting theme for the program by soliciting ideas from the ComETS group for technologies that addressed common instructional challenges, analyzing and ranking these ideas based on feasibility by DoIT staff, and, finally, the Engage Faculty Advisory group determining the theme from the list of 26 ideas generated by 26 ComETS participants. In the second stage, analysis and development, a review of the fit between existing podcasting technologies, the goals of the awards program and existing campus services was conducted. This was followed by the planning stage in which the scope of the project was determined, plans for recruiting and selecting participants were drafted, incentives for, and expectations of, participants were determined, and a plan for evaluating and showcasing the results of the award was developed. The next stage was a pilot of sample podcasts developed in collaboration with a small number of instructors. These podcasts were used to provide exemplars of the ways in which podcasting could be used to enhance teaching and learning. The fifth stage of the project began in mid-October 2005 and involved the implementation of marketing strategies and materials aimed at recruiting 50 participants from a variety of schools and colleges. Strategies included Computing@UW articles in Wisconsin Week, the Engage website, announcements distributed to all instructors via postcards and email, DoIT News item, Tech Partners email, TechNews email and brown bag presentations. The next stage, selection, began in mid-November 2005 with the Adaptation Awards Planning Committee and other staff in the LTDE group of Academic Technology evaluating the 80 online applications received, according to the pre-established selection criteria. Implementation of the award, which began in January 2006, involved providing award recipients with support required to produce their podcast episodes. The assessment stage began in April and continued through December of 2006. This stage involved surveying award recipients and their students, then collecting, interpreting and reporting
the findings. The ninth stage, release, began in November 2006 and involved showcasing and publicizing model podcasts and the evaluation report.

Evaluation Purpose

The main purpose of this evaluation is to provide DoIT with a better understanding of how well podcasting serves instructor and student teaching and learning needs. In particular, the evaluation is aimed at determining whether the Award achieved its goals of transforming teaching and learning through technology by:

- Enabling instructors to create innovative new teaching materials
- Providing audio files to students in a convenient, portable, anytime, anywhere format
- Identifying whether there is campus-wide interest in podcasting

The evaluation results also provide an indication of how the award format could be improved for future programs and best practice suggestions for instructors intending to incorporate podcasting in their courses. The evaluation report will be made available to all primary stakeholders of Engage Adaptation Awards. Additionally, an abridged version of the report will be posted on the Engage website.

Evaluation Methodology

While informal feedback was collected throughout the award program from instructors and DoIT consultants, the data contained in this report was collected through instructor and student surveys which included both open-ended and close-ended questions.

All instructors using podcasts in the spring semester were emailed the link to an instructor evaluation survey developed on WebSurvey@UW. All instructors who podcasted course materials in the fall semester were given the same survey, with one or two minor modifications. One of these changes included the addition of three questions, Items 4-6, which were added to assist a School of Education student conducting research for a Master’s thesis. The surveys were kept open for several weeks before being closed. The qualitative and quantitative data from both surveys were then exported to Excel files for compilation and analysis.

In the spring semester, instructors were also sent the link to a draft student survey for comment. Some instructors replied with requested changes to survey questions to better reflect the manner in which podcasts were used in their courses. After the changes were made, each instructor then received a link to their course’s survey, which they were asked to provide to their students. These surveys remained open for several weeks. This format was repeated in the fall semester. After the fall surveys were closed, the data from all of the surveys were exported into Excel and SPSS, compiled and analyzed. Thirty-nine instructors and 548 students completed the surveys.

Data Analysis

Analysis of the data includes identifying frequencies and means of close-ended questions. Open-ended questions with large numbers of responses were coded according to common themes. The frequency of each theme was then calculated.
Three comparisons were also conducted of students’ perceptions of the effect podcasting had on their learning experience. The first is a cross-tabulation which explores the ‘effectiveness variable’ by the manner in which students used podcasts in their course. The second comparison explores the number of ways students who felt podcasting was effective used their course podcasts. The third comparison, also a crosstabulation, examines the perceptions of students in courses which only podcasted recordings of lectures versus those courses which podcasted other content.

Analysis of Findings
Analysis of the data collected in the instructor and student surveys provides evidence that the 2006 Engage Podcasting Adaptation Award successfully achieved the three main goals established in its charter. The Award enabled instructors to create innovative teaching materials which were easily accessed by students, and there is a clear indication of campus-wide interest in podcasting. The analysis of the findings provide an overview of the feedback from the instructor and student surveys in the following format:

I. The creation of innovative materials
   a. Role of technology
   b. Role of the Award and DoIT Support
   c. Value of podcasting to instructors and students

II. Student access to podcasts
    a. Downloadability
    b. Portability

III. Future interest in podcasting at UW-Madison

IV. Recommendations for Instructors

I. The Creation of Innovative Materials
Findings from the surveys illustrate that the combination of podcasting technology, consultative support and the perceived value both instructors and students saw in podcasting clearly led to the creation of innovative materials.

   a. Role of Technology
To obtain feedback on the technological aspects of podcasting, survey questions were asked relating to the use of iTunes U, and the ease of creating podcasts and uploading them. As the following results show, instructors rated their experiences using iTunes U quite highly, and they generally felt designing and uploading podcast episodes was not difficult.
   • 51% of instructors rated their experience using iTunes U as very positive, 32% rated it as fairly positive.
   • 30% of instructors thought their students would rate their experience using iTunes U as very positive, 49% fairly positive.
   • 47% of instructors rated the ease of selecting/designing/preparing content to be used in their podcasts as easy, 18% very easy.
• 39% of instructors rated the ease of recording audio files for their podcasts as very easy, 28% easy. The tool instructors most often listed for this process was Audacity, an open-source audio recording and editing software.

• 30% of instructors rated the convenience of uploading completed audio files in iTunes U as easy, 27% very easy.

b. Role of the Award and DoIT Support
To obtain feedback on the format of the Award, instructors were asked questions relating to what motivated them to apply for the Award, which services they found helpful and how they felt the Award could be improved. As the following results show, instructors primarily applied for the Award in order to try a new way of addressing a teaching/learning challenge with support from DoIT in the forms of equipment, funding and consultations. The consulting services of DoIT staff were the most highly rated support service. One-third of instructors felt that the format of the Award allowed them to develop instructional materials just as it is.

• 82% of instructors applied to for the Award because it provided an opportunity to try a new teaching tool, 74% cited equipment/funds as a motivator, 62% listed a way to address a teaching/learning challenge.

• Instructors overwhelmingly felt that DoIT and LSS consultative services were helpful in utilizing their award.

• 62% of instructors felt Award funds allowed time to invest in the project.

• 31% of instructors indicated that they felt the format of the Award allowed them to develop effective instructional materials as it is.

c. 1. Value of Podcasting to Instructors
To obtain feedback on the value instructors held for podcasting at the end of their projects, they were asked to rate the value of podcasting to their teaching and their students’ learning, which aspects of podcasting they found to be effective in their teaching and student learning and how they used podcasting in their courses. As the following results show, instructors rated the value of podcasting quite highly and felt that using it to create and provide supplementary materials was effective. Although this is the way most instructors used podcasting, the findings section of this report provides more examples.

• 76% of instructors rated the overall value of podcasting in their teaching as valuable or very valuable.

• 30% of instructors rated the overall value of podcasting in their students’ learning as very valuable.

• 53% of instructors felt that the use of podcasting to provide students with supplementary materials was an effective aspect of their teaching.

• Several instructors commented that podcasting allowed them to expand the range and depth of assignments, and to create authentic, interesting and up-to-
c. 2. Value of Podcasting to Students

Data collected from student surveys indicated that they also found value in the podcasts. Questions related to this topic focused on what they liked about podcasting, their perception as to whether podcasting enhanced their learning and how they used podcasted materials. The results show that students appreciated the convenience podcasting affords them in terms of accessing their course materials whenever and wherever it is most convenient. However, the vast majority of responses relate to the benefits associated with acquiring a better understanding of the course content.

- 75% of students indicated that podcasting enhanced their learning experience.
- 51% of students used podcasting to study for exams.
- 44% of students used podcasting for reviewing course content, with similar numbers indicating that they used podcasts to clarify course content, or as a resource for completing assignments.
- Students in courses in which instructors used podcasting to deliver recordings of lectures responded that podcasting enhanced their learning more often than students in courses utilizing other types of podcasts.
- Students who felt podcasting enhanced their learning experience used them in a variety of ways, but mainly to clarify material discussed in class.
- In response to an open-ended question asking students what they liked about podcasting:
  - 19% indicated they liked the convenience associated with accessing podcast episodes whenever and wherever they wanted. One student said:
    “It [also] makes it possible to study in locations previously unable, like on the bus or sitting on Bascom Hill.”
  - 18% thought podcasts were good for reviewing course content. One student said:
    “It was very nice to be able to review any material that I didn’t grasp during the lecture period and take thorough notes by being able to pause and restart the audio.”
  - 17% said podcasting provided a better understanding of course materials. As two students explained:
    “I feel the main reason that I have been successful in this course is that I
"am able to listen to lectures as many times as I want on my iPod."

"I really liked being able to go back and re-listen to particularly difficult concepts, ones that I did not understand the first time I heard them."

II Student Access to Podcasting
Findings from the student surveys show that the ease of downloading podcasts, and the many ways they could be listened to, allowed students to access their course podcasts in ways which were convenient to them.

a. Downloadability
- 91% of students felt that the course podcast allowed them to get course materials in a way that was convenient for them.
- 40% of students felt that podcasts in their courses were very easy to use, 45% felt they were somewhat easy to use.
- The feature of podcasting students most frequently indicated they liked in an open-ended question was the ease of downloading and accessing.
- Interestingly, 63% of students acknowledged that the course podcast allowed them to get podcast episodes without having to download each one individually, yet 53% of students indicated they didn’t utilize the Subscribe function. Usage statistics indicated that students frequently downloaded tracks on-by-one and/or played tracks in iTunes U without downloading.

b. Portability
- In an open-ended question regarding what they like about podcasting, 19% of students indicated they liked the convenience associated with accessing podcast episodes whenever and wherever they wanted.
- 77% of students felt that the course podcast allowed them to do other things while learning course material.
- 68% of students primarily listened to podcasts at home; 19% listened to them at school, while 10% listened to them while commuting to school or work.

III. Future Interest in Podcasting at UW-Madison
Findings from the surveys show that there clearly is an interest in using podcasting for teaching and learning on the UW-Madison campus.

To obtain feedback on this issue, instructors were asked whether they planned to continue using podcasting in the future, and if so, how they would do that. Other questions focused on whether they see podcasting as a promising technology for higher education.
- 74% of instructors plan to expand their use of podcasting in their future teaching;
18% plan to continue using podcasting in the same way, and 8% indicated that they are undecided. No instructors indicated that they wouldn’t use podcasting again.

- 40% of instructors who plan to continue podcasting in their courses indicated they would do so to provide additional course materials. Interestingly, the majority of student responses to an open-ended question indicated that they thought podcasting could be improved by adding more podcasts.
- 22% of responses by instructors indicated that they felt podcasting was a promising technology for higher education in that it offers students a portable, convenient way to study.

IV. Recommendations for Instructors

A list of suggestions has been collected from both instructor and student surveys to provide a set of “best practices” to be shared with other instructors wishing to experiment with podcasting. The following recommendations will be posted on the Engage website:

- Consult other instructors and department support staff about their experiences using podcasting.
- Visit the Engage website for examples of effective podcasts and instructions.
- Start early, and allow plenty of time to create the podcast episodes.
- Have a clear idea of why you are incorporating podcasts into your course.
- Communicate the rationale for using podcasting to your students.
- Provide students with instructions for accessing the podcasts- don’t assume they already know how to do it.
- Make listening to the podcasts a required part of the course.
- Commit to a schedule for developing podcast episodes.
- Keep the podcasts short.
- Enjoy it.
Appendix A:

Findings from Instructor Surveys
Findings from Instructor Surveys: Item 1

**Which best describes your current position at UW-Madison?**

**Overview**

Of the 38 instructors who responded to this question, 36.8% indicated that they were a non-tenure track instructor, lecturer or faculty associate. Tenured faculty and graduate students/teaching assistants each make up 23.7% of the respondents. Tenure track instructors constitute 10.5%, while 5.3% of respondents were department chairs/directors.

**Figure 1.**

![Pie chart showing the distribution of current positions at UW-Madison.]

**Table 1.**

<table>
<thead>
<tr>
<th>Which best describes your current position at UW-Madison?</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair/Director</td>
<td>2</td>
<td>5.3%</td>
</tr>
<tr>
<td>Tenured Faculty</td>
<td>9</td>
<td>23.7%</td>
</tr>
<tr>
<td>Tenure Track but un-tenured faculty</td>
<td>4</td>
<td>10.5%</td>
</tr>
<tr>
<td>Non-tenure track Instructor, Lecturer, Faculty Associate</td>
<td>14</td>
<td>36.8%</td>
</tr>
<tr>
<td>Graduate Student/Teaching Assistant</td>
<td>9</td>
<td>23.7%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>38</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 2

Select the school or college of your primary instructional appointment.

Overview
The 38 instructors who responded to the survey represent nine schools or colleges from across the UW-Madison campus. The majority of respondents (67%) were from the College of Letters and Sciences. The School of Nursing and the College of Agriculture & Life Sciences each had 3 respondents, representing 8% of instructors. The School of Business, College of Engineering, School of Medicine and Public Health and the School of Pharmacy had 1 respondent each. Two instructors from the Division of Continuing Studies constitute the Other category.

Table 2.

<table>
<thead>
<tr>
<th>Select the school or college of your primary instructional appointment.</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture &amp; Life Sciences, College of</td>
<td>3</td>
<td>7.9%</td>
</tr>
<tr>
<td>Business, School of</td>
<td>1</td>
<td>2.6%</td>
</tr>
<tr>
<td>Engineering, College of</td>
<td>1</td>
<td>2.6%</td>
</tr>
<tr>
<td>Letters &amp; Sciences, College of</td>
<td>26</td>
<td>68.4%</td>
</tr>
<tr>
<td>Medicine and Public Health, School of</td>
<td>1</td>
<td>2.6%</td>
</tr>
<tr>
<td>Nursing, School of</td>
<td>3</td>
<td>7.9%</td>
</tr>
<tr>
<td>Pharmacy, School of</td>
<td>1</td>
<td>2.6%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>5.3%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>38</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 3

Select one of the following that matches your career experience.

Overview
Early Career and Mid Career professionals each represented 30.8% of respondents. Other respondents were Pre-Career graduate students/teaching assistants (20.5%) and Late Career professional, who made up 17.9% of respondents.

Figure 3.

Table 3.
<table>
<thead>
<tr>
<th>Select one of the following that matches your career experience.</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Career (graduate student/teaching assistant)</td>
<td>8</td>
<td>20.5%</td>
</tr>
<tr>
<td>Early Career (1-9 yrs)</td>
<td>12</td>
<td>30.8%</td>
</tr>
<tr>
<td>Mid Career (10-20 yrs)</td>
<td>12</td>
<td>30.8%</td>
</tr>
<tr>
<td>Late Career (21 or more yrs)</td>
<td>7</td>
<td>17.9%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>39</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 4 (fall survey only)

**My department promotes the use of innovative technology in the classroom.**

**Overview**

Of the 15 respondents to this question, eight agreed with the statement, one strongly. Four respondents were neutral, while two disagreed. No respondents strongly disagreed with the statement.

**Figure 4.**

![Bar chart showing responses to the statement](chart)

**Table 4.**

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Neutral</td>
<td>4</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>1</td>
</tr>
<tr>
<td>Total Responses</td>
<td>15</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>14</td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 5 (fall survey only)

**My department supports the use of technology in the classroom by providing adequate resources.**

Overview
Six respondents agreed with the statement, one strongly. Five respondents were neutral, while four disagreed. No respondents strongly disagreed with the statement.

Figure 5.

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
</tr>
<tr>
<td>Neutral</td>
<td>5</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
</tr>
</tbody>
</table>

| Total Respondents | 14               |
| Total Responses   | 15               |

Table 5.
Findings from Instructor Surveys: Item 6 (fall survey only)

**Are you male or female?**

**Overview**
Of the 14 respondents who took the survey in the fall of 2007, 57% were male and 43% were female.

**Figure 6.**

![Pie chart showing 57% male and 43% female respondents.]

**Table 6.**

<table>
<thead>
<tr>
<th>Are you male or female?</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>57.1%</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>42.9%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>14</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 7

How did you first learn about the Podcasting Adaptation Award project?

Overview
More than one-half of the respondents (57.9%) indicated that they first heard about the Podcasting Adaptation Award project via the DoIT email message. The remainder of respondents learned of the project via word of mouth (21.1%), a postcard (7.9%), and the Computing@UW article (5.3%). None of the respondents indicated they had first heard of the project via the Wisconsin Week announcement. Respondents who indicated Other means of hearing about the project, visited the Engage website (1), or were in direct contact with LSS staff (2). One respondent couldn’t remember.

Table 7.

<table>
<thead>
<tr>
<th>How did you first learn about the Podcasting Adaptation Award project?</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>DoIT email message</td>
<td>22</td>
<td>57.9%</td>
</tr>
<tr>
<td>Postcard via campus mail</td>
<td>3</td>
<td>7.9%</td>
</tr>
<tr>
<td>Wisconsin Week announcement</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Computing@UW article</td>
<td>2</td>
<td>5.3%</td>
</tr>
<tr>
<td>Word-of-mouth</td>
<td>8</td>
<td>21.1%</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>10.5%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>39</td>
<td>102.6%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 8

What prompted you to apply for a Podcasting Adaptation Award? (Select all that apply.)

Overview
Thirty-nine instructors responded to this question. Of the 104 accumulated responses, the largest group (30.8%) indicated that the opportunity to try a new teaching tool was a motivation in applying for the Award. Nearly as many respondents (27.9%) indicated that equipment and/or funds were a motivator. Addressing a teaching/learning challenge was a motivator for 23.1% of respondents, while 12.5% indicated that a way to offer students anytime, anywhere learning prompted them to apply for the Award.

Six respondents described other motivations. These included:
- The idea that using podcasting would be fun and interesting (1)
- Discussions with Doug Worsham (1)
- Past successful experience with Engage staff and programs (1)
- Interest in developing competency using Learn@UW (1)
- A way to incorporate an outreach component in my teaching (1)
- The “award” aspect, that is an item which would enhance a curriculum vitae (1)

Table 8.

<table>
<thead>
<tr>
<th>What prompted you to apply for a Podcasting Adaptation Award? (Select all that apply.)</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>an opportunity to try a new teaching tool</td>
<td>32</td>
<td>30.8%</td>
</tr>
<tr>
<td>equipment and/or funds</td>
<td>29</td>
<td>27.9%</td>
</tr>
<tr>
<td>a way to offer students anytime, anywhere learning</td>
<td>13</td>
<td>12.5%</td>
</tr>
<tr>
<td>a way to address a teaching/learning challenge</td>
<td>24</td>
<td>23.1%</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>5.8%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>104</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>39</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 9

**Which of the following services did you find helpful in your Podcasting Adaptation Award?**

**Overview**

Thirty-nine respondents provided 160 responses to this question. By far, the category with the largest number of responses was Consultations with support staff (46). This category was followed by the funds the Award provided (24), equipment recommendations (21), Learn@UW support (16); DoIT’s podcasting website (14), online manuals for using Audacity (12), iTunes support (11), Having DoIT make purchases for me (8), and two responses for Help Desk consultations.

There were two suggestions for Other services which would have been helpful. One of them was for a recording studio or at least a soundproofed room and professional-grade recording equipment available for loan. The other suggestion was for improved support from the Help Desk for students who need to prepare and upload their own podcasts.

**Figure 9.**
Table 9.

<table>
<thead>
<tr>
<th>Which of the following services did you find helpful in your Podcasting Adaptation Award?</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultations with support staff</td>
<td>46</td>
</tr>
<tr>
<td>Award funds to allow me to invest time in the project</td>
<td>24</td>
</tr>
<tr>
<td>Equipment recommendations</td>
<td>21</td>
</tr>
<tr>
<td>Learn@UW support</td>
<td>16</td>
</tr>
<tr>
<td>DoIT's podcasting website</td>
<td>14</td>
</tr>
<tr>
<td>Online manuals for using Audacity</td>
<td>12</td>
</tr>
<tr>
<td>itunes support</td>
<td>11</td>
</tr>
<tr>
<td>Having DoIT make equipment purchases for me</td>
<td>8</td>
</tr>
<tr>
<td>Online manuals for using iTunes</td>
<td>4</td>
</tr>
<tr>
<td>Help Desk consultations</td>
<td>2</td>
</tr>
<tr>
<td>Other services which would have been helpful</td>
<td>2</td>
</tr>
<tr>
<td>Total Responses</td>
<td>160</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>39</td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 10

Which of the following audio editing tools did you use for your podcasting project? (Select all that apply.)

Overview
Audacity is the audio editing tool which received the largest number of responses, 27 of 45. Other audio editing tools used in podcasting projects were Garage Band (7) and Sound Forge (4). Four respondents indicated that they did not use an audio editing tool. Three respondents indicated that they used other audio editing tools. Two used Adobe Audition and one began with Sound Recorder, and then switched to Audacity.

Figure 10.

Table 10.

<table>
<thead>
<tr>
<th>Which of the following audio editing tools did you use for your podcasting project? (Select all that apply.)</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>Audacity</td>
<td>27</td>
</tr>
<tr>
<td>Garage Band</td>
<td>7</td>
</tr>
<tr>
<td>Sound Forge</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
<tr>
<td>Total Responses</td>
<td>45</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>38</td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 11

How would you rate your experience using iTunes U?

Overview

Thirty-one of the 37 respondents indicated that they had positive experiences using iTunes U, 19 of them Very Positive. Of the remaining responses, four were Fairly Negative, one was Very Negative and one was Undecided.

Figure 11.

Table 11.

<table>
<thead>
<tr>
<th>How would you rate your experience using iTunes U?</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided</td>
<td>1</td>
</tr>
<tr>
<td>Very Negative</td>
<td>1</td>
</tr>
<tr>
<td>Fairly Negative</td>
<td>4</td>
</tr>
<tr>
<td>Fairly Positive</td>
<td>12</td>
</tr>
<tr>
<td>Very Positive</td>
<td>19</td>
</tr>
<tr>
<td>Total Responses</td>
<td>37</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>37</td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 12

How do you think your students would rate their experience using iTunes U?

Overview
Twenty-nine of the 37 respondents presumed students would rate their experiences using iTunes U as positive, 11 of them Very Positive. Of the remaining responses, none were Fairly Negative, while one was Very Negative and seven were Undecided.

Figure 12.

Table 12.

<table>
<thead>
<tr>
<th>How do you think your students would rate their experience using iTunes U?</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided</td>
<td>7</td>
</tr>
<tr>
<td>Very Negative</td>
<td>1</td>
</tr>
<tr>
<td>Fairly Negative</td>
<td>0</td>
</tr>
<tr>
<td>Fairly Positive</td>
<td>18</td>
</tr>
<tr>
<td>Very Positive</td>
<td>11</td>
</tr>
<tr>
<td>Total Responses</td>
<td>37</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>37</td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 13:

**What changes would make iTunes U better for you and your students to use?**
(open-ended question)

**Overview**
Twenty-eight instructors responded to this open-ended question with suggestions for improving iTunes U. There were two suggestions which both received seven responses. One was to improve the user-friendliness of iTunes U, particularly the ability to edit titles. The other suggestion garnering seven responses was to direct students to the course websites or the iTunes store in lieu of accessing podcast episodes at iTunes U. Four respondents indicated that no changes were needed, while three had no idea how iTunes U could be improved. There were two responses each for being able to upload faster, make it accessible from all web browsers and allow students to upload their own podcasts.

**Figure 13**

<table>
<thead>
<tr>
<th>Changes</th>
<th>No. of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to upload faster</td>
<td>2</td>
</tr>
<tr>
<td>Make accessible from all web browsers</td>
<td>2</td>
</tr>
<tr>
<td>Allow students to upload podcasts</td>
<td>2</td>
</tr>
<tr>
<td>No idea</td>
<td>3</td>
</tr>
<tr>
<td>No changes needed</td>
<td>4</td>
</tr>
<tr>
<td>Don't use it</td>
<td>7</td>
</tr>
<tr>
<td>Improve its user-friendliness</td>
<td>7</td>
</tr>
</tbody>
</table>

**Table 13**

<table>
<thead>
<tr>
<th>What changes would make iTunes U better for you and your students to use? Please specify below.</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to upload faster</td>
<td>2</td>
</tr>
<tr>
<td>Make accessible from all web browsers</td>
<td>2</td>
</tr>
<tr>
<td>Allow students to upload podcasts</td>
<td>2</td>
</tr>
<tr>
<td>No idea</td>
<td>3</td>
</tr>
<tr>
<td>No changes needed</td>
<td>4</td>
</tr>
<tr>
<td>Don't use it</td>
<td>7</td>
</tr>
<tr>
<td>Improve its user-friendliness</td>
<td>7</td>
</tr>
<tr>
<td>Total Responses</td>
<td>27</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>28</td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 14

How did you use podcasting in your course?

Overview
Thirty-eight instructors provided fifty-eight responses to this question. The most common use of podcasting was as Supplement to lecture (23). This was closely followed by Out-of-class Assignment (22). Ten respondents indicated Out-of-class optional study activity. However, no respondents indicated that podcasts were used as In-the-field study aid.

There were also three other uses of podcasting described by respondents. One instructor provided lectures for students to listen to at their own pace. Another instructor recorded lectures and provided enhanced podcasts. The third respondent intended to podcast audio files of PowerPoint lecture slides. However, the class did not feel it was necessary. In the future, this instructor will record short interviews with content experts and add them to the course website.

Figure 14.

Table 14.

<table>
<thead>
<tr>
<th>How did you use podcasting in your course?</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplement to lecture</td>
<td>23</td>
</tr>
<tr>
<td>Out-of-class Assignment</td>
<td>22</td>
</tr>
<tr>
<td>Out-of-class optional study activity</td>
<td>10</td>
</tr>
<tr>
<td>In-the-field study aid</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
<tr>
<td>Total Responses</td>
<td>58</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>38</td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 15

Rate the ease of selecting/designing/preparing content to be used in your podcast.

Overview
Twenty-five of the 38 respondents indicated that selecting/designing/preparing content for podcasting was easy, with seven of them indicating it was Very Easy. Four respondents were neutral on the issue, while five instructors felt it was Difficult. No one described the process as Very Difficult. Four instructors had someone assist them.

Figure 15.

Table 15.

<table>
<thead>
<tr>
<th>Rate the ease of selecting/designing/preparing content to be used in your podcast.</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Difficult</td>
<td>0</td>
</tr>
<tr>
<td>Difficult</td>
<td>5</td>
</tr>
<tr>
<td>Neutral</td>
<td>4</td>
</tr>
<tr>
<td>Easy</td>
<td>18</td>
</tr>
<tr>
<td>V. Easy</td>
<td>7</td>
</tr>
<tr>
<td>Someone else assisted me</td>
<td>4</td>
</tr>
<tr>
<td>Total Responses</td>
<td>38</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>38</td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 16

Rate the ease of recording audio files for your podcast.

Overview
Twenty-four of the 36 respondents rated the ease of recording audio files for podcasts as being easy, with 14 of them indicating it was Very Easy, also the choice with the largest number of responses. Six respondents were neutral on the issue, while three found it to be Difficult. No respondents felt it was Very Difficult. Three instructors had someone assist them.

Figure 16.

Table 16.

<table>
<thead>
<tr>
<th>Rate the ease of recording audio files for your podcasts.</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. Difficult</td>
<td>0</td>
</tr>
<tr>
<td>Difficult</td>
<td>3</td>
</tr>
<tr>
<td>Neutral</td>
<td>6</td>
</tr>
<tr>
<td>Easy</td>
<td>10</td>
</tr>
<tr>
<td>V. Easy</td>
<td>14</td>
</tr>
<tr>
<td>Someone else assisted me</td>
<td>3</td>
</tr>
<tr>
<td>Total Responses</td>
<td>36</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>36</td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 17

Rate the convenience of uploading completed audio files in iTunes U.

Overview
Twenty-one of the 37 respondents rated the convenience of uploading audio files in iTunes U as being easy, with 10 of them indicating it was Very Easy. Seven respondents were neutral on the issue, while six found it to be Difficult, and one respondent determined that it was Very Difficult. Two instructors had someone assist them.

Figure 17.

![Rate the convenience of uploading completed audio files in iTunes U.](chart)

### Table 17.

<table>
<thead>
<tr>
<th>Rate the convenience of uploading completed audio files in iTunes U</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. Difficult</td>
<td>1</td>
</tr>
<tr>
<td>Difficult</td>
<td>6</td>
</tr>
<tr>
<td>Neutral</td>
<td>7</td>
</tr>
<tr>
<td>Easy</td>
<td>11</td>
</tr>
<tr>
<td>V. Easy</td>
<td>10</td>
</tr>
<tr>
<td>Someone else assisted me</td>
<td>2</td>
</tr>
<tr>
<td>Total Responses</td>
<td>37</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>37</td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 18

Rate the ease of previewing podcast materials in iTunes U prior to release to students.

Overview
Nineteen of the 36 respondents rated the ease of previewing podcast materials in iTunes U before releasing them to students as being easy, with 9 of them indicating it was Very Easy. However, the choice with the highest number of responses was Neutral (13). Three respondents found previewing materials to be Difficult. No one found it to be Very Difficult. One instructor received assistance from someone else.

Figure 18.

<table>
<thead>
<tr>
<th>Rate the ease of previewing podcast materials in iTunes U prior to release to students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone else assisted me</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Table 18.

<table>
<thead>
<tr>
<th>Rate the ease of previewing podcast materials in iTunes U prior to release to students.</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. Difficult</td>
<td>0</td>
</tr>
<tr>
<td>Difficult</td>
<td>3</td>
</tr>
<tr>
<td>Neutral</td>
<td>13</td>
</tr>
<tr>
<td>Easy</td>
<td>10</td>
</tr>
<tr>
<td>V. Easy</td>
<td>9</td>
</tr>
<tr>
<td>Someone else assisted me</td>
<td>1</td>
</tr>
<tr>
<td>Total Responses</td>
<td>36</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>36</td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 19

Rate the overall value of podcasting in your teaching.

Overview
Twenty-eight of the 37 respondents rated the overall value of podcasting in their teaching as valuable with 14 of them indicating it was Very Valuable. No instructors were neutral in their assessment. However, eight rated it Somewhat Valuable, while one person felt podcasting was Not Valuable to their teaching.

Figure 19.

Table 19.

<table>
<thead>
<tr>
<th>Rate the overall value of podcasting in your teaching.</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Valuable</td>
<td>1</td>
</tr>
<tr>
<td>Somewhat Valuable</td>
<td>8</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
</tr>
<tr>
<td>Valuable</td>
<td>14</td>
</tr>
<tr>
<td>V. Valuable</td>
<td>14</td>
</tr>
<tr>
<td>Total Responses</td>
<td>37</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>37</td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 20

Rate the overall value of podcasting in your students’ learning.

Overview
Twenty-five of the 37 respondents rated the overall value of podcasting in their students’ learning as valuable with 11 of them indicating it was Very Valuable. Two instructors were neutral in their assessment. Ten rated it Somewhat Valuable. No instructors felt podcasting was Not Valuable to their students’ learning.

Figure 20.

<table>
<thead>
<tr>
<th>Category</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Valuable</td>
<td>0</td>
</tr>
<tr>
<td>Somewhat Valuable</td>
<td>10</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
</tr>
<tr>
<td>Valuable</td>
<td>14</td>
</tr>
<tr>
<td>V. Valuable</td>
<td>11</td>
</tr>
<tr>
<td>Total Responses</td>
<td>37</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>37</td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 20a (spring survey only)

Rate the overall usefulness of podcasting to teaching and learning.

Overview
Seventeen of the 23 respondents who rated the overall value of podcasting to their teaching and learning in the spring survey indicated that it was useful, with 10 of them indicating it was Very Useful. Two instructors were neutral in their assessment. Four rated it Somewhat Useful. No instructors felt podcasting was Not Useful to teaching and learning.

Figure 20a.

Table 20a.

<table>
<thead>
<tr>
<th>Rate the overall usefulness of podcasting to teaching and learning.</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Useful</td>
<td>0</td>
</tr>
<tr>
<td>Somewhat Useful</td>
<td>4</td>
</tr>
<tr>
<td>Neutral- no opinion</td>
<td>2</td>
</tr>
<tr>
<td>Useful</td>
<td>7</td>
</tr>
<tr>
<td>Very Useful</td>
<td>10</td>
</tr>
<tr>
<td>Total Responses</td>
<td>23</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>23</td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 21

**What aspects of your podcasting materials did you find to be effective in your teaching and/or your students' learning?**

(open-ended question)

**Overview**

The 37 instructors responding to this question provided 17 responses related to the supplementary content they are able to offer students through podcasting. In particular, six instructors referred to the opportunity to provide information from a variety of sources, six referred to the chance to offer students additional materials and an additional five indicated podcasting allowed for an expansion of the range and depth of assignments.

Five respondents addressed the ease of student access to podcasts; four indicated podcasting allowed them to create authentic, interesting and/or up-to-date materials; three indicated that using podcasts to review material covered in class was effective, while two instructors felt it provided a personal connection for students studying online or distance education courses. The appeal to different learning styles, use of a technology students are already familiar with and the focus on the course aims were all items which received a single response.

**Figure 21.**

<table>
<thead>
<tr>
<th>Response Description</th>
<th>No. of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>provide different sources of information, eg from experts in the field.</td>
<td>6</td>
</tr>
<tr>
<td>allows for inclusion of extra material</td>
<td>6</td>
</tr>
<tr>
<td>ease of access for students</td>
<td>5</td>
</tr>
<tr>
<td>able to expand range and depth of assignments</td>
<td>5</td>
</tr>
<tr>
<td>can create authentic, interesting, up-to-date materials</td>
<td>4</td>
</tr>
<tr>
<td>use to review material discussed in class</td>
<td>3</td>
</tr>
<tr>
<td>provides personal connection for online and distance courses</td>
<td>2</td>
</tr>
<tr>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>appeals to different learning styles</td>
<td>1</td>
</tr>
<tr>
<td>producing podcasts helps focus teaching, maintains direction of course</td>
<td>1</td>
</tr>
<tr>
<td>students are already familiar with the technology</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 21.

<table>
<thead>
<tr>
<th>What aspects of your podcasting materials did you find to be effective in your teaching and/or your students' learning?</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>students are already familiar with the technology</td>
<td>1</td>
</tr>
<tr>
<td>producing podcasts helps focus teaching, maintain direction of course</td>
<td>1</td>
</tr>
<tr>
<td>appeals to different learning styles</td>
<td>1</td>
</tr>
<tr>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>provides personal connection for online and distance courses</td>
<td>2</td>
</tr>
<tr>
<td>use to review material discussed in class</td>
<td>3</td>
</tr>
<tr>
<td>can create authentic, interesting, up-to-date materials</td>
<td>4</td>
</tr>
<tr>
<td>able to expand range and depth of assignments</td>
<td>5</td>
</tr>
<tr>
<td>ease of access for students</td>
<td>5</td>
</tr>
<tr>
<td>allows for inclusion of extra material</td>
<td>6</td>
</tr>
<tr>
<td>provide different sources of information, eg from experts in the field.</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td><strong>36</strong></td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 22

What was your experience with podcasts before this awards program?

Overview
Of the 38 respondents to this question, 45% had never listened to a podcast before the Awards, but had heard the term. The next largest group was those respondents who had listened to podcasts prior to the Award (34%). Sixteen percent indicated they had never heard the word podcast before the Award, while 5% identified themselves as a regular podcast listener.

Figure 22.

Table 22.

<table>
<thead>
<tr>
<th>What was your experience with podcasts before this awards program?</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Listener</td>
<td>2</td>
<td>5.3%</td>
</tr>
<tr>
<td>Listened to some podcasts</td>
<td>13</td>
<td>34.2%</td>
</tr>
<tr>
<td>Never listened to a podcast, but had heard the term</td>
<td>17</td>
<td>44.7%</td>
</tr>
<tr>
<td>Never heard the word podcast.</td>
<td>6</td>
<td>15.8%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>38</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 23

Do you plan to use podcasting in your future teaching/learning?

Overview
Of the 38 respondents to this question, the vast majority (74%) plan to expand their instructional uses of podcasting in the future, while 18% indicated they would use podcasting in the same way. Three of the respondents (8%) indicated they were undecided as to whether they would use podcasting for teaching/learning. However, no instructors indicated that they would not use podcasting for teaching/learning in the future.

Figure 23.

Table 23.

<table>
<thead>
<tr>
<th>Do you plan to use podcasting in your future teaching/learning?</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. I don't plan to use podcasting again.</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Undecided at this time.</td>
<td>3</td>
<td>7.9%</td>
</tr>
<tr>
<td>Yes. I plan to expand my instructional uses of podcasting.</td>
<td>28</td>
<td>73.7%</td>
</tr>
<tr>
<td>Yes. I plan to use podcasting in the same way.</td>
<td>7</td>
<td>18.4%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>38</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 24

If relevant, how do you plan to use podcasting in your future teaching/learning? (open-ended question)

Overview
The thirty respondents to this open-ended question provided 40 responses. The category with the largest number of responses was provide additional course material (16). Among these 16 respondents, five indicated that they intend to use podcasts to provide interviews with experts in their field, including fellow UW-Madison faculty members. Seven respondents indicated they would like to include video in future podcasts; four intend to record their lectures or provide lecture summaries, and three indicated they would use podcasts to create additional assignments. Four future uses of podcasting which each received two responses are to add a more personal touch to distance education courses, expand into additional courses, make their use mandatory and use for recruitment of new students. One respondent indicated podcasts would be synchronized with Powerpoint slides, and one person indicated podcasts would be used to train TAs in the use of multimedia for teaching.

Figure 24

![Bar chart showing the frequency of responses to the question: If relevant, how do you plan to use podcasting in your future teaching/learning? The categories with the highest number of responses are provide additional course material (16 responses), add video (7 responses), record lectures or provide lecture summaries (4 responses), create additional assignments (3 responses), incorporate in distance education courses (2 responses), introduce into other courses (2 responses), make mandatory (2 responses), use for recruitment (2 responses), synchronize with Powerpoint (1 response), and develop a workshop to train TAs (1 response).]
Table 24.

<table>
<thead>
<tr>
<th>If relevant, how do you plan to use podcasting in your future teaching/learning?</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>develop a workshop to train TAs</td>
<td>1</td>
</tr>
<tr>
<td>synchronise with powerpoint</td>
<td>1</td>
</tr>
<tr>
<td>use for recruitment</td>
<td>2</td>
</tr>
<tr>
<td>make mandatory</td>
<td>2</td>
</tr>
<tr>
<td>introduce into other courses</td>
<td>2</td>
</tr>
<tr>
<td>incorporate in distance education courses</td>
<td>2</td>
</tr>
<tr>
<td>create additional assignments</td>
<td>3</td>
</tr>
<tr>
<td>record lectures or provide lecture summaries</td>
<td>4</td>
</tr>
<tr>
<td>add video</td>
<td>7</td>
</tr>
<tr>
<td>provide additional course material</td>
<td>16</td>
</tr>
<tr>
<td>Total Responses</td>
<td>40</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>30</td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 25

**What services/support would you need to use podcasting again?**
(open-ended question)

**Overview**

Of the 36 respondents to this open-ended question, 11 indicated they would need more staff assistance to use podcasting again. Seven instructors noted they would need funding, while six indicated they would need the same access to Learn@UW and iTunes U. Both a technical refresher and access to recording equipment received five nominations. The same support as before and the opportunity to see more examples of podcasting both received two votes, while both usage statistics and nothing received one vote.

**Figure 25.**

<table>
<thead>
<tr>
<th>What services/support would you need to use podcasting again?</th>
<th>No. of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>more staff help</td>
<td>11</td>
</tr>
<tr>
<td>money</td>
<td>7</td>
</tr>
<tr>
<td>access to podcast host, ie, server, iTunes, iTunesU, Learn@UW</td>
<td>6</td>
</tr>
<tr>
<td>technical refresher</td>
<td>5</td>
</tr>
<tr>
<td>access to recording equipment</td>
<td>5</td>
</tr>
<tr>
<td>same as before</td>
<td>2</td>
</tr>
<tr>
<td>access to more examples</td>
<td>2</td>
</tr>
<tr>
<td>usage statistics</td>
<td>1</td>
</tr>
<tr>
<td>nothing</td>
<td>1</td>
</tr>
</tbody>
</table>

**Table 25.**

<table>
<thead>
<tr>
<th>What services/support would you need to use podcasting again?</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>nothing</td>
<td>1</td>
</tr>
<tr>
<td>usage statistics</td>
<td>1</td>
</tr>
<tr>
<td>access to more examples</td>
<td>2</td>
</tr>
<tr>
<td>same as before</td>
<td>2</td>
</tr>
<tr>
<td>access to recording equipment</td>
<td>5</td>
</tr>
<tr>
<td>technical refresher</td>
<td>5</td>
</tr>
<tr>
<td>access to podcast host, ie, server, iTunes, iTunesU, Learn@UW</td>
<td>6</td>
</tr>
<tr>
<td>money</td>
<td>7</td>
</tr>
<tr>
<td>more staff help</td>
<td>11</td>
</tr>
<tr>
<td>Total Responses</td>
<td>40</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>36</td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 26

What advice would you give to another instructor just starting on a podcasting project for their course? (open-ended question)

Overview

The 35 respondents to this open-ended question provided 52 responses. The suggestion with the largest number of responses was *make listening to podcasts a required assignment* (4). Five suggestions received three responses each: *keep the podcasts short; prepare for a big learning curve; allow plenty of time to develop them; give it a try and take advantage of the technical support offered by AT*. Four suggestions received two responses each: *prepare before the semester; commit to a schedule for developing podcast episodes; enjoy it and make the episodes interesting by adding music or humour*. Nine responses received one response each. They can be found in Table 26.

Figure 26.

<table>
<thead>
<tr>
<th>Advice</th>
<th>No. of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>make listening to podcasts a required assignment</td>
<td>4</td>
</tr>
<tr>
<td>keep the podcasts short</td>
<td>3</td>
</tr>
<tr>
<td>prepare for a big learning curve</td>
<td>3</td>
</tr>
<tr>
<td>allow plenty of time to develop them</td>
<td>3</td>
</tr>
<tr>
<td>give it a try</td>
<td>3</td>
</tr>
<tr>
<td>take advantage of the technical support offered by AT</td>
<td>3</td>
</tr>
<tr>
<td>prepare before the semester</td>
<td>2</td>
</tr>
<tr>
<td>commit to a schedule for developing podcast episodes</td>
<td>2</td>
</tr>
<tr>
<td>enjoy it</td>
<td>2</td>
</tr>
<tr>
<td>make episodes interesting by adding music or humour</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 26.
<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>get a fast computer</td>
<td>1</td>
</tr>
<tr>
<td>have students try to create podcasts</td>
<td>1</td>
</tr>
<tr>
<td>create a production unit within your program/dept</td>
<td>1</td>
</tr>
<tr>
<td>allow sufficient time in class to explain how to access the podcasts</td>
<td>1</td>
</tr>
<tr>
<td>test volume settings before uploading</td>
<td>1</td>
</tr>
<tr>
<td>buy a voice recorder like iriver with real time MP3 recording</td>
<td>1</td>
</tr>
<tr>
<td>get a good microphone</td>
<td>1</td>
</tr>
<tr>
<td>have a clear idea why you are using podcasts</td>
<td>1</td>
</tr>
<tr>
<td>stress to students that podcasts can be accessed via computers, not just iPods</td>
<td>1</td>
</tr>
<tr>
<td>make episodes interesting by adding music or humour</td>
<td>2</td>
</tr>
<tr>
<td>enjoy it</td>
<td>2</td>
</tr>
<tr>
<td>commit to a schedule for developing podcast episodes</td>
<td>2</td>
</tr>
<tr>
<td>prepare before the semester</td>
<td>2</td>
</tr>
<tr>
<td>take advantage of the technical support offered by AT</td>
<td>3</td>
</tr>
<tr>
<td>give it a try</td>
<td>3</td>
</tr>
<tr>
<td>allow plenty of time to develop them</td>
<td>3</td>
</tr>
<tr>
<td>allow plenty of time to develop them</td>
<td>3</td>
</tr>
<tr>
<td>prepare for a big learning curve</td>
<td>3</td>
</tr>
<tr>
<td>keep the podcasts short</td>
<td>3</td>
</tr>
<tr>
<td>make listening to podcasts a required assignment</td>
<td>4</td>
</tr>
<tr>
<td>start small</td>
<td>13</td>
</tr>
<tr>
<td>Total Responses</td>
<td>52</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>35</td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 27

**In what ways, if any, is podcasting a promising technology for higher education?**
(open-ended question)

**Overview**

Thirty-four instructors offered a total of 41 responses to this open-ended question. The category with the highest number of nominations was *offers a portable and convenient way to study* (9). Seven respondents felt that it provides an opportunity to review the course content. Both *can provide additional information* and *access a technology students are already familiar with* received four nominations. Both *suits a variety of learning styles* and *frees up class time to do other things* received three votes. Both *opportunity to extend learning beyond the classroom* and *students can create their own podcasts* each received two responses. Seven responses received one response each. They can be found in Table 27.

Figure 27.

<table>
<thead>
<tr>
<th>Feature</th>
<th>No. of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>offers a portable, convenient way to study</td>
<td>9</td>
</tr>
<tr>
<td>provides an opportunity to review the course content</td>
<td>7</td>
</tr>
<tr>
<td>can provide additional information</td>
<td>4</td>
</tr>
<tr>
<td>accesses a technology students are already familiar with</td>
<td>4</td>
</tr>
<tr>
<td>suits a variety of learning styles</td>
<td>3</td>
</tr>
<tr>
<td>frees up class time to do other things</td>
<td>3</td>
</tr>
<tr>
<td>opportunity to learn beyond the classroom</td>
<td>2</td>
</tr>
<tr>
<td>students can produce their own podcasts</td>
<td>2</td>
</tr>
</tbody>
</table>
In what ways, if any, is podcasting a promising technology for higher education?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>gives teachers freedom to create interesting lessons which in turn increases student interest and enhances learning</td>
<td>1</td>
</tr>
<tr>
<td>very promising for music studies</td>
<td>1</td>
</tr>
<tr>
<td>makes learning fun</td>
<td>1</td>
</tr>
<tr>
<td>makes learning part of life</td>
<td>1</td>
</tr>
<tr>
<td>makes distance learning more comparable to a classroom experience</td>
<td>1</td>
</tr>
<tr>
<td>can replace some readings</td>
<td>1</td>
</tr>
<tr>
<td>compliment to class work</td>
<td>1</td>
</tr>
<tr>
<td>students can produce their own podcasts</td>
<td>2</td>
</tr>
<tr>
<td>opportunity to learn beyond the classroom</td>
<td>2</td>
</tr>
<tr>
<td>frees up class time to do other things</td>
<td>3</td>
</tr>
<tr>
<td>suits a variety of learning styles</td>
<td>3</td>
</tr>
<tr>
<td>accesses a technology students are already familiar with</td>
<td>4</td>
</tr>
<tr>
<td>can provide additional information</td>
<td>4</td>
</tr>
<tr>
<td>provides an opportunity to review the course content</td>
<td>7</td>
</tr>
<tr>
<td>offers a portable, convenient way to study</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td><strong>41</strong></td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>
Findings from Instructor Surveys: Item 28

How could the Awards program be improved to help instructors develop instructional materials more effectively? (open-ended question)

Overview
Thirty-five instructors offered suggestions for improving the Awards program. The response with the largest number of nominations was that the Awards program was fine the way it was. Both more communication with instructors and opportunity to see more examples received five responses. Four people indicated that more instruction in creating podcasts would be helpful, while three people suggested increasing the amount of money offered in the Award would be of benefit. Seven responses received one nomination each. They can be found in Table 28.

Figure 28.

How could the Awards program be improved to help instructors develop instructional materials more effectively?

- it was fine as it was: 11 responses
- more communication with other instructors: 5 responses
- opportunity to see more examples: 5 responses
- provide more instruction, eg hands-on workshops, seminars: 4 responses
- provide more money: 3 responses
Table 28.

<table>
<thead>
<tr>
<th>How could the Awards program be improved to help instructors develop instructional materials more effectively?</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>provide help for students</td>
<td>1</td>
</tr>
<tr>
<td>link future awards to cover staff salary or course release</td>
<td>1</td>
</tr>
<tr>
<td>provide positive student feedback</td>
<td>1</td>
</tr>
<tr>
<td>make it possible to pick up equipment at the State St Tech Store</td>
<td>1</td>
</tr>
<tr>
<td>award to provide for purchasing equipment for students to borrow, eg iPods, iPod voice recorders</td>
<td>1</td>
</tr>
<tr>
<td>provide grants for continued development</td>
<td>1</td>
</tr>
<tr>
<td>not sure</td>
<td>1</td>
</tr>
<tr>
<td>provide more money</td>
<td>3</td>
</tr>
<tr>
<td>provide more instruction, eg hands-on workshops, seminars</td>
<td>4</td>
</tr>
<tr>
<td>opportunity to see more examples</td>
<td>5</td>
</tr>
<tr>
<td>more communication with other instructors</td>
<td>5</td>
</tr>
<tr>
<td>it was fine as it was</td>
<td>11</td>
</tr>
<tr>
<td>Total Responses</td>
<td>35</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>35</td>
</tr>
</tbody>
</table>
Appendix B: Findings from Student Surveys
Findings from Student Surveys: Item 1

**Have you used any of the available podcasts in this course?**

**Overview**
Of the 548 respondents to the students' surveys, 77% indicated that they used the podcasts developed for their course, while 23% of respondents indicated they had not used any podcasts.

**Figure 1**

![Pie chart showing 77% Yes and 23% No for Have you used any of the available podcasts in this course?]

**Table 1**

<table>
<thead>
<tr>
<th>Have you used any of the available podcasts in this course?</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>423</td>
<td>77.2%</td>
</tr>
<tr>
<td>No</td>
<td>125</td>
<td>22.8%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>548</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 2:

If not, why not? (Check all that apply.)

Overview
Of the 192 responses to this question, 46 indicated that the reason they did not use the podcasts in their course was that they felt it was not necessary for doing well. Forty-one students indicated that they did not have enough time to access the podcasts, while 35 respondents indicated that they prefer other ways of getting the same information. Sixteen students didn’t have the software that was required to listen to the podcasts, while 15 didn’t understand why podcasting was being used in the course. Thirteen students indicated they didn’t have the hardware that was needed, and nine students didn’t utilize the podcasts as they found them too difficult to access.

There were 39 responses in the other category. Ten of these students indicated that they did not need the podcasts. Seven students did not know about the podcasts, while six students were not interested, another six did not know how to access them, and four students indicated that they didn’t have enough time to access them.

Figure 2.
Table 2.

<table>
<thead>
<tr>
<th>If not, why not? (Check all that apply.)</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>too difficult to access</td>
<td>9</td>
</tr>
<tr>
<td>didn't have the hardware equipment that was needed.</td>
<td>13</td>
</tr>
<tr>
<td>didn't understand why it was being used in the course</td>
<td>15</td>
</tr>
<tr>
<td>didn't have the software that was needed.</td>
<td>16</td>
</tr>
<tr>
<td>prefer other ways of getting the same content</td>
<td>35</td>
</tr>
<tr>
<td>other</td>
<td>39</td>
</tr>
<tr>
<td>not enough time to use the podcast</td>
<td>41</td>
</tr>
<tr>
<td>not necessary for doing well in the course</td>
<td>46</td>
</tr>
<tr>
<td>Total Responses</td>
<td>214</td>
</tr>
</tbody>
</table>

Table 2.1

<table>
<thead>
<tr>
<th>Summary of responses to: Have you used any of the available podcasts in this course? If not, why not? (Other)</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didn't need them</td>
<td>10</td>
</tr>
<tr>
<td>Didn't know about them</td>
<td>7</td>
</tr>
<tr>
<td>Not interested</td>
<td>6</td>
</tr>
<tr>
<td>Didn't know how to access</td>
<td>6</td>
</tr>
<tr>
<td>lack of time</td>
<td>4</td>
</tr>
<tr>
<td>Not able due to technical problems</td>
<td>2</td>
</tr>
<tr>
<td>philosophically opposed</td>
<td>2</td>
</tr>
<tr>
<td>used podcasts a different way</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 3

**The podcast in this course was...**

**Overview**
Of the 156 students who replied to this question, 40% indicated that podcasting was *very easy to use*. Forty-five percent indicated it was *somewhat easy to use*, while 8% indicated it was *somewhat difficult to use*, and 7% responded that podcasting in the course was *very difficult to use*.

**Figure 3**

<table>
<thead>
<tr>
<th>The podcast in this course was…</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>very difficult to use.</td>
<td>11</td>
<td>7.1%</td>
</tr>
<tr>
<td>somewhat difficult to use.</td>
<td>12</td>
<td>7.7%</td>
</tr>
<tr>
<td>somewhat easy to use.</td>
<td>70</td>
<td>44.9%</td>
</tr>
<tr>
<td>very easy to use.</td>
<td>63</td>
<td>40.4%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>156</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 4

**What have you liked about the use of podcasting in this course?**  
(Open-ended question.)

**Overview**  
The 367 respondents to this question provided 464 responses which were coded into 27 themes. The theme with the largest number of responses was the convenience associated with accessibility permitted by podcasting (69). Sixty-seven students felt podcasting was helpful for reviewing course content, and 64 students liked the ease of downloading and using podcasts. Sixty-three students felt podcasting provided a better understanding of course materials and/or enhanced their learning experience, while 57 students appreciated the additional materials and viewpoints afforded by podcasting. The remaining themes and response frequencies can be found in Table 4.

**Table 4.**

<table>
<thead>
<tr>
<th>Code</th>
<th>Theme</th>
<th>No. of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>convenience associated with accessing podcast episodes whenever and wherever want to</td>
<td>69</td>
</tr>
<tr>
<td>C</td>
<td>good for reviewing course content</td>
<td>67</td>
</tr>
<tr>
<td>B</td>
<td>easy to use (download, access)</td>
<td>64</td>
</tr>
<tr>
<td>E</td>
<td>provides better understanding of course materials/ enhanced learning experience</td>
<td>63</td>
</tr>
<tr>
<td>F</td>
<td>way to add additional materials/viewpoints</td>
<td>57</td>
</tr>
<tr>
<td>D</td>
<td>can get information if unable to attend class</td>
<td>28</td>
</tr>
<tr>
<td>P</td>
<td>the materials were interesting</td>
<td>16</td>
</tr>
<tr>
<td>H</td>
<td>Additional medium for receiving course materials/ learning</td>
<td>15</td>
</tr>
<tr>
<td>G</td>
<td>able to listen to course materials at own speed (by pausing)</td>
<td>14</td>
</tr>
<tr>
<td>K</td>
<td>Can be downloaded onto portable device/ can use with iPod</td>
<td>14</td>
</tr>
<tr>
<td>M</td>
<td>fun/interesting/motivating</td>
<td>14</td>
</tr>
<tr>
<td>Q</td>
<td>the podcasts were short</td>
<td>7</td>
</tr>
<tr>
<td>N</td>
<td>that it is free</td>
<td>6</td>
</tr>
<tr>
<td>J</td>
<td>efficient, saves time</td>
<td>5</td>
</tr>
<tr>
<td>T</td>
<td>long-term resource</td>
<td>5</td>
</tr>
<tr>
<td>I</td>
<td>use of technology (innovation)</td>
<td>3</td>
</tr>
<tr>
<td>U</td>
<td>liked video images</td>
<td>3</td>
</tr>
<tr>
<td>L</td>
<td>reliable</td>
<td>2</td>
</tr>
<tr>
<td>O</td>
<td>nothing else is required (don’t need to purchase software)</td>
<td>2</td>
</tr>
<tr>
<td>R</td>
<td>adds a new dimension to the class</td>
<td>2</td>
</tr>
<tr>
<td>Y</td>
<td>utilizes regularly-used technology</td>
<td>2</td>
</tr>
<tr>
<td>S</td>
<td>helpful for auditory learners</td>
<td>1</td>
</tr>
<tr>
<td>V</td>
<td>new way to study</td>
<td>1</td>
</tr>
<tr>
<td>W</td>
<td>useful</td>
<td>1</td>
</tr>
<tr>
<td>Z</td>
<td>quality of the audio</td>
<td>1</td>
</tr>
<tr>
<td>AA</td>
<td>that it is optional</td>
<td>1</td>
</tr>
<tr>
<td>AB</td>
<td>easy way to get questions answered</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>464</strong></td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 5

**How could the use of podcasting be improved in this course?**

**Overview**
The 322 responses to this question were coded into 30 themes. The theme with the largest number of responses was that students would like to receive more podcasts, covering more topics. Twenty-nine students felt podcasting was fine as it was, while 25 students would like to have lectures recorded. Twenty-three students were not sure how podcasting could be improved. Twenty-two students felt that the podcasts should be better organized by titles and grouping, and 21 students felt that podcasting would be more effective if the episodes were discussed in class and better integrated into the course. The remaining themes and corresponding number of responses can be found in Table 5.

**Table 5.**

<table>
<thead>
<tr>
<th>Code</th>
<th>Theme</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>more podcasts (more topics covered)</td>
<td>51</td>
</tr>
<tr>
<td>A</td>
<td>okay as is</td>
<td>29</td>
</tr>
<tr>
<td>K</td>
<td>record the lectures</td>
<td>25</td>
</tr>
<tr>
<td>V</td>
<td>not sure/ don’t know/ nothing</td>
<td>23</td>
</tr>
<tr>
<td>D</td>
<td>organize better (add titles, group together)</td>
<td>22</td>
</tr>
<tr>
<td>J</td>
<td>discuss podcasts in class (better integrate)</td>
<td>21</td>
</tr>
<tr>
<td>P</td>
<td>better sound quality volume, editing</td>
<td>19</td>
</tr>
<tr>
<td>C</td>
<td>make easier to access</td>
<td>18</td>
</tr>
<tr>
<td>E</td>
<td>create podcasts which outline/review course info</td>
<td>10</td>
</tr>
<tr>
<td>Q</td>
<td>add video</td>
<td>9</td>
</tr>
<tr>
<td>I</td>
<td>provide more info about podcasts in class (purpose and how to access)</td>
<td>8</td>
</tr>
<tr>
<td>G</td>
<td>make shorter</td>
<td>7</td>
</tr>
<tr>
<td>S</td>
<td>faster downloadability</td>
<td>7</td>
</tr>
<tr>
<td>T</td>
<td>have a subscribe function</td>
<td>7</td>
</tr>
<tr>
<td>AG</td>
<td>put podcasts directly on Learn@UW</td>
<td>6</td>
</tr>
<tr>
<td>F</td>
<td>post earlier (provide more notice of posting)</td>
<td>5</td>
</tr>
<tr>
<td>H</td>
<td>provide podcasts on a regular basis</td>
<td>5</td>
</tr>
<tr>
<td>L</td>
<td>fewer podcasts</td>
<td>5</td>
</tr>
<tr>
<td>U</td>
<td>allow students to make own podcasts</td>
<td>5</td>
</tr>
<tr>
<td>AH</td>
<td>save files in .mp3 format</td>
<td>5</td>
</tr>
<tr>
<td>R</td>
<td>would prefer to have podcasts (and/or their links) emailed instead of using iTunesU</td>
<td>4</td>
</tr>
<tr>
<td>W</td>
<td>repair technical difficulties, eg broken links</td>
<td>4</td>
</tr>
<tr>
<td>X</td>
<td>podcast only important, relevant material</td>
<td>4</td>
</tr>
<tr>
<td>N</td>
<td>use as an assignment or to replace/supplement one</td>
<td>3</td>
</tr>
<tr>
<td>AB</td>
<td>allow for navigating within podcast (eg skip, fast forward)</td>
<td>3</td>
</tr>
<tr>
<td>AE</td>
<td>publish podcasts soon after related class</td>
<td>3</td>
</tr>
<tr>
<td>AF</td>
<td>don’t use iTunes</td>
<td>3</td>
</tr>
<tr>
<td>O</td>
<td>make available to more students</td>
<td>2</td>
</tr>
<tr>
<td>AC</td>
<td>make podcasts more professional</td>
<td>2</td>
</tr>
<tr>
<td>AD</td>
<td>coordinate lecture audio and slides</td>
<td>2</td>
</tr>
<tr>
<td>M</td>
<td>iTunes could be made clearer</td>
<td>1</td>
</tr>
<tr>
<td>Y</td>
<td>Submit questions for the professor to answer in a podcast</td>
<td>1</td>
</tr>
<tr>
<td>Z</td>
<td>make optional, not mandatory</td>
<td>1</td>
</tr>
<tr>
<td>AA</td>
<td>make more interesting</td>
<td>1</td>
</tr>
<tr>
<td>AI</td>
<td>add subtitles to accompany the audio</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>322</strong></td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 6

The podcast in this course has...

Overview
Of the 374 students who responded to this item, 75.7% felt that podcasting had enhanced their learning experience, 23.5% did not feel podcasting had impacted their learning experience, and 1% felt podcasting had negatively affected their learning experience.

Figure 6.

Table 6.

<table>
<thead>
<tr>
<th>The podcast in this course has…</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>negatively affected my learning experience.</td>
<td>3</td>
<td>0.8%</td>
</tr>
<tr>
<td>not changed my learning experience.</td>
<td>88</td>
<td>23.5%</td>
</tr>
<tr>
<td>enhanced my learning experience.</td>
<td>283</td>
<td>75.7%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>374</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 7

I download each podcast episode individually

Overview
Of the 349 students who responded to this item, 46% indicated that they frequently downloaded each podcast episode individually, while 38% sometimes did this. Sixteen of the students indicated that they never downloaded each podcast individually.

Figure 7.

Table 7.

<table>
<thead>
<tr>
<th>I download each podcast episode individually:</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td>56</td>
<td>16.0%</td>
</tr>
<tr>
<td>sometimes</td>
<td>132</td>
<td>37.8%</td>
</tr>
<tr>
<td>frequently</td>
<td>161</td>
<td>46.1%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>349</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 8

I used the Subscribe function in a podcast receiver software (e.g. iTunes) and automatically downloaded all podcast episodes as they became available:

Overview
Of the 376 students who responded to this item, 52.7% indicated that they never used the Subscribe function in a podcast receiver, while 15% did this once and 24% did it more than once. Thirty-two students (9%) provided other responses, which was an option only included in the fall survey. A summary of the 25 salient responses can be found in Table 8.2.

Figure 8.

Table 8.1.

<table>
<thead>
<tr>
<th>I used the Subscribe function in a podcast receiver software (e.g. iTunes) and automatically downloaded all podcast episodes as they became available:</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other method I used (Please describe.)</td>
<td>32</td>
<td>8.5%</td>
</tr>
<tr>
<td>more than once</td>
<td>89</td>
<td>23.7%</td>
</tr>
<tr>
<td>once</td>
<td>57</td>
<td>15.2%</td>
</tr>
<tr>
<td>never</td>
<td>198</td>
<td>52.7%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>376</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Table 8.2

I used the Subscribe function in a podcast receiver software (e.g. iTunes) and automatically downloaded all podcast episodes as they became available. (Other method I used)

<table>
<thead>
<tr>
<th>Theme</th>
<th>No. of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>downloaded individually</td>
<td>8</td>
</tr>
<tr>
<td>on Learn@UW</td>
<td>4</td>
</tr>
<tr>
<td>listened on Learn@UW content page</td>
<td>3</td>
</tr>
<tr>
<td>used link provided by the professor</td>
<td>2</td>
</tr>
<tr>
<td>listened online, didn't download it</td>
<td>2</td>
</tr>
<tr>
<td>saved on USB, uploaded as ACC file and linked to pictures</td>
<td>1</td>
</tr>
<tr>
<td>winamp folder</td>
<td>1</td>
</tr>
<tr>
<td>unable to access</td>
<td>1</td>
</tr>
<tr>
<td>burned a CD</td>
<td>1</td>
</tr>
<tr>
<td>stremed it</td>
<td>1</td>
</tr>
<tr>
<td>uploaded from internet with slides</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 9

In my experience, the course podcast allowed me to get podcast episodes without having to download each one individually.

Overview
Of the 322 students who responded to this question, 64% found that the course podcasts allowed them to get podcast episodes without having to download each one individually; however, 36% of students did not.

Figure 9.

Table 9.

<table>
<thead>
<tr>
<th>In my experience, the course podcast allowed me to get podcast episodes without having to download each one individually.</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>207</td>
<td>64.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>115</td>
<td>35.7%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>322</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 10

In my experience, the course podcast allowed me to be aware when new podcast episodes were available.

Overview
Of the 329 students who responded to this question, 60% felt course podcasts allowed them to know when new podcast episodes were available; however, 40% of students did not.

Figure 10.

Table 10.

<table>
<thead>
<tr>
<th>In my experience, the course podcast allowed me to be aware when new podcast episodes were available</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>196</td>
<td>59.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>133</td>
<td>40.4%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>329</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 11

In my experience, the course podcast allowed me to display podcast episodes in an organized way so I could find the ones I wanted to listen to.

Overview
Of the 330 students who responded to this question, 84% felt course podcasts allowed them to display podcast episodes in an organized fashion so they could find the ones they wanted to listen to; however, 16% of students did not.

Figure 11.

<table>
<thead>
<tr>
<th></th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>277</td>
<td>83.9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>53</td>
<td>16.1%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>330</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 12

In my experience, the course podcast allowed me to listen to podcast episodes anywhere I wanted.

Overview
Of the 331 students who responded to this question, 86% felt course podcasts allowed them to listen to podcast episodes anywhere they wanted; however, 14% of students did not.

Table 12.

<table>
<thead>
<tr>
<th>In my experience, the course podcast allowed me to listen to podcast episodes anywhere I wanted.</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>285</td>
<td>86.1%</td>
</tr>
<tr>
<td>Disagree</td>
<td>46</td>
<td>13.9%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>331</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 13

**In my experience, the course podcast allowed me to get course materials in a way that is convenient for me.**

**Overview**
Of the 287 students who responded to this question, 91% felt course podcasts allowed them to get course materials in a way that was convenient for them; however, 9% of students did not.

**Figure 13.**

![Pie chart showing 91% agree and 9% disagree]

**Table 13.**

<table>
<thead>
<tr>
<th>In my experience, the course podcast allowed me to get course materials in a way that is convenient for me.</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>260</td>
<td>90.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>27</td>
<td>9.4%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>287</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 14

In my experience, the course podcast allowed me to do other things while I'm learning course material.

Overview
Of the 282 students who responded to this question, 77% felt course podcasts allowed them to listen to participate in other activities while studying course materials; however, 23% of students did not.

Figure 14.

| In my experience, the course podcast allowed me to do other things while I'm learning course material. |
|-------------------------------------------------|---------------------------------|
| [Pie chart showing 77% agree and 23% disagree]  |

Table 14.

<table>
<thead>
<tr>
<th>In my experience, the course podcast allowed me to do other things while I'm learning course material.</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>218</td>
<td>77.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>64</td>
<td>22.7%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>282</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 15

I listen to podcast episodes from the course website on a computer

Overview
Of the 321 students who responded to this question, 38% indicated that they frequently listened to podcasts episodes from the course website on a computer; 30% indicated that they sometimes did this. Thirty-two percent of students indicated that they never listened to podcast episodes from the course website on a computer.

Figure 15.

![Pie chart showing responses to listening to podcast episodes from the course website on a computer]

Table 15.

<table>
<thead>
<tr>
<th>I listen to podcast episodes from the course website on a computer</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td>104</td>
<td>32.4%</td>
</tr>
<tr>
<td>sometimes</td>
<td>97</td>
<td>30.2%</td>
</tr>
<tr>
<td>frequently</td>
<td>120</td>
<td>37.4%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>321</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 16

**I listen to podcast episodes in podcast receiver software (e.g. iTunes) on a computer.**

**Overview**
Of the 318 students who responded to this question, 41% indicated that they frequently listened to podcasts episodes in podcast receiver software on a computer; 33% indicated that they sometimes did this, while 26% indicated that they never listened to podcast episodes in podcast receiver software on a computer.

**Figure 16.**

<table>
<thead>
<tr>
<th></th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td>84</td>
<td>26.4%</td>
</tr>
<tr>
<td>sometimes</td>
<td>106</td>
<td>33.3%</td>
</tr>
<tr>
<td>frequently</td>
<td>128</td>
<td>40.3%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>318</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 17

I listen to podcast episodes on an iPod, or other mp3 player, or cell phone.

Overview
Of the 365 students who responded to this question, 64% indicated that they never listened to podcast episodes on an iPod, or other mp3 player, or cell phone; 18.4% indicated that they sometimes did this, while 18.1% of students indicated that they frequently listened to podcast episodes in this manner.

Figure 17.

Table 17.

<table>
<thead>
<tr>
<th>I listen to podcast episodes on an iPod, or other mp3 player, or cell phone.</th>
<th>Response Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td>232</td>
<td>63.6%</td>
</tr>
<tr>
<td>sometimes</td>
<td>67</td>
<td>18.4%</td>
</tr>
<tr>
<td>frequently</td>
<td>66</td>
<td>18.1%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>365</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 18

I put the podcast episodes onto a CD and listened to them on a CD player.

Overview
Of the 375 students who responded to this question, 91% indicated that they never put the podcast episodes onto a CD and listened to them on a CD player; 5% indicated that they frequently did this, while 4% indicated that they sometimes listened to podcasts this way.

Figure 18.

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Response Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td>333</td>
<td>91.5%</td>
</tr>
<tr>
<td>sometimes</td>
<td>14</td>
<td>3.8%</td>
</tr>
<tr>
<td>frequently</td>
<td>17</td>
<td>4.7%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>364</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 19

Other method for listening to the course podcast episodes

Overview
Of the 24 students who responded to this question, three indicated that they used Media Player to listen to the course podcasts; three students used Quicktime, and three students linked the sound files to PowerPoint presentations.

Findings from Student Surveys: Item 20

How often do you listen to/play course podcast episodes?

Overview
Of the 331 students who responded to this question, 138 indicated that they listened to/played their podcast episodes only occasionally; 104 replied that they did this once or twice a month; 86 indicated they did so at least once a week, and three indicated that they listened to/played their podcast episodes daily.

Figure 20.

![Bar chart showing how often students listen to/play course podcast episodes.]

Table 20.

<table>
<thead>
<tr>
<th>How often do you listen to/play course podcast episodes?</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>daily</td>
<td>3</td>
</tr>
<tr>
<td>at least once a week</td>
<td>86</td>
</tr>
<tr>
<td>once or twice a month</td>
<td>104</td>
</tr>
<tr>
<td>only occasionally</td>
<td>138</td>
</tr>
<tr>
<td>Total Responses</td>
<td>331</td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 21

Which of the following describes way(s) you used the podcast in this course? (Check all that apply.)

Overview
The 335 students who replied to this question provided 995 responses. The most common way podcasts were used by students was to study for exams (171). The second most common response was to review the content of a lecture or discussion (149). This was followed by clarifying what happened in the lesson or discussion (141), and to get more practice with the podcast material (134). The next most common way podcasts were used was as a resource for completing a course assignment (111) followed by catching up on material missed in class (105). Ninety-four students viewed the podcasts out of curiosity, while 90 used them to learn more for their own enjoyment.

Table 21.

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>to study for exams</td>
<td>171</td>
</tr>
<tr>
<td>to review what happened in class, lecture or discussion</td>
<td>149</td>
</tr>
<tr>
<td>to clarify what happened in class lecture or discussion</td>
<td>141</td>
</tr>
<tr>
<td>to get more practice with the material covered in the podcast</td>
<td>134</td>
</tr>
<tr>
<td>as a resource for completing a course assignment</td>
<td>111</td>
</tr>
<tr>
<td>to catch up on material I missed in class</td>
<td>105</td>
</tr>
<tr>
<td>to catch up on material I missed in class</td>
<td>105</td>
</tr>
<tr>
<td>to satisfy my curiosity about what's on the podcast episodes</td>
<td>94</td>
</tr>
<tr>
<td>to satisfy my curiosity about what's on the podcast episodes</td>
<td>94</td>
</tr>
<tr>
<td>to learn more for my own enjoyment</td>
<td>90</td>
</tr>
<tr>
<td>to learn more for my own enjoyment</td>
<td>90</td>
</tr>
<tr>
<td>as a resource for completing a course assignment</td>
<td>111</td>
</tr>
<tr>
<td>to get more practice with the material covered in the podcast</td>
<td>134</td>
</tr>
<tr>
<td>to get more practice with the material covered in the podcast</td>
<td>134</td>
</tr>
<tr>
<td>to catch up on material I missed in class</td>
<td>105</td>
</tr>
<tr>
<td>to catch up on material I missed in class</td>
<td>105</td>
</tr>
<tr>
<td>to satisfy my curiosity about what's on the podcast episodes</td>
<td>94</td>
</tr>
<tr>
<td>to satisfy my curiosity about what's on the podcast episodes</td>
<td>94</td>
</tr>
<tr>
<td>to learn more for my own enjoyment</td>
<td>90</td>
</tr>
<tr>
<td>to learn more for my own enjoyment</td>
<td>90</td>
</tr>
<tr>
<td>to study for exams</td>
<td>171</td>
</tr>
<tr>
<td>Total Responses</td>
<td>995</td>
</tr>
</tbody>
</table>
Findings from Student Surveys: Item 22

Where did you primarily listen to/play the podcast files?

Overview
The most common place for students to listen to/play their podcast files was at home. However, it should be noted that four students indicated that they listened to/played their podcasts in their dorms. As dorms could arguably be synonymous with ‘at home’, this number may actually be 301. The second most common place to listen to/play podcast files was at school (72). However, 10 students also indicated that they listened to their podcasts in the library, while one person did so in the computer lab. As these locations could, arguably, be considered ‘at school’, that number may more realistically be 83. Forty students indicated that they listened to/played their podcast files while commuting, with 10 doing so at the gym. A summary of the 23 responses to other can be found in Table 22.1.

Table 22.1

<table>
<thead>
<tr>
<th>Theme</th>
<th>No. of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the library</td>
<td>10</td>
</tr>
<tr>
<td>In the dorms</td>
<td>4</td>
</tr>
<tr>
<td>At work</td>
<td>4</td>
</tr>
<tr>
<td>Commuting</td>
<td>2</td>
</tr>
<tr>
<td>walking/running</td>
<td>2</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
</tr>
</tbody>
</table>

Figure 22.

<table>
<thead>
<tr>
<th>Where did you primarily listen to/play the podcast files?</th>
<th>No. of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>at home</td>
<td>297</td>
</tr>
<tr>
<td>at school</td>
<td>72</td>
</tr>
<tr>
<td>on my commute</td>
<td>40</td>
</tr>
<tr>
<td>other</td>
<td>23</td>
</tr>
<tr>
<td>at the gym</td>
<td>10</td>
</tr>
</tbody>
</table>

Total Responses: 442
Appendix C: Crosstabulations

The following three analyses illustrate the way students who felt podcasting enhanced their learning experiences utilized them.

The first analysis (Table 1) consists of a crosstabulation of the impact students felt podcasting had on their learning by the ways they utilized the podcasts. It shows that the largest group of students used podcasts to clarify their course material.

An analysis of only the students who felt podcasting enhanced their learning experience can be found in Figure 1. It shows that they mostly used them for clarification (17%) and review of course materials (16%).

Table 1. Crosstabulation of perceived impact by ways podcasts were used.

<table>
<thead>
<tr>
<th>Impact</th>
<th>Catch up</th>
<th>Review</th>
<th>Clarify</th>
<th>Practice</th>
<th>Resource</th>
<th>Exam Study</th>
<th>Enjoyment</th>
<th>Curiosity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced</td>
<td>105</td>
<td>121</td>
<td>133</td>
<td>99</td>
<td>96</td>
<td>102</td>
<td>71</td>
<td>49</td>
</tr>
<tr>
<td>Did not change</td>
<td>26</td>
<td>27</td>
<td>31</td>
<td>28</td>
<td>28</td>
<td>25</td>
<td>26</td>
<td>25</td>
</tr>
<tr>
<td>Negatively affected</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Totals</td>
<td>131</td>
<td>150</td>
<td>164</td>
<td>128</td>
<td>125</td>
<td>128</td>
<td>97</td>
<td>75</td>
</tr>
</tbody>
</table>

Figure 1. Ways students who felt podcasting enhanced their learning used them.

The second analysis (Figure 2.) examines the number of ways the 217 students who both indicated that podcasting enhanced their learning experience and answered Question 21 used podcasting. As can be seen, 89% of these students used podcasting in multiple ways, the most common number of ways being four.
The third analysis compares the responses of students in three courses which offered podcasts of lectures to those in other courses. The comparison specifically examines the difference in perceived benefit of podcasting and the way the podcasts were used between the two groups. As can be see in Table 2, students who received podcasts of their lectures make up 17% of survey respondents, yet they constitute a higher percentage of students who felt podcasting enhanced their learning experience (22%) compared to only 5% of students who felt podcasting had not impacted their learning experience. This group also constituted a relatively large proportion of students who used podcasts to catch up materials they missed in class (54%). This statistic is consistent with comments from students who indicated the reason they liked podcasting was that it allowed them to better understand material from lectures:

*I liked being able to go back to certain topics that I didn't completely understand in lecture.*

*You can listen to the content as [often] as you [need to]. It's beneficial, especially for [us] international students.*

*I also had to miss one class for an important meeting, and it was nice to know that I could still have access to listening to the lecture.*

*I LOVED having the ability to listen to the lectures whenever I felt like it. It was more helpful to have the powerpoint slides in front of me and then go through her lectures. I learned better that way than just going to class alone. This material is very overwhelming so hearing the lectures again and again really helps.*
Table 2. Crosstabulation-Lecture vs Lecture groups by perception and ways used.

<table>
<thead>
<tr>
<th>Group</th>
<th>No. used podcasts</th>
<th>% used podcasts</th>
<th>% Enhanced</th>
<th>% Not changed</th>
<th>% Negatively affected</th>
<th>Catch up</th>
<th>Review</th>
<th>Clarify</th>
<th>Practice</th>
<th>Resource</th>
<th>Exam Study</th>
<th>Study</th>
<th>Enjoyment</th>
<th>Curiosity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>70</td>
<td>17%</td>
<td>22%</td>
<td>5%</td>
<td>0%</td>
<td>54%</td>
<td>35%</td>
<td>39%</td>
<td>22%</td>
<td>16%</td>
<td>29%</td>
<td>7%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Non-lecture</td>
<td>353</td>
<td>83%</td>
<td>78%</td>
<td>95%</td>
<td>3%</td>
<td>46%</td>
<td>65%</td>
<td>61%</td>
<td>78%</td>
<td>84%</td>
<td>71%</td>
<td>93%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>423</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>3%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Appendix D: Project Timeline

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
</table>
| 1     | Analysis and Development | • Review the fit of existing technologies for creating and receiving podcasts with goals of awards program and existing campus services.  
• Determine the need for development of custom applications for creation of RSS feeds and podcast directories.  
• Test, evaluate, and select third party software and hardware to be supported for podcast creation by award recipients. | Jul to Aug 2005 |
| 2     | Planning | • Determine scope of projects to be supported by awards.  
• Develop plans for recruiting and selecting participants for the project and for providing support to participants.  
• Determine incentives and expectations for participants.  
• Develop plans for evaluating individual projects and Adaptation as a whole and for showcasing developed exemplars. | Sep to mid-Oct 2005 |
| 3     | Piloting | • In collaboration with a small group of faculty early awardees to the program, develop sample podcasts to be showcased on the Engage site that demonstrate several ways podcasting can be used in teaching and learning. | Sep to mid-Oct 2005 |
| 4     | Recruitment | • Implement marketing strategies and materials to recruit 50 participants from a broad cross-section of schools, colleges, and departments across campus. | mid-Oct to mid-Nov 2005 |
| 5     | Selection | • Partner with IT support staff from other units—the Adaptation Awards Planning Committee- to select participants, based on established criteria. | mid-Nov to mid-Dec 2005 |
| 6     | Implementation | • Provide support (management, instructional design, media production, technology support and training, and evaluation) to participants.  
• Communicate with participants to ensure that expectations are being met. | Jan to Dec 2006 |
| 7     | Assess | • Consult with instructors requesting help with evaluations.  
• Collect data on experiences of faculty participants and students utilizing podcasting through surveys, interviews, or focus groups.  
• Summarize data in a report. | Apr to Dec 2006 |
| 8     | Release | • Showcase and publicize completed exemplars.  
• Publish assessment report.  
• Work with Engage Advisory group and DoIT service groups to disseminate tools and results broadly. | Jan 2007 |
### Appendix E: Award Recipients

#### 2006 Engage Podcasting Award Pilot Participants

<table>
<thead>
<tr>
<th>Podcasting Awardee Name</th>
<th>School/College</th>
<th>Instructor Department</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeffrey Henriques</td>
<td>L&amp;S</td>
<td>Psychology</td>
<td>Psychology 202: Introduction to Psychology</td>
</tr>
<tr>
<td>Rachael LeClear</td>
<td>L&amp;S</td>
<td>German</td>
<td>German</td>
</tr>
<tr>
<td>Michael Olson</td>
<td>L&amp;S</td>
<td>German</td>
<td></td>
</tr>
<tr>
<td>Ruth Olson and Mark</td>
<td>LSS</td>
<td>Interdisciplinary</td>
<td>Folklore 540 - Local Culture and Identity in the Upper Midwest</td>
</tr>
<tr>
<td>Wagler</td>
<td></td>
<td>Research Programs-Humanities</td>
<td></td>
</tr>
<tr>
<td>Michael Gutter</td>
<td>SoHE</td>
<td>School of Human Ecology</td>
<td>Consumer Finance 275</td>
</tr>
<tr>
<td>Susan Grabia</td>
<td>Nursing</td>
<td>Nursing</td>
<td>Nursing 590: Complementary Health Practices</td>
</tr>
<tr>
<td>Mark Leddy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott Gehlbach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liz Henry</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2006 Engage Podcasting Award Recipients

<table>
<thead>
<tr>
<th>Podcasting Awardee Name</th>
<th>School/College</th>
<th>Instructor Department</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caton Roberts</td>
<td>L&amp;S</td>
<td>Psychology</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>Homero Gil de Zuniga</td>
<td>L&amp;S</td>
<td>Spanish and Portuguese</td>
<td>Spanish 203, section 007</td>
</tr>
<tr>
<td>Michael Pitterle</td>
<td>Pharm</td>
<td>Pharmacy</td>
<td>Pharmacotherapy II</td>
</tr>
<tr>
<td>Andrew Taylor</td>
<td>Bus</td>
<td>School of Business</td>
<td>MHR 773 &amp; 774: Arts Administration Seminar</td>
</tr>
<tr>
<td>Julie Thurlow</td>
<td>Med</td>
<td>Nutritional Sciences</td>
<td>NS 631 Clinical Nutrition</td>
</tr>
<tr>
<td>Nete Schmidt</td>
<td>L&amp;S</td>
<td>Scandinavian Studies</td>
<td>Scandinavian Studies 121 and 122, Danish</td>
</tr>
<tr>
<td>Randall Dunham</td>
<td>Bus</td>
<td>School of Business</td>
<td>MHR 420: Managing Change and Organizational Effectiveness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Organizational Behavior: MHR 300 Lectures 10/11</td>
</tr>
<tr>
<td>Andrew Irving</td>
<td>L&amp;S</td>
<td>French and Italian</td>
<td>French 203 / French 283</td>
</tr>
<tr>
<td>Annette Muetze</td>
<td>Engr</td>
<td>Electrical and Computer Engineering</td>
<td>ECE 411 Introduction to Electric Drive Systems</td>
</tr>
<tr>
<td>W Flagg Miller</td>
<td>L&amp;S</td>
<td>Anthropology</td>
<td>Religion in Critical Perspective (Religious Studies 600)</td>
</tr>
<tr>
<td>Charles Franklin</td>
<td>L&amp;S</td>
<td>Political Science</td>
<td>PS467 Voting and Elections</td>
</tr>
<tr>
<td>Paul Rowe</td>
<td>Music</td>
<td>Music</td>
<td>Seminar in Vocal Literature</td>
</tr>
<tr>
<td>Tim Osswald</td>
<td>Engr</td>
<td>Mechanical Engineering</td>
<td>Manufacturing Processes (Polymers)</td>
</tr>
<tr>
<td>Robert A. Lutfi</td>
<td>L&amp;S</td>
<td>Communicative Disorders</td>
<td>CD110: Intro to Communicative Disorders</td>
</tr>
<tr>
<td>Scott A. Mellor</td>
<td>L&amp;S</td>
<td>Scandinavian Studies</td>
<td>History of the Vikings</td>
</tr>
<tr>
<td>Todd Welbourne</td>
<td>Music</td>
<td>Music</td>
<td>Repertoire 660-346</td>
</tr>
<tr>
<td>Javier Calderon</td>
<td>Music</td>
<td>Music</td>
<td>Guitar 240, Guitar 440, Guitar</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>Course Information</td>
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<td>------------------------------------</td>
<td>------------</td>
<td>------------------------------------------------------------------------------------</td>
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<tr>
<td>Catherine Compton-Lilly</td>
<td>Ed</td>
<td>Curriculum and Instruction</td>
<td></td>
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<td>Reading Recovery Leadership</td>
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<tr>
<td>Greg Downey</td>
<td>L&amp;S</td>
<td>Journalism and Mass Communication</td>
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<td>J201 Introduction to mass communication</td>
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<tr>
<td>Tom Eggert</td>
<td>Bus</td>
<td>School of Business</td>
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<td>Systems Thinking and Sustainable Businesses Gen Bus 365/765</td>
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<tr>
<td>Mark E. Berres</td>
<td>CALS</td>
<td>Animal Science</td>
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<tr>
<td>Matthew D. Capdevielle</td>
<td>L&amp;S</td>
<td>Zoology 521, Field Ornithology</td>
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<tr>
<td>Nadine Connor</td>
<td>L&amp;S</td>
<td>English</td>
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<td>English 201: Intermediate Composition</td>
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<tr>
<td>Jorge Porcel</td>
<td>L&amp;S</td>
<td>CD 717 Voice &amp; Voice Disorders</td>
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<tr>
<td>Rick Brooks</td>
<td>Med</td>
<td>Professional Development and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Facilitating Health and Social Change</td>
<td></td>
</tr>
<tr>
<td>Paul Stephenson</td>
<td>L&amp;S</td>
<td>History</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>History: 115 (Medieval Europe); 313 (Byzantine history); 314 (Reading Greek Sources)</td>
<td></td>
</tr>
<tr>
<td>Bretton White</td>
<td>L&amp;S</td>
<td>Spanish and Portuguese</td>
<td></td>
</tr>
<tr>
<td>James Pfrehm</td>
<td>L&amp;S</td>
<td>Second Year German</td>
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<tr>
<td>Rachael LeClear</td>
<td>L&amp;S</td>
<td>German 204, Section 001</td>
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<tr>
<td>Elizabeth Larson</td>
<td>Ed</td>
<td>Infant&amp;Child Occupations and Therapeutic Intervention</td>
<td></td>
</tr>
<tr>
<td>Dr. Jamie Henke, Dr. Alan Ng</td>
<td>Music</td>
<td>Basic Concepts of Music</td>
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<tr>
<td>Michael Vanden Heuvel</td>
<td>L&amp;S</td>
<td>ILS 204: Literature and the Arts, renaissance to present</td>
<td></td>
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<tr>
<td>Dr. Kent D. Peterson</td>
<td>Ed</td>
<td>Educational Leadership and Policy Analysis</td>
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<td>Mary Ellen Murray</td>
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<td>Nursing 415: Organizational Influences on Interdisciplinary Clinical Practice</td>
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<td>John Parrish</td>
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<td>AS/DS 375: Reproductive Physiology</td>
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<tr>
<td>joan parrish</td>
<td>CALS</td>
<td>AS 375: Equine Reproductive Management</td>
<td></td>
</tr>
<tr>
<td>Cindy Kuhrasch</td>
<td>Ed</td>
<td>Introduction to Elementary Physical Education</td>
<td></td>
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<tr>
<td>James Smith</td>
<td>Music</td>
<td>Symphony Orchestra and Chamber Orchestra</td>
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<td>Daniel Muller</td>
<td>Med</td>
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<td>Angela Catania and Tyler Luiten</td>
<td>L&amp;S</td>
<td>Spanish and Portuguese</td>
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<td>Jon Eckhardt</td>
<td>Bus</td>
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<td>Erika Lorraine Milam</td>
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<td>Delora L. Mount, MD</td>
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<td>Thomas Archdeacon</td>
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<td>Immigration and Assimilation (History 403)</td>
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<td>Kimber Malmgren</td>
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<td>Fred J. Bradley</td>
<td>Engr</td>
<td>MS&amp;E 401 ePICS</td>
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<td>Bus School of Business</td>
<td>Engineering</td>
<td>Marketing 300: Marketing Management</td>
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<td>Anja Wanner</td>
<td>L&amp;S English</td>
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<td>Italian 102</td>
<td>Language, History and Society (Ling 103/303)</td>
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<td>Thomas Purnell</td>
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<td>Kristofer John Hable</td>
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<td>John Hawks</td>
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<td>Elena Iglesias-Villamel</td>
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<td>L&amp;S Spanish and Portuguese</td>
<td>Spanish 226: Intermediate Language Practice-Writing and Grammar</td>
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<td>Gretchen S. O'Dell</td>
<td>L&amp;S French and Italian</td>
<td>French 271, Introduction to Literary Analysis</td>
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<td>Krishnapuram G. Karthikeyan, Perry E. Cabot</td>
<td>CALS Biological Systems Engineering</td>
<td>BSE 472 - Sediment and Bio-nutrient Engineering and Management</td>
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<td>Kristin Eschenfelder</td>
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<td>ThuyAnh Nguyen</td>
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<td>Patricia Rengel</td>
<td>L&amp;S Spanish and Portuguese</td>
<td>Spanish 226 - Intermediate Language Prac-Writing&amp;Grammr</td>
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<td>John Coleman</td>
<td>L&amp;S Political Science</td>
<td>Political Science</td>
<td>Introduction to American Government and Politics</td>
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<td>Pete Anderson</td>
<td>CALS Nutritional Sciences</td>
<td>NS 132: Nutrition Today</td>
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<td>L&amp;S English</td>
<td>English</td>
<td>English 122--ESL: Oral Communication Skills</td>
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<td>Judith Manning</td>
<td>Med Medical Microbiology and Immunology</td>
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<td>Cynthia J. Giffen/ Jean G Heitz</td>
<td>L&amp;S Zoology</td>
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<td>Raandi A. Schmidt, MSN, CFNP, Regina Dunst, MSN, CPNP</td>
<td>Nurs Nursing</td>
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<td>N601; N715; N716; NET Program</td>
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<td>Engr School of Engineering</td>
<td>School of Engineering</td>
<td>TBA (under development stage)</td>
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<td>Jerry Noack</td>
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<td>PA 416-Issues in Professional Practice for Physician Assistants</td>
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<td>Stephanie Spadaro</td>
<td>L&amp;S French and Italian</td>
<td>French 101</td>
<td>International Studies 601 (69257) -- Topics in Global Security: Introduction to Global Studies</td>
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<td>Michael Curtin (Ronnie Hess)</td>
<td>L&amp;S International Studies</td>
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Appendix F: Sample Podcast series created by 2006 Adaptation Award recipients

Biological Sounds
- AnSci/Zool 521: Field Ornithology (181 bird call episodes)
- ComDis 7171: Voice and Voice Disorders (103 human voice episodes)
- Pharm Practice 556 (22 lung, heart sound episodes)

Music
- Music 346: Piano Repertoire (3 episodes demonstrating techniques/themes)
- Music 61 and 62 (11 episodes of recorded rehearsals of symphony/orchestra)

Radio Shows/Case Studies/Lecture Supplements/Interviews
- PoliSci 104 (9 episodes of interviews with scholars)
- Psych 202: PsychOut (17 episodes of elaboration of concepts)
- Mech Engr 313: Polymer Manufacturing (6 episodes of case studies in ethics)
- Eng 324: Linguistic Voices on Campus (8 episodes of radio-style interviews with scholars) available at: http://mendota.english.wisc.edu/~awanner/podcasts/podcasts.htm
- German 112/312: Neerlandia Journal (3 radio-style episodes) available at: http://german.lss.wisc.edu/podcast/Neerlandia_Journaal/
- Spanish 203 (38 episodes of cultural and literature readings)
- German: Das treffende Wort (5 talk radio style episodes) available at: http://german.lss.wisc.edu/podcast/Das_treffende_Wort/
- German 101: Perspektiven (3 talk radio style episodes) available at http://german.lss.wisc.edu/podcast/Perspektiven/
- German 203: Andere Länder — Anderes Deutsch (3 radio-style episodes) available at http://german.lss.wisc.edu/podcast/Andere_Lander/

Lecture Recordings
- AnSci 434 (24 episodes of lecture recordings)
- MedMicro 341 (40 episodes of recorded lectures)
- NutriSci 631 (19 episodes of recorded lectures)
- Psych 202 (21 episodes of recorded lectures)
- ELPA 860 (13 episodes of recorded seminars)
- Gen Business 365/765 (8 episodes of recorded guest lecturers)

Online Lectures
- MHR 420 (100 episodes of video lectures, case studies, and interviews)
- Scan Studies (45 episodes of video lectures, 36 episodes of scholar interviews)
Appendix G: Podcasting Publicity

Articles in the news media featuring or mentioning the 2006 Engage Podcasting Awards program

3 New Podcasts that work
*Division of Information Technology, Computing@UW-Madison, 2/28/07*

This is an article highlighting the successful podcasting experiences of three UW-Madison instructors: Canton Roberts; Scott Mellor, and Homero Gel de Zuniga.

Growing number of students use mp3 players as a study tool
*Madlen Read, 2/7/07*
Associated Press
http://www.napavalleyregister.com/articles/2007/02/07/business/local/doc45c9e13a31a47296818650.txt

This was an article referenced in the *Chronicle of Higher Education* on 2/8/07. It mentions the UW-Madison as a campus using iTunes U and features a statement by Scott Criswell of McGraw Hill.

Professor in an iPod
*Wisconsin State Journal, 11/10/06*
Sandy Cullen

This was a front-page story about UW instructors using podcasting in the classroom, with a focus on the Engage project. The reporter interviewed Jan Cheetham of Engage and Mark Berres, who teaches an ornithology course and used podcasting to deliver recordings of bird calls to his students.

Portable Learning: Podcasting can help students study at any time, any place
*The Capital Times, 11/2/06*
Annie Van Cleve

A similar article as the one above, this story focuses on the integration of podcasting in the classroom of Tim Osswald. Osswald is in the engineering department and produced short podcast episodes that supplemented his course.

Textbook company tries putting bonus material on iTunes
*The Wired Campus, Chronicle of Higher Education, 10/11/06*

McGraw Hill Higher Education will be putting bonus material for three textbooks on iTunesU, the educational section of Apple Computer’s music store. An Apple
spokesperson says some textbook companies may be selling downloadable textbooks in the near future.

University of Wisconsin, McGraw-Hill Education Team Up to Bring the Best of Digital Learning to Students
*Yahoo Finance, Press Release, 10/10/06*

Story on the collaboration between UW-Madison and McGraw-Hill, referencing the strong podcasting program at UW. A representative from McGraw-Hill discusses excited the company is about this collaborative effort.

UW Follows Technology Trends, Tries Podcasts
*Channel 27 News, 9/28/06*

The Pod Squad
*Prism Magazine* (publication of the American Society for Engineering Education), September 2006
Lynne Shallcross
Features Tim Osswald, Mechanical Engineering

Key presenter at DoIT’s ePedagogy series on podcasting:
**Podcasting: Portable Knowledge for New Opportunities in Teaching and Learning,** 4/21/06
[http://academictech.doit.wisc.edu/workshops/epedagogy/index.htm](http://academictech.doit.wisc.edu/workshops/epedagogy/index.htm)

Podcasts: Earmarked for Success
*Profiles in Success: University of Wisconsin-Madison, 8/31/06*

Story focusing on the innovative uses of podcasting in Mark Berres’ course, with mentions of other disciplines such as French, Spanish, Biology, and Communicative Disorders.

University of Wisconsin-Madison: Podcasts: Earmarked for Success
*Apple Digital Learning site, Spring 06*

Shorter article similar to the article above, with mentions of Mark Berres and the German-language radio program “Das treffende Wort.” Also mentions the “Podcasting Plus” program for 2007.
Podcasts bring UW students the sounds of Spanish
*Capital Times, 5/24/06*
Aaron Nathans

Patricia Rengel and Nancy Bird-Soto produced a Spanish-language podcast for Spanish 226 that was very successful.

**iPod Invasion**
*Capital Times, 5/6/06*

Focuses on the growing phenomenon of MP3 players on the UW campus, and how they are changing the ways students interact with one another.

**MP3 Players Become Latest Educational Tools At UW**
*Channel 3 10 PM News Broadcast (Madison, WI CBS affiliate), 4/30/06*
http://www.channel3000.com/technology/9125917/detail.html

Features interview with Tim Osswald about his plastics course in mechanical engineering and the help he received from the Engage program’s podcasting award.

**Podcasts add value to a Plastics course**
*Division of Information Technology, Computing@UW-Madison, 4/23/06*

Another story with Osswald, with descriptions of his podcast episodes and discussion of how students benefit from the technology.

**Fileosophy rules the podcast age**
*London Times Higher Ed Supplement, 4/26/06*
http://www.thes.co.uk/search/story.aspx?story_id=2029569 (subscription only)

**The Future’s Virtually Here**
*Wisconsin State Journal, 3/13/06*
Rebecca Wolfson

How podcasting is being integrated into UW classrooms, with special attention to Mark Berres and the idea of auditory learning styles.

**iTunes U: Downloads now in session**
Apple “casts” to universities
Badger Herald 1/30/06
Benjamin Jones

Story about Apple’s unveiling of iTunesU and the universities involved with the project. Interview with DoIT’s Brian Rust.

Apple Releases Free 'iTunes U' Software to Colleges for Coursecasting
Chronicle of Higher Education 1/25/06
Jeffrey Young
http://chronicle.com/free/2006/01/2006012501t.htm

Story similar to the above Badger Herald piece, with a more generalized focus on how podcasting can streamline the process of delivering course content to students.

Instructor presentations

Teaching Adventures and Outcomes Brownbag
"PODCASTS - New Opportunities in Teaching and Learning"
Professor Tim Osswald
Department of Mechanical Engineering

Friday, 10/20/2006
12:00 - 1:00PM
2345 Engineering Hall

PODCASTS were introduced into an undergraduate required plastics manufacturing course to reinforce material covered in class, and to introduce material not covered in lectures. While various technical topics were presented in the series of PODCASTS, ethical issues in engineering were stressed. After the first semester, the response from the students was overwhelmingly positive.