The Positive Impact of Using Podcasts in Education in El Baha University College of Science and Arts Elmikhwa Branch

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The objective of this article is to present the positive impact of podcasts on education in general and to investigate the effect of the use of podcasts in teaching and learning or education. When performed properly podcasts can improve several aspects of education. First, podcasts can act as an innovative teaching resource for instructors to design new classroom activities. Second, it has learning benefits for students inside and outside the classroom which support the learning process. Lastly, podcasts can improve teacher preparation and planning of the lesson. The research used descriptive and analytical methods to show the effect of performing podcasts in the classroom and how it enhances the teaching and learning process. The study concluded the positive impact of using podcasts in education and being a digital teacher helps to enhance the teaching and learning process.

Keywords: Podcast, digital, learning

INTRODUCTION

Podcasting is modern portable technology consisting of a video and digital audio stream that can be downloaded and played on mobile devices. The term "Podcast" is derived from two technologies, "iPod" and "podcasting". Podcast offers satisfaction for listeners to select and listen to their favorite program. Constantine (2007) defined a podcast as an online audio publication designed to be downloaded and listened to on a mobile device such as tabs, smartphones, and laptops. Moreover, podcasts have unique features and differ from other voices in terms of their content. Audio content offers an authentic listening source that allows every listener to benefit from, however, in the same concept. Sloan (2005) claims that podcasts are an innovative method of online broadcasting that can be used to automatically transfer digital audio content to mobile phones. Fernado (2016) mentioned that regarding its use in classroom teaching contexts, several scholars have provided some points of view s and reasons for including podcasts in language learning classrooms.

Locker (2018) claimed podcasts have had a fast spread in recent years. In 2014, there were 7 billion total Apple podcast downloads, 10.5 billion in 2016, 13.7 billion in 2018, and in March of 2018 Apple Podcasts jumped to 50 billion total podcast downloads and streams. He also exposes that podcasts now cover more than 155 countries, with at least 525,000 active podcast shows and more than 18.5 million episodes. The accessibility and availability of podcasts are popular. People can listen to podcasts at any time while commuting, exercising, or working. , podcast design has never been easy. It is only natural that podcasts are widely available and spread all over the world Technology has played a large role in the teaching and learning process with the event of globalization. Universities have many approaches to blending learning instead of the traditional frame like references and books that dominate the curriculum. Universities have many digital tools and technology as part of the classroom environment. The instructors can access digital tools and technology as part of the university education environment as well as they can teach the same content in different ways, thus students are able to expose to different styles of learning methods. This technology enables students to determine how they are learning and shows instructors how they should structure their curriculum. In addition to teaching subject content, multimedia means

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also teaches students the technical skills needed for a quest. For example, multimedia forms in the classroom include PowerPoint presentations, class videos, digital photos, and podcasts. Being a digital teacher and proficient in understanding these forms of technology, as well as learning how to operate them. The term podcast will be defined as a digital audio file created and then uploaded to an online platform to share with others. Phillips (2017) mentioned that nowadays podcasting has greatly increased in public. A podcast is one recent example of Internet audio which is an audio file that a person can form using a computer, microphone, and software program. Once posted to the web, podcasts can be accessed, downloaded, and played to a computer or MP3 player. The prevalence of podcasts can be due to their simplicity, forming, editing, publishing, and listening to them. Harris Interactive (2007) reports that players of podcasts are uncommonly popular among young adults, noting a remarkable increase among college students in particular. Due to the increased popularity of podcasts and ownership of M P3 devices, the use of podcasting has begun to find its way into educational settings. Podcasting is being used in a variety of approaches at all levels and disciplines of education. .Tavales & Skevoulis,(2006)mentioned that podcasts can be used to distribute lecture material. This material is available as a review for students in class or, if students or teachers are absent, a podcast can assist to distribute the missed information.

Stanley (2006) claimed that podcasting can strengthen or reinforce students by giving them chances to create and publish for a real audience and ease and spreading news broadcasts, developing pamphlets, listening to teachers' notes, recording lectures distributed directly to students' MP3 players, recording meeting, lecture, conference notes, supporting student projects and interviews, and offering oral history archiving and on request spreading. Townend (2005) mentioned that one of podcasts importance podcasts allow all students to learn. They permit students to access educational materials at any place, while travelling from home to university or work, or doing any activity they want. They can play the recordings at any time which is appropriate to them rather than be restricted to set class times. However, through Web delivery, access is much easier, often through e-learning systems which are already found at most universities.

METHOD

The research uses a descriptive and analytical method in presenting the positive impact of using podcasts as one of the technological tool used by digital teacher in education. Tone of the literary study shows the positive impact of podcast on education is a study conducted by Huntsberger and Stavitsky (2006) into the use of podcasting in a United States university found similar types of use. The research, which aimed to explore students' attitudes towards podcasting and how they used it, investigated five-course revision podcasts of 15 to 28 minutes in duration, providing chapter summaries and syntheses of the course material at stages during the program. The podcasts were provided to 249 students of an introductory journalism course. Students were invited to complete an online survey and contribute comments and opinions to an online discussion forum. The survey obtained 209 responses from 249 students (89%; the authors note that students were offered extra credit towards their final course grade as an incentive to participate). The research found that 87% of the respondents listened to all podcasts at least once and that 91% of the respondents accessed the podcasts "during their regular study sessions" (p. 403), rather than while engaged in some other activity. While students found the initiative beneficial, the authors note that 40% of the students used the podcasts as a replacement to the textbook rather than additional revision material to supplement it.

In light of this finding, the authors noted that: the instructor is faced with divergent approaches: rethinking how to make the podcasts complement the readings without providing enough detail to make the text seem unnecessary, or conceptualising the podcasts as a substitute for the text as, in effect, an aural packet of readings, augmented perhaps by online sources (p. 407)

RESULT

Podcasts offer teachers the capability to increase podcast usage, and new classroom activities thus improving a student's learning experience. However, evidence shows that digital teachers have been using podcasts as a learning resource at a numerous rate. For instance, the website "*Teacher Pay Teachers*" *where teachers can purchase lesson plans from each other saw an increase in downloads of plans related to podcasts in 2014 and 2015*" FeHennig (2017) mentioned the increase shows that teachers are using and becoming more aware of the technology and becoming digital teachers it is reasonable to assume that there would be an increase in downloads of podcast-related lesson plans in the coming years. The positive faculty feedback towards the use of podcasts as well as multimedia learning tools is one of the positive things. One teacher commented that "the incorporation of multimedia tools within the learning environment enhances both student performance and teaching practices. To this end, the learning environment and teaching practices work in Tandem" Salas & Moller (2015).mentioned that having positive feedback from teachers encourages the usage of multimedia tools and podcasts in classrooms. In addition to that teachers find some advantages with using podcasts that may spread to others through speaking and gradually become more widely accepted and used in certain schools and school districts. Activities in the classroom "combined with podcasts make students more interested, motivated and interactive" FeHennig (2017) mentioned students feel bored in the classroom, which reduces the outcome of both teaching and learning. The activities in the classroom and podcasts force the students to interact with each other because they are feeling active and enjoy a positive learning experience. Teachers who have used this podcast have found that "*students are in better moods, more focused, and more likely to participate in discussions*" Townend (2005) claimed that podcasts allow students to use them anywhere, anytime learning. They allow students to access educational materials at home, while traveling to university or work, or doing any activity they perform. Students can play the recordings at any time which is suitable for them. They have a plain place in distance education, fulfilling the same role that audiocassettes implemented in the past. However, it can be through the Web which is much easier, to access often via e-learning systems which are already in place at most universities.

Other uses of podcasts in the classroom include the ability to provide ideas to students for related materials. Using podcasts encourages students to gain insight into different texts and gain additional knowledge about a certain subject or hobby. In addition, podcasts serve as another learning resource. A digital teacher is able to use the podcasts effectively as a teaching tool which has a direct effect on its ability and success as a learning tool. Podcasts have found success among many teachers as a teaching resource. If teachers are having success implementing podcasts, that can only mean students are also having success with podcasts and are reaping the benefits. podcasts have been employed extensively in some countries and are now being trialed at a number of universities in many countries They allow global learning whereby students can access a variety of educational material anywhere, anytime on iPods, MP3 players, or even desktop computers. Marton and Säljö (1997) were the first who recognize between deep learning and surface learning. These correspond to two different strategies not learning styles. Surface learning is the kind of learning that sees learning as the task of being able to reproduce. A surface learner will try to learn how to reproduce the signs the terminology, the notation, the methods, etc. but will not focus on what the signs actually mean. As a result, surface learning will most often not be able to use the signs in an unfamiliar context. Moreover, surface learning sees the learning process as being first and foremost a form of memorization. Unlike Deep learning is a very different kind of learning a deep learner learns first in order to understand. A deep learner learns what the signs "really mean". As instructors want our teaching to help the students approach the topics by means of deep learning. It is proved that traditional lectures as the main teaching activity tend to reward passivity among students and are not conducive to deep learning. The central idea is that students can construct their own knowledge structures through interaction with the digital environment offered by the use of

podcasts. Flexible learning is defined when podcasts are used as part of teaching, learners will get more room for learning when it comes to planning their use of presentations. Unlike a traditional lecture, a podcast can be viewed in many different ways. Collis and Moonen (2002) define flexible learning as a movement away from a situation in which key decisions about learning are made in advance by the instructor or institution. However, when seen from the perspective of strategic learning, the flexibility that comes with the use of podcasts can support both deep and more superficial approaches to learning. Also, another merit of using podcasts in education Podcasting lectures provides supplementary resources for students who are unable to attend face-to-face classes. Students who are unable to attend lectures due to illness, job, or family responsibilities or as recognized by McKinney and Page (2009) students can be diverted in lectures by other factors can listen to the lecture in conjunction with PowerPoint presentations, which are commonly made available to students. In addition, (Gachago, Livingston, & Ivala,(2016) mentioned that the University of Technology, Cape Town, South Africa found that *"regular recordings of difficult, content-heavy lectures were observed as the most effective use of podcasting"* This finding presents the ability for reaching of podcasts is not limited to just first world countries, but the accessibility of podcast is global .and this shows the importance of using podcasts in education.

CONCLUSION AND DISCUSSION

Podcasting is a useful supplement to the classroom experience because it offers flexibility and caters to different learning styles, using podcasts in education achieves better learning outcomes than surface approaches such as memorization of lecture material and the reproduction of the lecturer's knowledge.A digital instructor has the ability to use any of the tools of technology caters to a novice or an expert user of technology, offering a choice across four unique quests - to explore tools, and resources, take up challenges and tasks based on the learner's level and interest. Lack of training and exposure to digital tools for pedagogical purposes often makes teachers use technology for very limited purposes such as online communication and enhanced content representation. The use of technology promotes choice and engagement, encourages collaboration and creation, offers support and scaffold, organizes content, and provides formative assessments. The use of podcast devices in teaching is obtaining more appreciation. Instructors are offering more innovative supporting tools by blending mobile technologies into the syllabus. The use of podcast technologies brings new promises for education .There are prominent gains that these podcasts can bring to teaching some of these characteristics of podcasts like the extension of mobile communication networks; ease of handling; plenty of resources; affordable cost. Learners are motivated to utilize mobiles, iPods, iPads, and podcasts because of the merits they offer such as availability, ease of use, and portable storage ability and since they can also store MP3 audio files, instructors are promoted to explore developed ways to merge these devices into their education teaching classes. Szendeffy (2005) stated that podcasts provide students and teachers with great full access and integration of material than tape recorders or videocassettes.

According to Lee et.al. (2008) by using podcasts students become more involved in learning through structuring knowledge rather than receiving it. The student is required to have a deep level of knowledge of the subject matter if they are able to construct a suitable podcast successfully, and therefore this type of use challenges the student to examine the material they have been studying to it critically. Podcasting is a useful supplement to the classroom experience, because it offers flexibility and caters to different learning styles, using podcasts in all types of education secondary school at Saudi Arabia or higher education at Saudi universities especially El Baha university achieves better learning outcomes than surface approaches such as memorization of lecture material and the reproduction of the lecturer's knowledge.

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