



# Did You Listen to It?



TEXAS TECH UNIVERSITY  
Davis College

Agricultural Education  
& Communications™

The Evaluation of Podcasts as a Learning Tool in  
Agricultural Communications.

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## 1. Introduction

- Digital Audio Programs**  
Listen content asynchronously while engaging in other activities.  
(Hurajova et al., 2022)
- Applied in Classrooms**  
Students' learning skills & teachers' educational techniques.  
(Sturgess et al., 2023)
- Online Learning Resource**  
Reliable information through science-based conversations.  
(Strickland et al., 2021)

Previous studies using podcast, compared it with traditional classroom tools.  
**But not in the agricultural communications field!**  
(McCarthy et al., 2023)

- Cognitive Theory of Multimedia Learning**  
Explores how to learn from multimedia sources.  
Allows educators design and develop effective educational podcasts.

## 2. Objectives

Explore and Evaluate the performance of podcasts in agricultural communications course for undergraduate students.

- RO1** Evaluate and compare podcasts vs. traditional learning techniques.
- RO2** Compare learning techniques performance by **gender**.
- RO3** Compare learning techniques performance by **topic**.

## 3. Methodology

Descriptive & comparative quantitative study.  
Spring 2023 Semester.  
Purposive sampling,  
Two exams to evaluate performances.

**Exam 1**  
Publications, Magazines,  
Photography

8 Questions  
14 Questions

**Exam 2**  
Newspapers,  
Organizations, Radio

6 Questions  
12 Questions

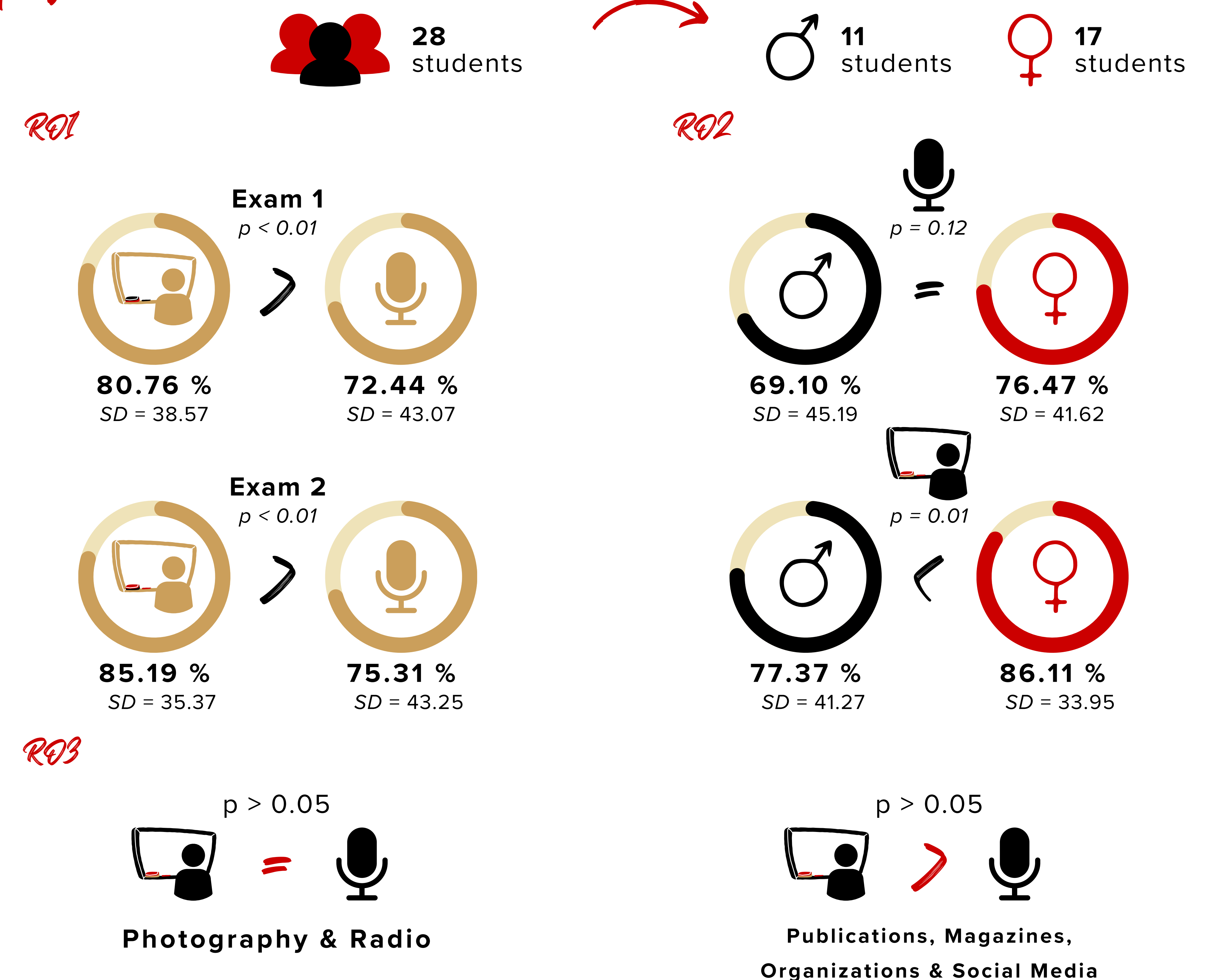
20 minutes length  
Shared in Blackboard  
Recorded by instructor

80 minutes length  
In-person lectures

Data collected and  
exported to Excel

Descriptive &  
Comparative Statistics  
Mann-Whitney  
alpha level 0.5

## 4. Findings



## 5. Conclusions/Implications

Teaching techniques performed greater than podcast.  
Is challenging to verify which student listen the complete podcast.

There's no differences in podcast performance within gender.  
Both gender can multitask while listening to podcast.

Only two of six units had no significant differences between podcast and lectures. Students will always have preference in certain topics than others.

Future research should assess mixed methods.  
It provides a more comprehensive understanding of the effectiveness and impact.

Establish ways to ensure students listen to podcats.

Replicate this study in others ag comm courses.



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Abstract and References