Pod-casting

I. I was asked to speak negatively about pod-casting.

A. As a computer early adopter that probably seems very funny to people

B. I am the person who would be using my ipad, iphone and computer at the same time

C. And then I reviewed the literature which suggests that students in general like it and that it does not adversely effect learning and felt really screwed

    1. The lesson is do not agree to do things until you read the literature

D. But then I realized the real problem with the question that I am supposed to talk about – it is the wrong question.

    1. Why?

    2. Because it focuses on the teaching instrument. And it is not about the instrument. It is about the educational objective.

        a) Example of when people say should I have small group discussion

        b) Confuses strategy with objectives

            i. If the goal is imparting knowledge then books or lectures may be best; if skills than simulations

E. Another distinction – is it good for the student or is it good for the faculty?

    1. Students may find that podcasts help them learn

    And

    2 . Faculty may find they decrease the attention they put into their lectures

        a) Now downstream this may effect learning but not initially

F. Finally one needs to be clear about what podcasts are being used for

    1. Initial acquistion of the material via lecture (substitution)

    2. Watching lecture when can not get the information any other way (emergency)

    3. Review of the material after having watched the lecture or delivering supplemental material (addition)

II. Thoughts about podcasts as substitution

A. What is the purpose of medical school lectures

    1. Transmission of knowledge

        a) To the degree this is the primary goal wonder why have set lectures at all

        b) Here the data for lectures is the weakest

            i. Passive learning mode

            ii. Ability to change practice in CE low data

            iii. So increased flexibility of a bad teaching method may not be a good idea

            iv. And why should we be tied to what students want?

                -is satisfaction a good measure of learning.

                -satisfaction is a good measure of satisfaction

    2. Discussion of material led by a skilled teacher – eg application of the knowledge

        a) Are there other opportunities for the students get this material

        b) One study

The purpose of this study was to consider the efficacy and popularity of ''Virtual Lectures'' (text-based, structured elec- tronic courseware with information presented in manageable ''chunks'', interaction and multimedia) and ''e-Lectures'' (on- screen synchrony of PowerPoint slides and recorded voice) as alternatives to traditional lectures. We considered how three modes of delivery compare when increasingly deeper forms of learning are assessed and also student reaction to electronic delivery. Fifty-eight students in three groups took three topics of a human genetics module, one in each delivery style. Results indicated no overall greater efficacy of either delivery style when all question types were taken into account but significantly different delivery-specific results depending on which level of Bloom's taxonomy was assessed. That is, overall, questions assessing knowledge consistently achieved the highest marks followed by analysis, comprehension, evaluation and application. Students receiving traditional lectures scored significantly lower marks for comprehension questions. Stu- dents receiving Virtual Lectures scored high for knowledge, comprehension and application but significantly lower for analysis and evaluation questions. The e-Lectures scored high for knowledge questions and were the median for all ques- tion types except application. Questionnaire analysis revealed a preference for traditional lectures over computer-based but nevertheless an appreciation of the advantages offered by them.

    3. Socialization

        a) Grand round examples

        b) How might spending time with other students be useful from the medical school point of view

B. What will the effect of podcasts on the lecturers themselves

    1. Are concerts better than/worse than CD's

a) What is the effect of a crowd on the lecture

2. If moving to podcast why should the lecturers have a set time to show up

a) Would it be better if the entire lecture was filmed

i. Control to fix errors

ii. Could get feedback on slides and improve them

b) Would it be easier or more efficient for the lecturers

C. Tipping point problem

1. What happens when most classes podcast but some do not

III. Thoughts about podcasts as addition

1. Are entire lecture podcasts the most efficient way to summarize or review material

a) If students going to spend the time to rereview what would be the best way to accomplish this goal?
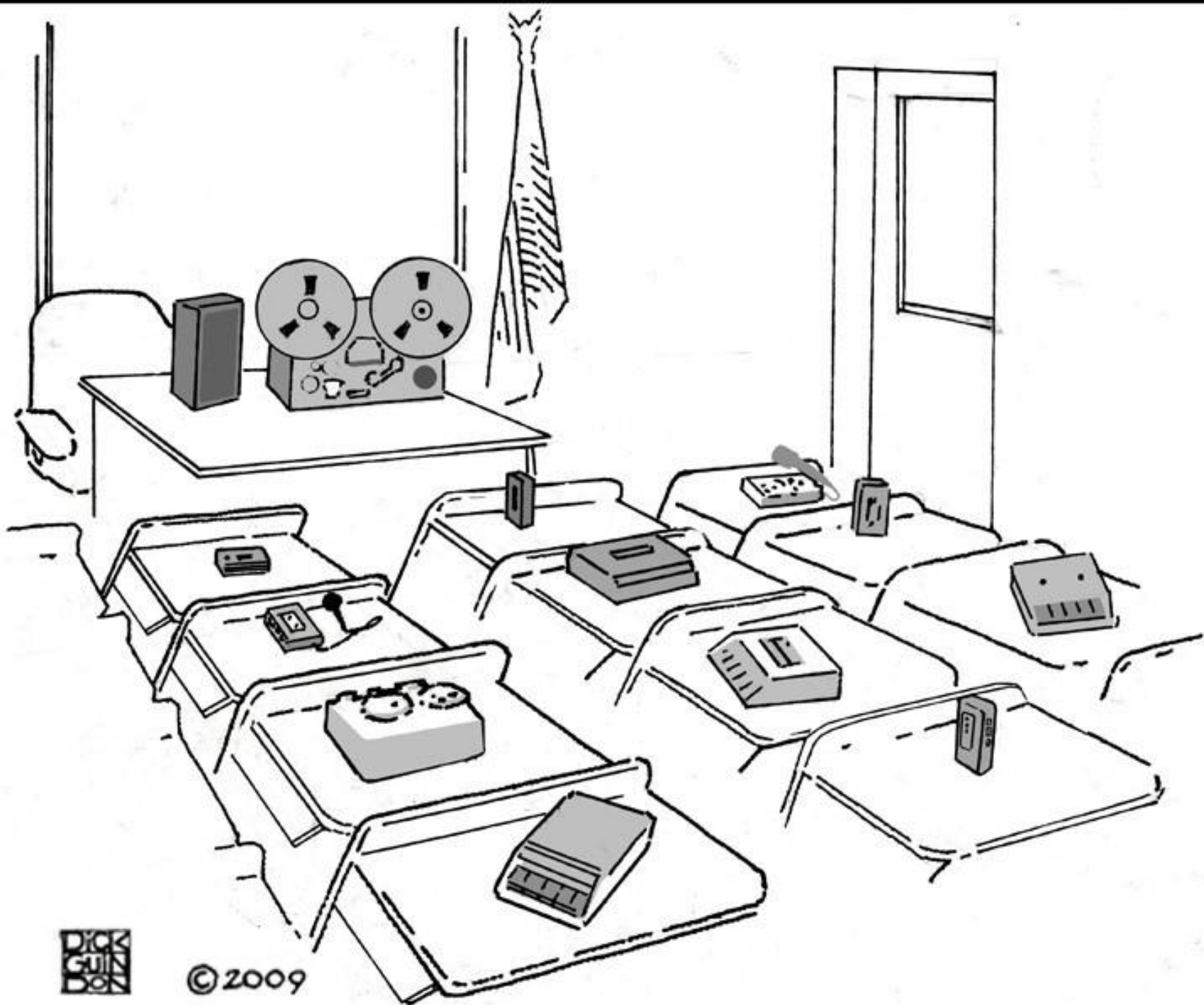
2. Would indexing or time-tagging the podcasts help the students

IV. Summary

A. Not helpful to be a Luddite

1. In old days everyone used note taking or taped lectures

B. Question is why and what is the goal

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