

A Review: Use of Podcast in improving student learning

Aniket Kumar Singh¹, Abhishek Raj², Roshan Kumar Mehta³, Navjot Kaur⁴

Abstract

The aim of the research paper is to find out whether podcast application can help student to learning, listening ability, & speaking ability. It indicates that the application is very useful for learning language, especially in terms of listening capacity, in a more convenient and timely manner. This application is for the student to develop their listening skills by listening continuously and becoming accustomed to being in an environment of learning. This research suggests that university teachers incorporate profession-based podcasts with students at technical universities to develop student listening and speaking skills, provide new vocabulary to participants in the educational process, and promote engagement with the engineering culture as well as independent student learning outside of the classroom.

Keywords: podcast, technology, learning objectives

Introduction

Listening plays an important role in our life in the terms of communication with people. When we learn a language process, listening provides us the input for that. While listening, according to Myers(1992), is considered not only hearing, but also including the added dimensions of paying over attention, analyzing, & understanding, and evaluating the spoken messages, and possibly our action based on what has been heard.

Nowadays Smartphones and the Internet are those things which cannot be separated for most of us. When using the internet, everyone needs to be able to function, get information, news, and entertainment, as well as research. Students in this age are not required to come to campus to study because the teaching and learning process can be completed entirely online. Google is a well-known internet website. Google has been supplying educational organizations like the British Council with millions of sources validated certificates or applications. The British Council has released a number of apps for learning English, including movies, podcasts, games, and quizzes. Google Play, Apple Store, and Windows Phone Store are all places where you can get the game.

Based on the above-mentioned researches we selected project for improve the listening ability of the person by use of our application which is a podcast. There are several features on this application, the most important is the audio sharing/voice expression of their expression or thoughts or ideas and some more similar type of expressions which can be downloaded for free or played offline. The other features of the application are channel subscription of their own choice.

Podcasting has long been marketed as a convenient way to listen to audio on the go. Many other places, such as in a car, at a gym, at work, and on public transit, have become popular places to listen to podcasts. Podcasting seems to have evolved into a media channel that is no longer just a fill-in-the-gap secondary audio medium, but rather an enticing audio platform that is used in a range of environments

for a number of purposes. In other words, podcasting's time has come as a major audio format for today's demanding media audiences, thanks to its on-demand, time-shifting, and smartphone features.

Whether podcasting is "the future of radio" and "the missing connection linking radio and the Internet that Internet radio stations were unable to create" has long been debated. Podcasting is on-demand, time-shifted, customized, and flexible in content and design, as opposed to regular and internet radio, which are essentially linear and standardized. Podcasting is more immersive than streaming music, but it has less companion value because it takes a lot of time.

The podcast application design involves the various technologies:

- Firebase Database, Real-time Database, SQLite, Shared Preferences
- Firebase Authentication, Storage, fire store
- Library: Retrofit, Glide, JSON
- API's, Firebase UI, Material Design, GitHub

API provides us all the information about a podcast including artists name, description, image, and audio. We use to fetch all the sensitive data from API into our app and show them to the user.

DFD: It stands for Data Flow Diagram. It helps us to visualize the major steps and data involved in software system process of podcast application. In this paper there are three level of DFD according to application design i.e. 0, 1, 2.

Some positive and negative effect of using podcast:

Podcasting provides a fantastic opportunity for learning through listening, making listening

more appealing than reading. It means that learning everything was a more pleasurable experience than reading.

Ng'ambi[2008], Podcasting as a tool also entails creating reflective learning tasks that require listening to a podcast to complete. It means that the students were inspired to learn by listening to podcasts.

It allows students to have a variety of experiences outside of the classroom by allowing them to use mobile devices such as laptops, cell phones, MP3 players, and iPods. It means that listening to podcasts made it easier to get information from institutional academics. Students were able to take control of their own learning by listening to podcasts. Students should shift their attention from knowledge transmission to knowledge creation, which is a constructivism tenet. Students can also use podcasts to build knowledge and understanding while using the same devices they currently use for social and entertainment purposes.

Related Study

The amount of podcasts listened each week (i.e. the width of listening), the number of minutes spent per time (i.e. the depth of listening), and the number of downloaded podcast programs were all used to calculate the utilization variable (i.e. the routine of listening). Participants first indicated whether they listened to podcasts weekly or monthly, then how many podcasts they listened to in a typical week/month for the first predictor, number of podcasts listened per week. Monthly users' use was divided by four to convert it to weekly use. The participants were told to write down a certain number of minutes spent per time period. Answers with a time range (e.g., 30–45 minutes) were recoded using the range's middle point. The participants were told to select the corresponding number for the

last predictor, the number of subscribed podcast programs.

The three most significant motivators for podcasting were found to be entertainment, knowledge, and audio platform supremacy. Podcasting is, at its heart, about content and a unique way of delivering the content on demand.

Hanukah et.al.(2006) proposed apart from that podcast can also be used for online distance education students. The exponential development in online distance education has necessitated a rethinking of previously acceptable distribution systems and pedagogical methods. Dropout rates of distance education have been high. And online course dropout rates are no exception. The fact that students in online courses feel alienated has been well established. Isolation and disconnectedness in the online world blame for student dropout, as well as a sense of isolation that may lead to a lack of desire to learn.

Podcasts are recoded audio files that can be used in educational and training environments to deliver customized content to students in a particular course over the course of a semester. For instance, if the teacher produces podcasts for each unit to outline key points raised by students in threaded discussions, or if the instructor sends out notices about deadlines or changes. Students of residential college courses are increasingly using podcasting to deliver audio recordings of lectures. These audio files are made available electronically so that students can download and listen to them outside of class in order to study teaching materials (e.g., lectures) at their leisure.

Audio podcasts have long been used in language learning as a one-way, unidirectional mode of communicating information and course content, such as recording lectures, providing

preparatory material for the next lesson, or providing audio feedback. Similarly, audio recordings have long been used in language learning to complement textbooks and other teaching materials and to promote authentic listening practice. For example, researchers discovered that podcasts provide language learners with a wide range of real-world situations in which they can practice sentence structure and vocabulary. Students must master a variety of skills in order to produce podcasts, including studying and analyzing information, creating an outline, drafting and editing a script, and practicing pronunciation and fluency through repeated rehearsals.

It is the process of recording audio, music, news, or speeches and then uploading them as digital sound to a website or blog. This application offers a variety of audio recordings and suitable material for students who have access to the internet, which they can download using their smartphone or computer.

Methodology

FLOW CHART

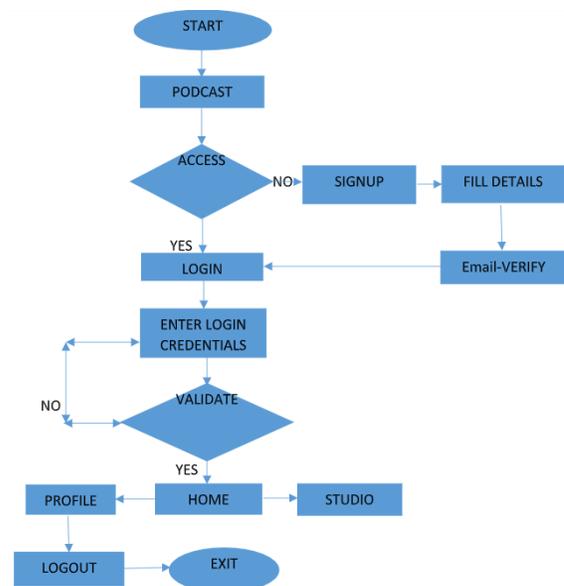


Figure 1: Flow chart of workingmodel

Use Case Diagram

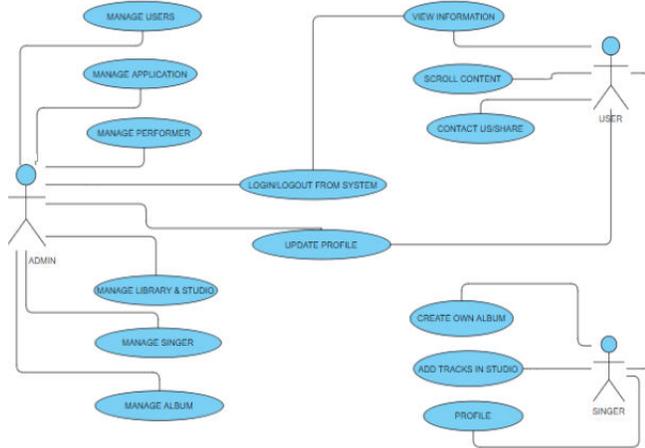


Figure 2: Use case Diagram

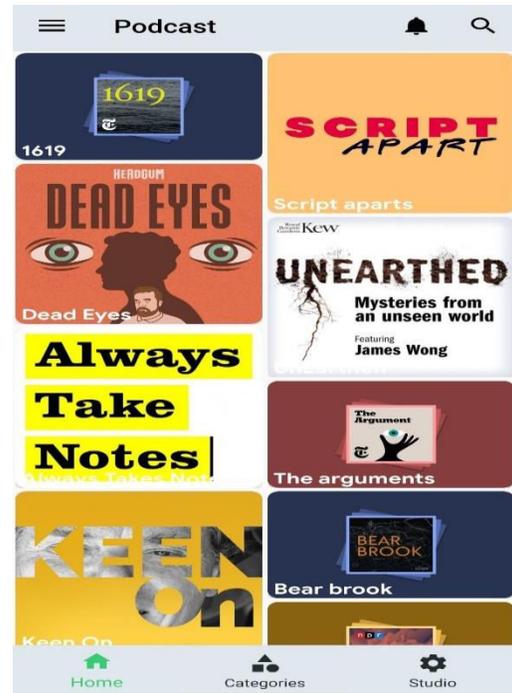


Figure 4: Application UI-2

Application UI Figure

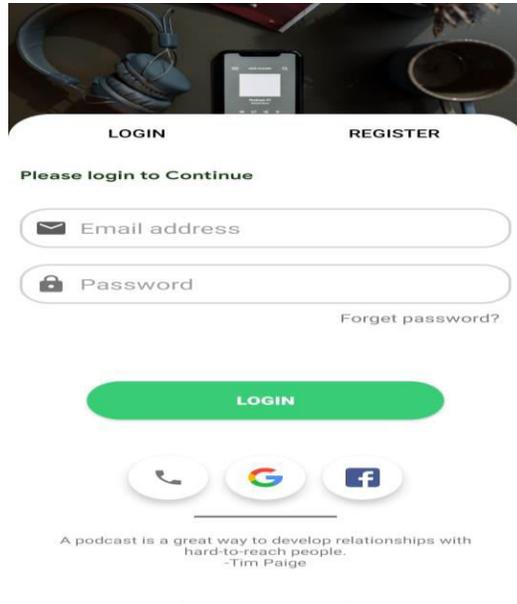


Figure 3: Application UI-1

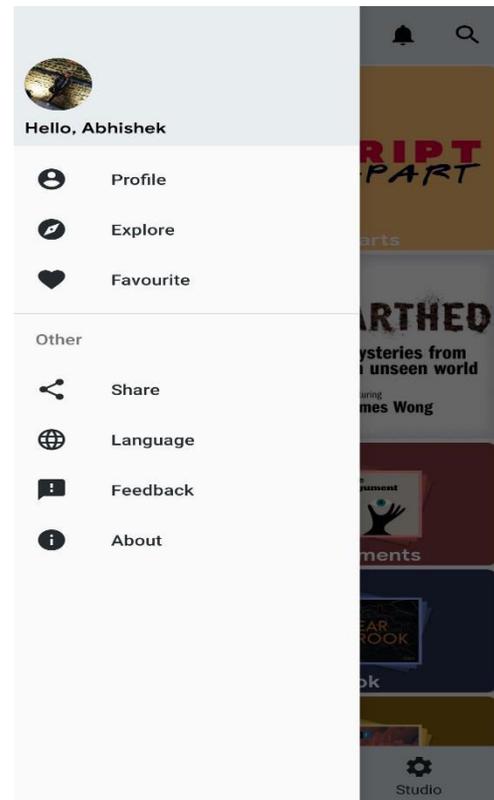


Figure 4: Application UI-3

Through this user interface we can specify the various functionality of applications.

Result

PARAMETER	SURVEY CATEGOR Y	% ACHIEVED
SPEAKING CONFIDENC E	STUDENTS	77.7
ASSIGNMEN T	STUDENTS	81
SOLO VS GROUP	STUDENTS	SOLO>GROU P

Students' perceptions of digital competence, attitudes toward and trust in computers and digital technologies, and the perceived educational benefits of producing podcasts. In the pilot study on student-generated podcasts involving teacher education students, they found no problems with time management or the technical difficulty of producing podcasts. Even the students who were late adopters and technophobes seemed to become more comfortable with the technology after only one attempt. This isn't particularly surprising. We hear a combination of what resonates in our chest and throat and what comes out of our mouth when we talk. Because the recorded sound is more isolated, most people haven't had enough exposure to this recorded version of their own voice to become accustomed to it. The more people hear their own voice, the more they are likely to become accustomed to it, and it would be interesting to see how people respond to this question after completing several podcast tasks over a longer period of time.

The results of the some of the survey which are available online indicate that, in addition to increasing trust with technology, the experience

of creating a podcast may also increase the confidence of students who are hesitant to speak English in class. According to the poll, 81 percent of respondents believe that the podcast assignments benefit less confident students, and 77.7% believe that the assignments improve their speaking confidence. Statements like these were found in the open-ended section, confirming this:

“I was hesitant to do a podcast at first because I dislike hearing myself speak, but I can now say that it has helped me overcome my fear of public speaking. Some of the new vocabulary was also taught to me.”

“I see a lot of advantages, especially since you have to speak in a foreign language that we didn't get much practice in school. Additionally, it boosts your confidence in speaking English to a degree.”

“Because we had to record it several times before it was perfect, it was an interesting experience and a good way to practice speaking skills.”

The survey also included an open-ended question asking students to discuss the advantages of making a podcast solo versus in a group. The most common benefits cited by those who preferred working alone on the digital storytelling podcasting assignment were the chance to share their personal stories and the fact that working alone allows for greater flexibility and time management: “IAFOR Journal of Education Volume 5 – Issue 3 – Winter 2017 166”.

*It was easier for me because I could talk about something that actually happened. It was almost like telling a story. Furthermore, I could do it without having to meet with colleagues to discuss and write something down, making it more flexible.

Many of those who preferred the group podcast said that the task helped them improve their collaborative and interpersonal learning skills, and that they simply enjoyed working with their peers.

Producing it together was more fun because there were more ideas and we had some really funny scenes while recording the podcast.

Conclusion

Podcasting allows students to create authentic language outside of the classroom and promotes multimodal teaching and learning. Furthermore, podcasting can be a useful tool for students to develop desirable digital storytelling skills, as well as a valuable outlet for them to express their thoughts and ideas, share opinions and perspectives, and produce authentic language. They can also create their own music streams, which can be listened to both online and offline. Overall, the students' podcasts were viewed as an effective learning tool by the participants in this study.

The students who are less confident and tend to be quiet in class because they allow them to work at their own pace without the stress of real-time interaction. Podcasting should not be considered as a panacea for all of the challenges associated with language learning in the digital age, but rather as one of many digital learning tools. Podcasts created by students can be encouraging and entertaining. Podcasts can also be created as individual or group activities, depending on the assignment's particular learning objectives. As a result, in the digital age, student-produced podcasts provide a highly versatile and engaging alternative for students and teachers.

Future Scope

Podcasts are an effective learning tool since they enable students to participate in “authentic”

listening experiences on virtually any topic they are interested in. Student will be subjected to a number of real-world activities that will enable them to solve problems and formulate theories in a real-world environment.

Podcast application can be used in the field of education, research and advertisement in future. Media use can be tailored based on student characteristics and target needs.

References

1. Hill, J., “Integrating Podcast Technology Effectively into Student Learning: A Reflexive Examination”, *Journal of Geography in Higher Education*, vol. 36, pp. 437-454, 2012
2. Mambrisauw, I, Riddle., “The implementation of podcast media for listening skills learning medium”, *Journal Deutsch als Fremdsprache in Indonesian*, vol.4, 2020.
3. Nadhianty, A., Purnomo Augus., “Implementation Podcast and Learning Video to Connecting in Distance Learning on Higher Education”, vol.5 No.1, 2020.
4. Fachriza, A., “The Effect of Audio Podcast Application on Guessing Meaning Skill on Teaching Listening Comprehension”, *Educan Journal Pendidikan Islam*, Vol. 4 No.1, 2020.
5. Goldman, T., “The Impact of Podcast in Education”, 2018.
6. Luttenberger S., “Different Patterns of University student’s integration of Lecture Podcasts, Learning Materials, and Lecture Attendance in a Psychology course”, *Springer Link*, pp.165-178, 2018.
7. Merhi, I, Mohammad., “Factors Influencing Higher Education Students to Adopt Podcast: An Empirical Study”, *ScienceDirect*, vol.83, pp.32-43, 2015.

8. Chan, M, W., Chi, W, S., & Lin, Y, C., “Student Perception of and towards Podcast-Based Learning-A comparison of two Language Podcast Projects”, *Electronic Journal of Foreign Language Teaching*”, vol.8, pp.312-335, 2011.
9. Swiatek, L., “The Podcast as an Intimate Bridging Medium”, *SpringerLink*”, pp.173-187, 2018.
10. Yoestara, M., Putr, Z., “Podcast: An alternative way to improve EFL students listening and speaking performance”, *Englisia Journal of Language, Education, and Humanities*”, vol. 6, 2018.