

Engage Podcasting Adaptation Award Follow-up Survey Results

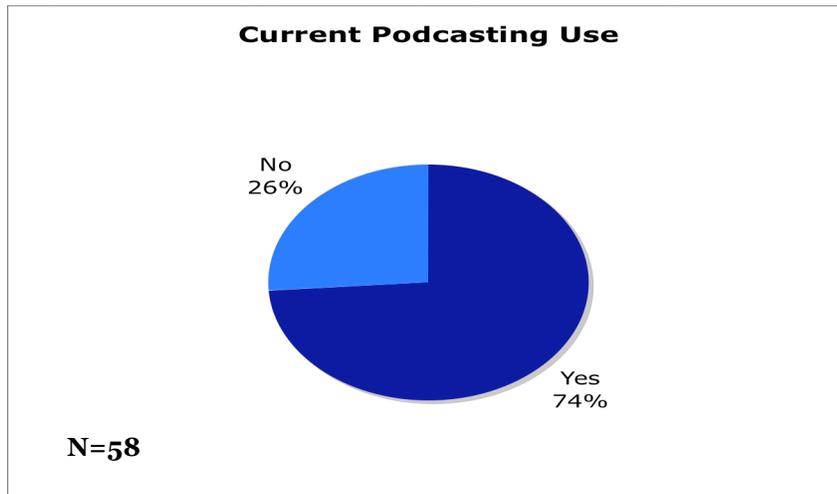
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A survey was sent to the 99 individuals who received an Engage Adaptation Award for Podcasting in 2006 and 2007. The purpose of the survey was to find out:

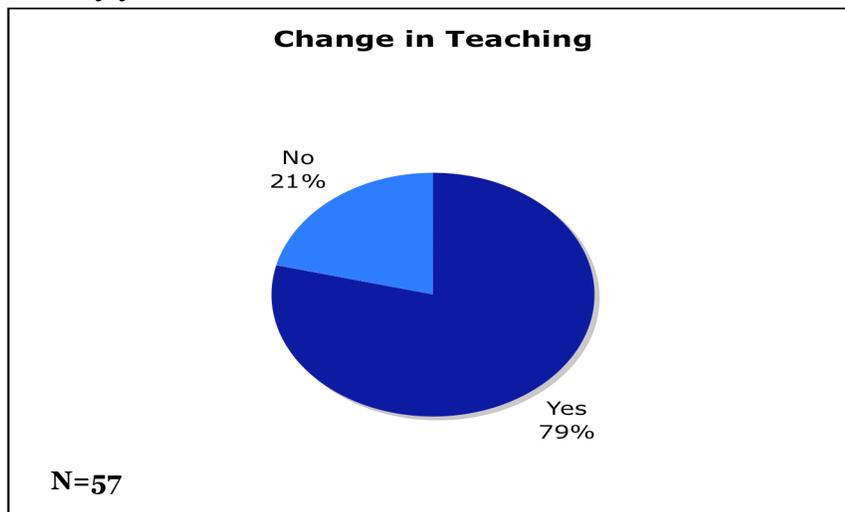
- 1.) Current use of podcasting for teaching and learning.
- 2.) How, if at all, the award program had an impact on teaching and research.
- 3.) If the award helped bring in more funding for teaching with technology.
- 4.) If podcasting results are being disseminated to a larger audience.

Fifty-nine responses were collected for a 59.6% response rate. The results are summarized here.

1.) Are you still using podcasting in your teaching?



2.) Did the Engage Adaptation Award you received for podcasting change the way you teach?

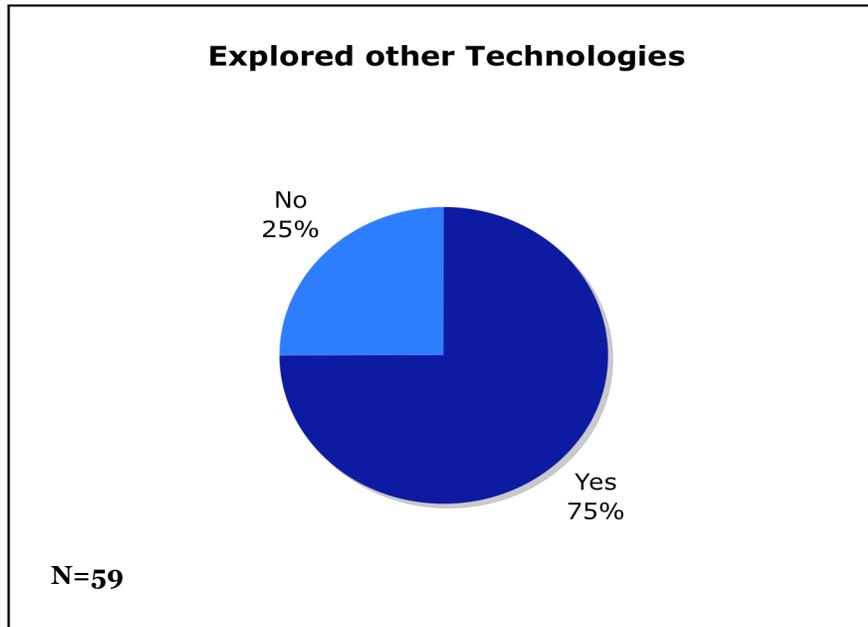


3.) How did the Engage Adaptation Award change the way you teach?

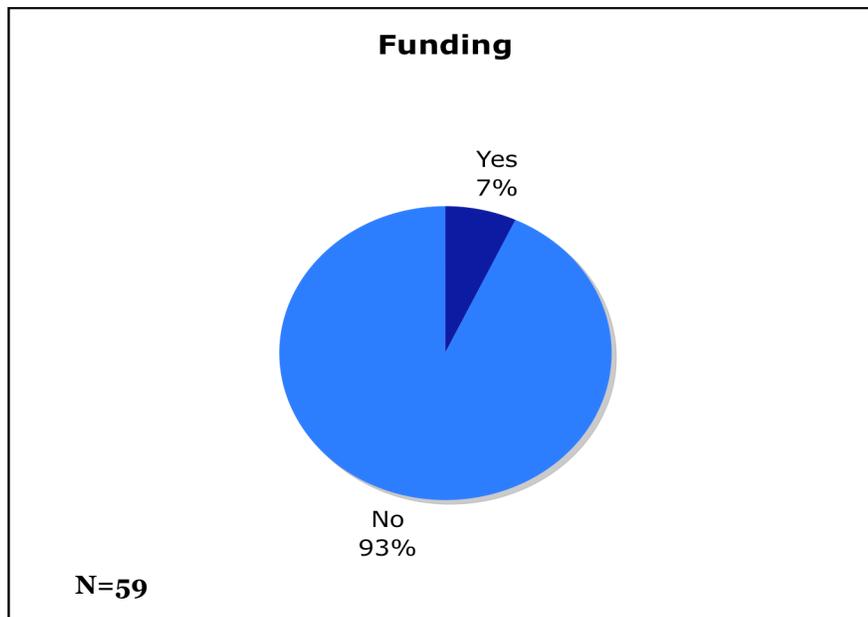
N=44

- Podcasting allows me to cover more material and use face-to-face time for more active learning exercises. (8)
- The award helped me design and implement assignments using student-created podcasts. (4)
- The award encouraged me to think of new and creative ways to use technology to enhance teaching. (4)
- The award gave me the opportunity to incorporate this technology seamlessly into my course and determine how effective it is. As a result, I am more likely to use this and other technologies in my teaching. (3)
- Podcasting provides a way to archive my lectures and guest speakers or off-campus speakers. (3)
- Podcasting allowed me to incorporate more multimedia content that greatly enhanced my teaching “message” and reaches students with various learning styles. (2)
- Podcasting enabled us to present material in ways that students actually enjoyed working with. (2)
- Podcasting allowed me to expand using the target language outside of the classroom. (2)
- For my online class, students can hear my lecture as opposed to just reading the material. In addition, students can hear music and my discussion of that music together at the same time.
- The award helped me develop a podcasting strategy for my face-to-face classes.
- Podcasting helped us bring current science news into the classroom, in a way that was easily accessible for our students.
- Podcasting enhanced my teaching by presenting poetry in a visual as well as auditory activity.
- Podcasting made it much, much easier to get out information on frequent questions, allowed me to do easy updates and corrections to topics, and lets me address special topics without taking up too much class time.
- Podcasting made me more conscious of how I lecture.
- The award made me aware of a new way of reaching undergraduate students outside of class. I have found that student’s retention of podcast material is better than for other kinds of resources, especially traditional printed text.
- Many of the podcasts I produced were review or preview segments in which I delivered a short lecture. This changed the way I conceived of the organization of the course, which is much more modular now.
- The podcasts have decreased the amount of time that is necessary for clarification questions during class, so I feel less rushed.

4.) Have you explored other instructional technologies as a result of using podcasting in your teaching?



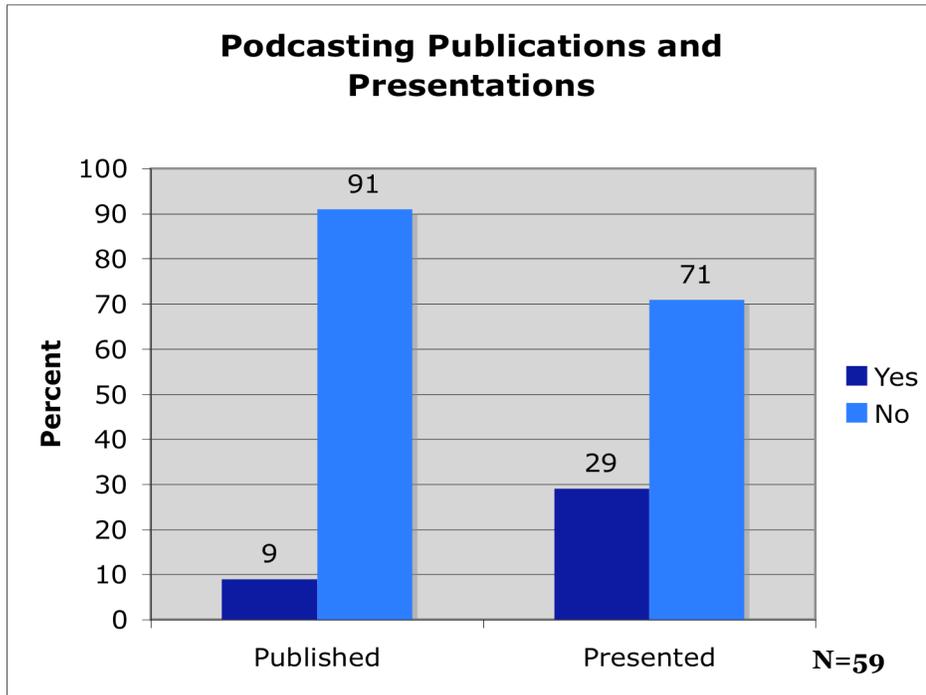
5.) Have you received additional funding related to podcasting?



6.) How much funding did you receive and from what source? N=3

- Podcasting experience helped me secure a \$40,000 five-year funding commitment for a new LIS 201 undergraduate course.
- Engage TECGW Award (2)

7.) Have you published any articles or presented at any conferences on the use of podcasting in your teaching?



8.) Where did you publish or present? N=22

- Presented to groups on campus. (5)
- Presented at a Board of Visitors Event in the English Department
- Presented at the Distance Teaching and Learning Symposium
- Presented at Wisconsin Speech-Language Pathology and Audiology Professional Association Annual Convention
- I have talked with colleagues about podcasting
- I am planning to publish an analysis of student performance.
- Presented at the Academy of Management National Conference.
- Presented at the Pacific Asia Consortium for International Business Education
- Presented at the International Teaching Program
- Presented at the Society for the Advancement of Scandinavian Studies
- Published in the Journal of Dairy Science
- Presented at the American Association of Colleges of Pharmacy
- Presented at the Association for Animal Sciences Association Conference.
- Presented at a German University
- Keynote address at the Annual Technical Conference of the Society of Plastics Engineers
- Presented at an International Conference
- Website article
- Presented for the American Folklore Society
- Various educational conferences and teacher workshops in Wisconsin.

9.) Which best describes your position at UW-Madison?

