



Focus group interview schedules

Student focus groups

..... University

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IMPALA
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(1) How does students' learning supported by Podcasting differ from their learning through structured campus or e-learning processes? For example, does Podcasting assist with student motivation? Is their learning more flexible, easier or successful?

- how does learning differ?
- **Motivation?**
- **Flexibility?**
- **Contribution to learning?**

Starting question

Do you think learning from podcasts is different from how you normally learn – for examples from lecturers, seminars, and other ways that you are used to? Try to think about modules where you don't have podcasts.

<p><i>Check list: Collis and Moonen flexibility dimension</i></p> <p>Flexibility relate to ...</p> <ol style="list-style-type: none"> 1. time <ul style="list-style-type: none"> - tempo / pace of studying - time of study during the day / semester 2. content <ul style="list-style-type: none"> - learning material of the course 3. entry requirements 4. instructional approach and resources <ul style="list-style-type: none"> - social organisation of learning (face to face, group, individual) - learning resources; modality, origina (instructor, learners, library, www) - instructional organisation of learning (assignments, monitoring) 5. logistics <ul style="list-style-type: none"> - time and place - method, technology - location - delivery channel 	<p><i>Summary from Collis and Moonen:</i></p> <ol style="list-style-type: none"> a. Location b. Time c. Device d. Media to support learning e. Course resources: wider choice of resources & modalities of study materials rather than pre-selected materials f. Pedagogy: re-use of student's work and of moments of good communication (student generated podcasts, student reflection, book review, record of debate) g. Types of learning activities h. Types of interaction: good work/individual work i. Forms of communication j. Content k. Entry requirement l. Delivery & logistics
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Explore the following aspects of flexibility

Place of learning:

- *Traditional Places (Home, library, computer lab)*
- *Flexible Places (journey – bus/train, waiting,)*
- *Unexpected places*
- *Are the learning places different to the usual preferred learning place?*

Time to learn (day of the week/time of the day):

- *Which day of the week? (Mondays, Tuesdays,...)*
- *Which day in respect of the lecture? (before the lecturer, straight after the lecturer, in between)*
- *Is the time different to the usual time?*
 - o *Midnight! Is that a usual time for you to learn?*

Activities carried out while listening to podcasts

- *Listening*
- *Listening & Looking (for example explaining a diagram)*
- *Listening & Writing*

Second question:

**Can anyone think of any examples of podcasts ‘really’ helped with your learning?
Something that other methods were not able to fulfil?**

Successful

- *outcomes*
- *emotional aspects*
- *meeting the needs of the learners*
- *approach to learning and studying*
 - o *any changes of approaches? Compared with other modules. Can anyone think of examples?*

How do you listen?

- *Alone*
- *Group*
- *Do you enjoy it?*

Relevant theory:

- *Situated learning ...*
- *Activity theory*
- *Informal learning, informalising formal learning*
- *Laurillard’s conversational framework*
- *Approaches to learning and studying*
- *Threshold concepts*

(2) What kinds of pedagogical applications can be developed for Podcasting through MP3 players for students' informal use within formal HE modules that work to enhance their learning?

Entry question:

Imagine you were the lecturer on this module. Can you think of others ways of using podcasts? will you do anything differently? Suggestions for improvement?

Second question:

Coming back to [your lecturer's] podcasts, what do you think about the content?

[adapt the following according to the nature of podcasts, following is only an example!]

- Skill aspect
- Content aspect: BBC news, the UK Interdependence Report, Fairtrade debate
- Resource review: Book review, "Soundseeing" tour of the CeAL
- Links: Websties
- What have you learned from it?
- What was your favorite bit?
- Is it interesting?
- Calling for student contribution?
- What was your feeling when you listened to podcasts the first time?
- What do you think can be improved?
- Length: Is it too long or too short?
- Is the structure ok?

(3) Can students switch from using MP3 players for entertainment to learning?

Do you listen to music files on your computer? Your laptop? MP3 player? iPod?

What kind of software do you use to listen to music?

- Windows media player
- iTunes
- realplayer
- other

Does anyone subscribe to music podcasts / download from the internet?

Has anyone used their personal MP3 player / laptop to listen to academic material?

Did you feel any differences between listening to music and listening to academic material? What are they?

- academic material to be serious where as music entertaining
- academic material – sit down and listen; music – different
- academic material – require concentration

Has anyone stored academic material in their MP3 players?

- if no, why?
-

A little bit about acquiring the personal MP3 player...

- Did you buy it?
- Was it a present from someone, e.g., a birthday present ...

How do you feel about using your MP3 player to listen to academic material?

- having to download academic material to personal MP3 player?
 - file size,
- mixing music files and [your lecturer's] podcasts ...

Relevant theory:

- “Domestication” of media and technology

(4) What are the psychological, social and institutional barriers to and advantages of more informal learning using Podcasting?

How easy was it to adapt to the new way of learning? / listening to podcasts and learning from them?

- getting used to listening in the early days
- having to allocate extra time
- having to develop as a habit
- other?

How did other students find the experience?

Is there anything that hasn't worked well?

- downloading?
- saving to MP3 player?
- browser issues/
- WebCT issues?

Were there any technical problems / issues? What were they? Did get any technical help?

What kind of support did you receive in order to use of the podcasts?

What suggestions can you make in order to help students to learn from podcasts? or are you happy with how things are done?

Relevant theory:

- Collis and Moonen 4E framework; the bubble diagram
- Laurillard's material

Inventory of teaching and learning activities that can be supported through podcatsts:

- Assignments
- Fieldwork
- ...