



Student Preferences and Performance when Transitioning from a Lecture-Dominant Format to Podcasts



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Purpose & Conclusions

PURPOSE: Determine Learner Preference and Performance for Podcast-delivered Physiology Content in a Lecture Dominant Curriculum

CONCLUSIONS:

1. Learners Preferred Lecture over Podcast
2. Learners' Summative Exam Performance (% answers correct) was higher on lecture-delivered content compared to podcast-delivered content

This study has institutional IRB approval - IRB PRO00030136.

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Background & Methods

21 first-year medical school learners at Central Wisconsin Regional Campus

Compare 2 delivery mechanisms for physiology course content: lecture or podcast (each with live and recorded video, faculty prepared handouts, learning objectives, selected readings, PowerPoints, review sessions)

13 lectures (50 minutes each)

9 podcasts (10-20 minutes)

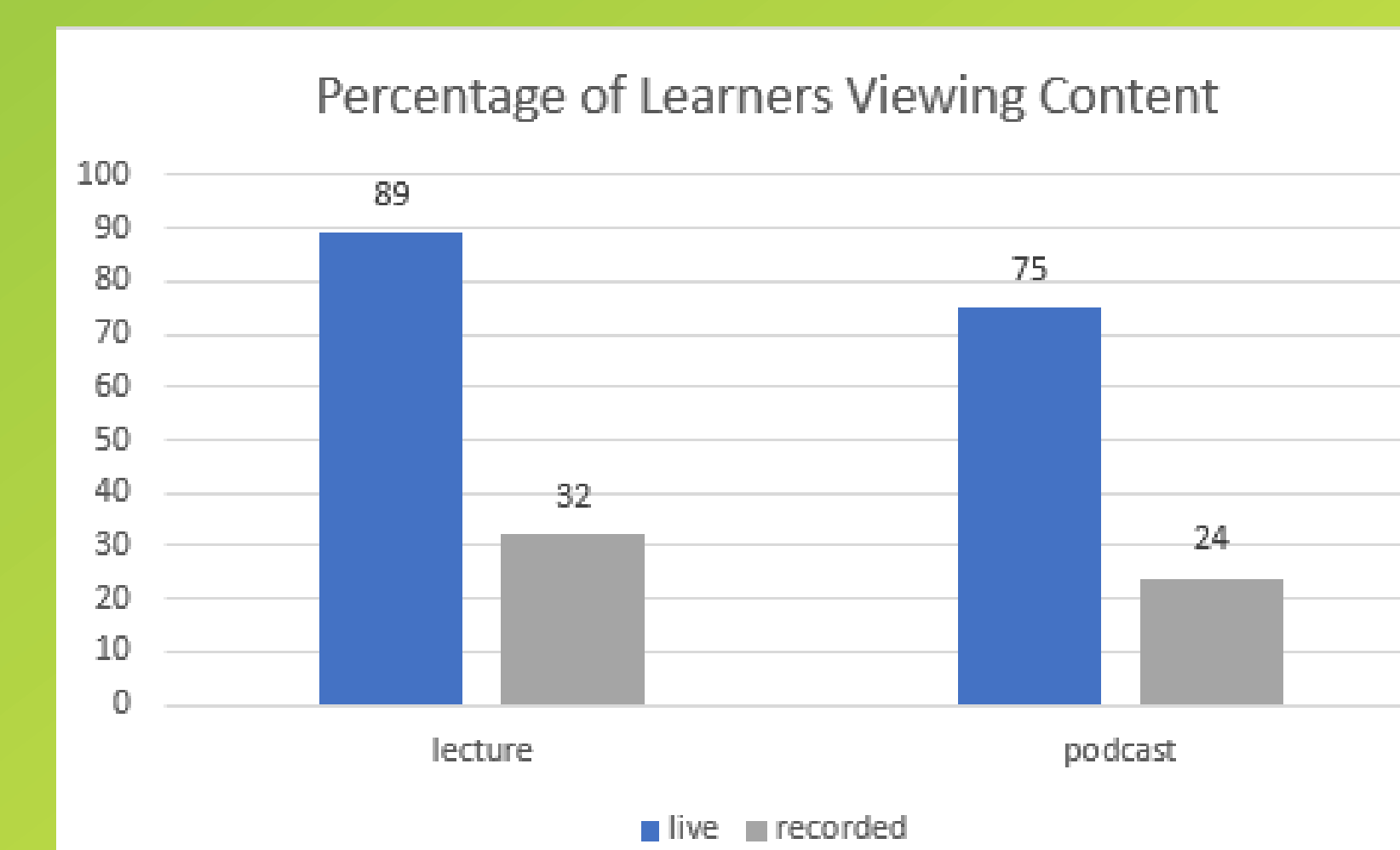
Summative Exam

Evaluate:

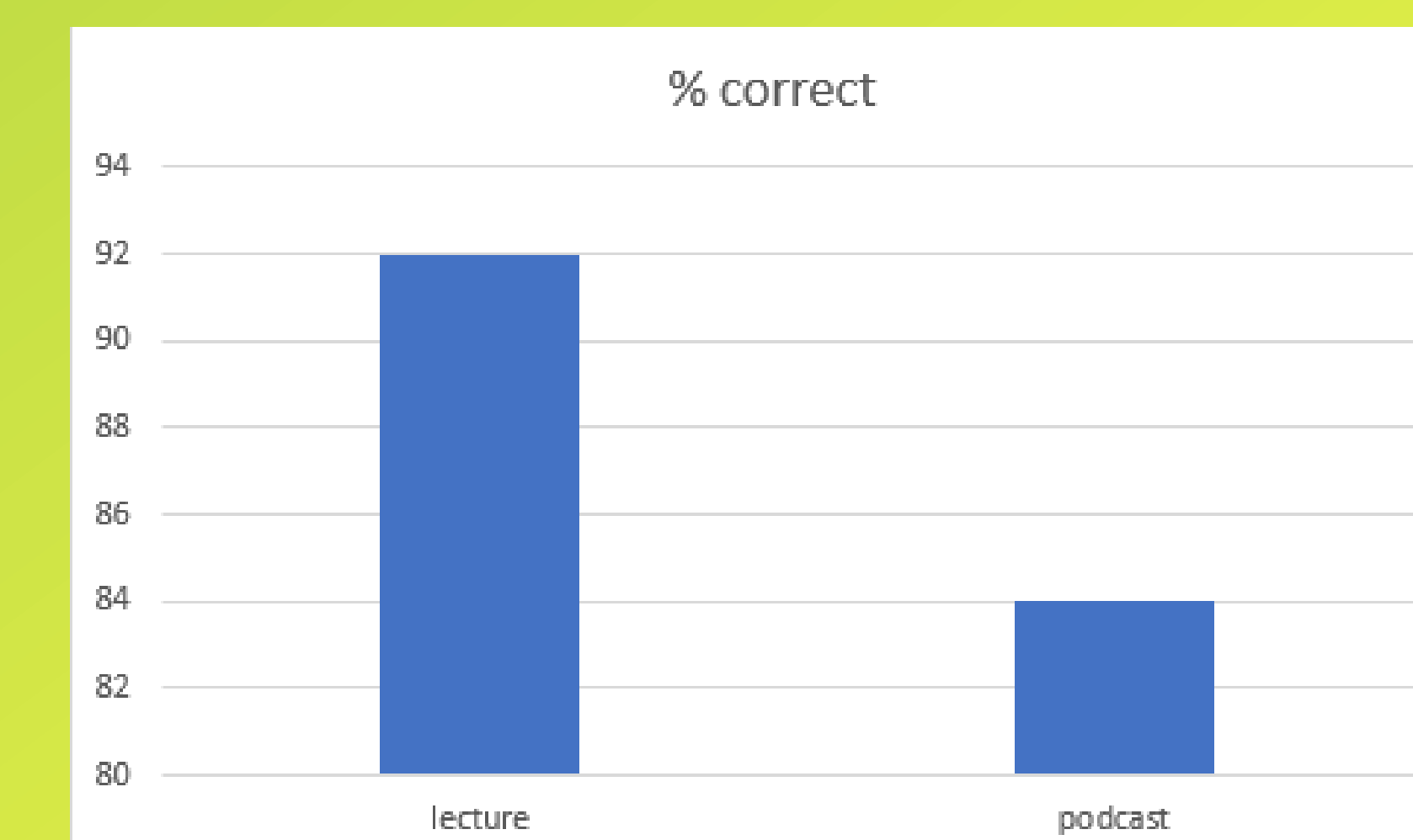
1. learner use of live-streaming and recorded video for each format
2. learner performance on summative exam comparing questions derived from content delivered by each format
3. learner preferences via post-exam survey

Results & Discussion

Video Use

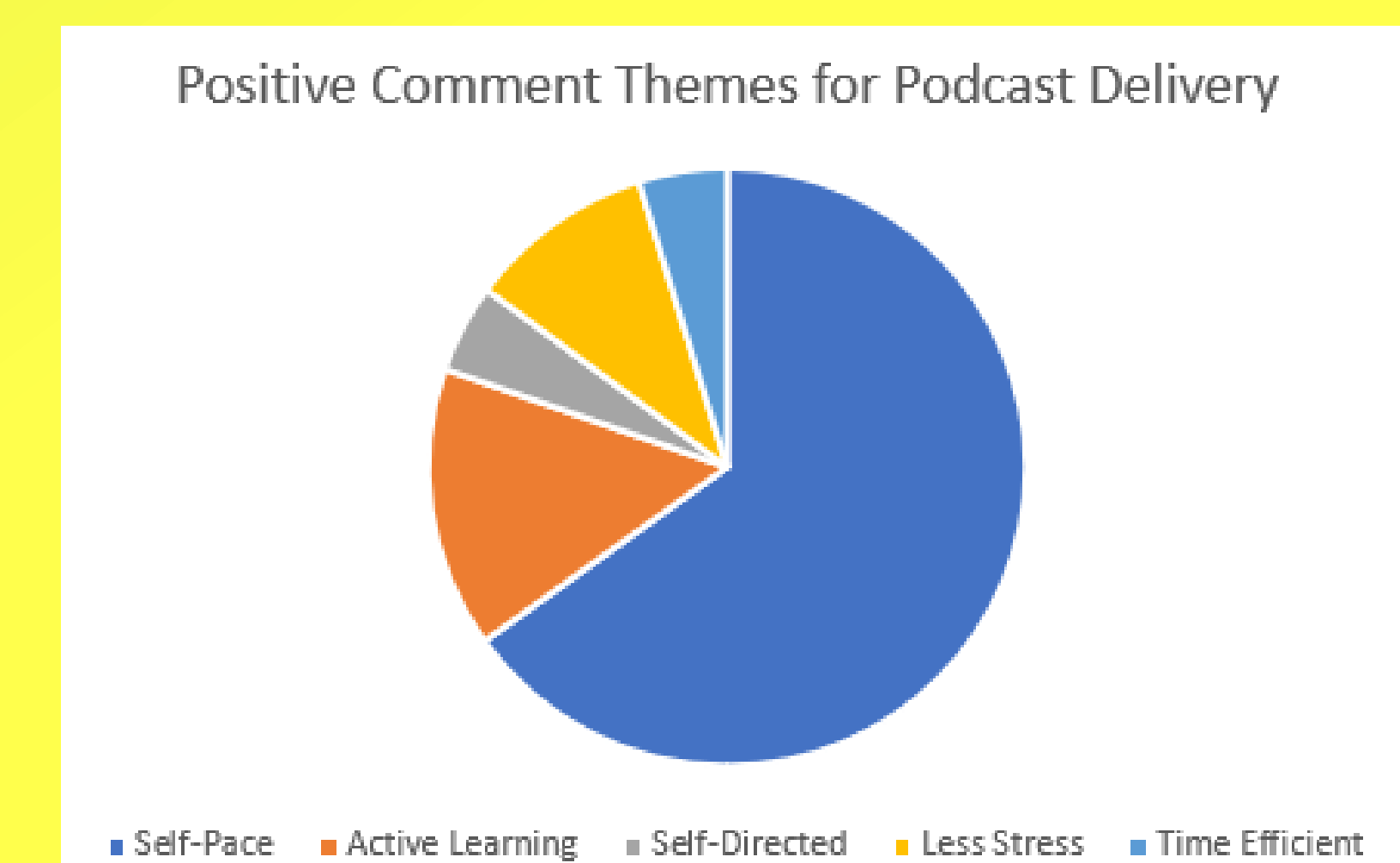
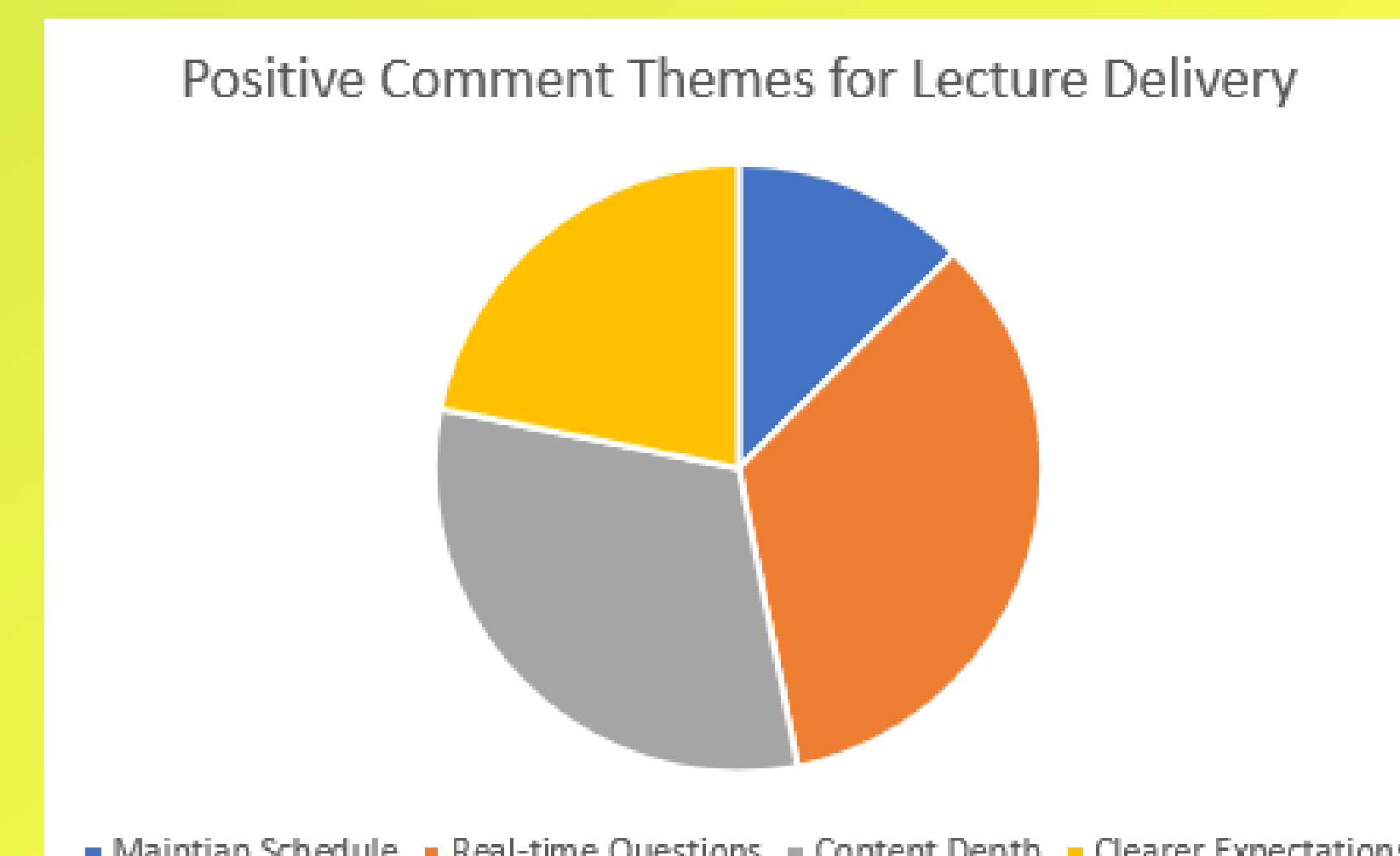
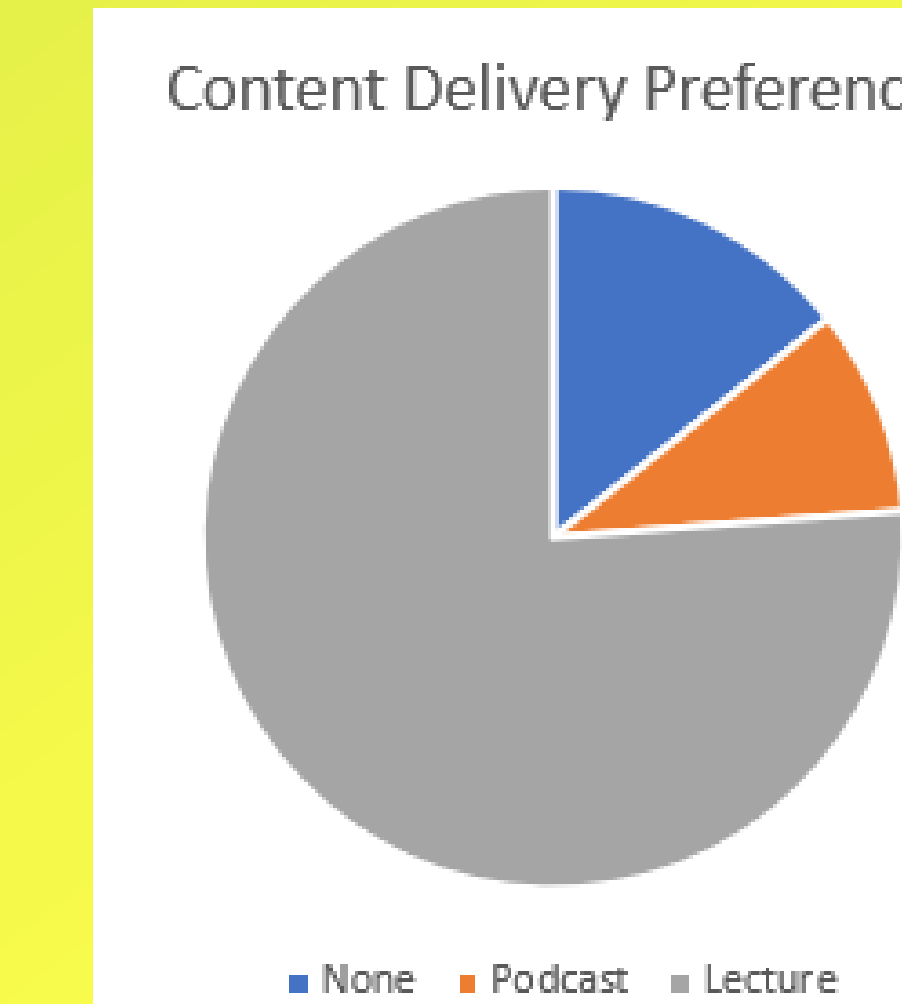
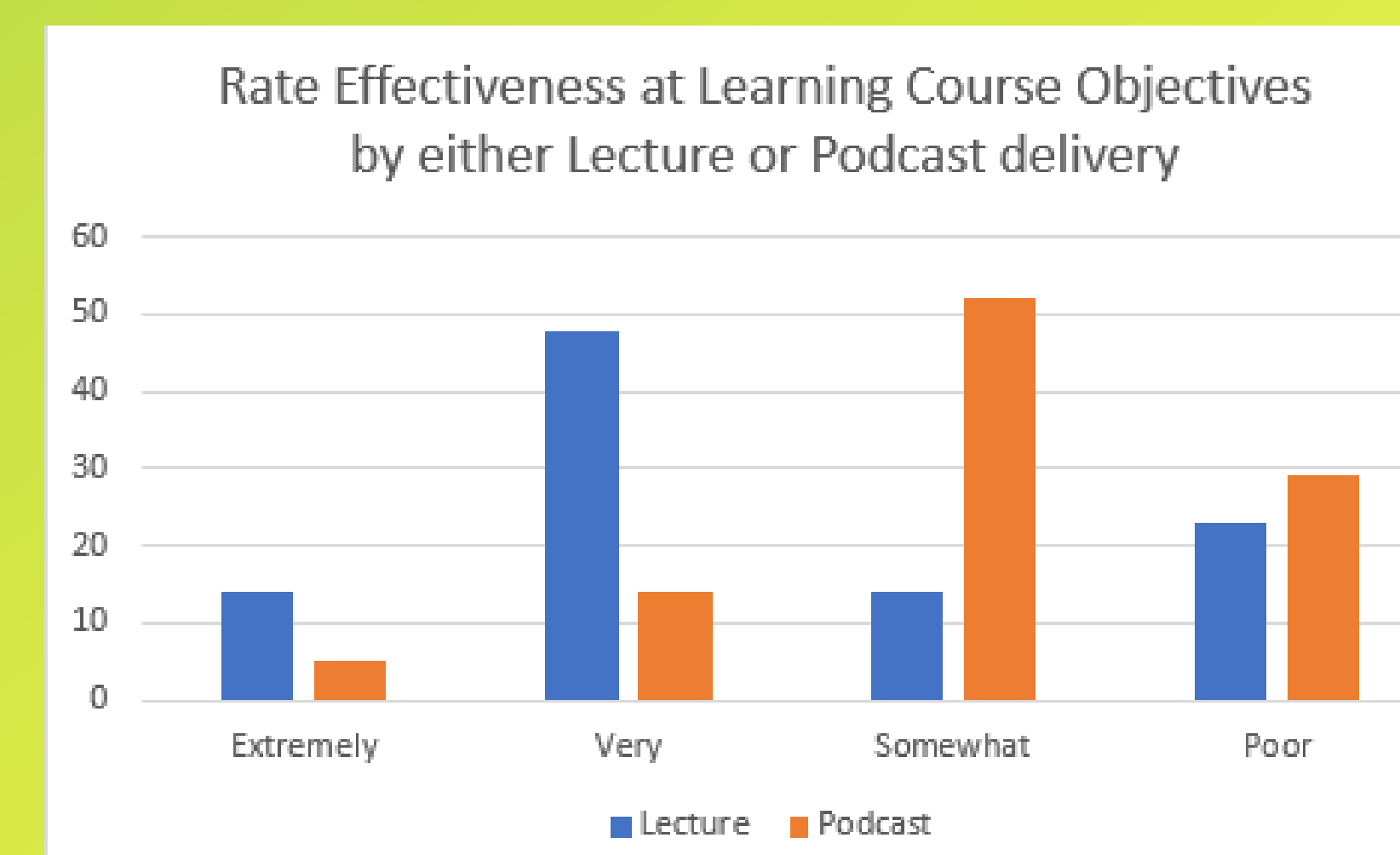


Summative Exam Performance



Learner Preference Survey

100% of the cohort returned completed surveys



Most frequently negative comment for lecture: inclusion of irrelevant content while for podcasts: concern over lack of depth of their learning

Concerns of this study:

- improvement in podcast content/format may influence findings
- single data point (repeat in multiple settings and time points)