

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

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## 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 20<sup>th</sup> Anniversary Collection*, 195-205.

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