CREATIVE GAME-BASED SCENARIO PODCASTS TO IMPROVE THE LEARNING EXPERIENCE AND OUTCOMES FOR FIRST-YEAR PHYSIOLOGY STUDENTS

Chris Lillico[a], Kathy Tangalakis[b], Rudi Klein[b] & Alan Hayes[a,]

Presenting Author: Chris Lillico (christopher.lillico@live.vu.edu.au)
[a]Victoria University, Institute of Health & Sport, Footscray Park, Victoria, 3011, Australia
[b]Victoria University, First year College, Footscray Park, Victoria, 3011, Australia

BACKGROUND
Educational podcasts have the potential to be an excellent medium to promote student creativity and engagement for learning (Forbes, 2015).

AIMS
Evaluating the effectiveness of using a creative game-based scenario and learner-generated podcasts on student engagement and assessment performance.

DESCRIPTION OF INTERVENTION
Students are immersed into a creative game-based scenario and produce a team podcast related to one topic of physiology. Podcasts are then presented, with students participating in their assessment.

DESIGN AND METHODS
Intervention effectiveness was assessed by comparing test results for 2019 and 2018 (no podcast use). Qualitative data obtained for several constructs of interest, including *satisfaction*, *engagement, learning* and *creativity* have been sourced via surveys, questionnaires, and interviews.

RESULTS
Statistical analysis (t-tests p <0.05) found no significance difference between test scores for the 2018 (n =172) and 2019 (n =142) cohorts. Sixty-three podcasts were produced averaging a mark of 73%. 155 respondents to surveys, questionnaires and interviews have provided supportive feedback: *"It was a great experience - first of its kind"* and *"I was able to apply knowledge in a scenario, which further promoted my learning."*

CONCLUSIONS
While no positive effect on test performance was found, feedback suggests that creative-game based scenario podcasts provide an engaging student learning experience.

REFERENCES
Forbes, D. (2015). Beyond lecture capture: student-generated podcasts in teacher education. *Waikato Journal of Education*, *Special 20th Anniversary Collection*, 195-205.