

ER13389 - DEVELOPMENT OF A PODCAST FOR STUDENT LEARNING AND MOTIVATION (The MUG-Hub).



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What was done?

The Medicines Use Group (MUG) at the University of Brighton have co-created a series of podcasts (called 'The MUG-Hub') to increase student pharmacists' access to and understanding of current issues related to medicines use and to provide information, inspiration and motivation around future careers in pharmacy.

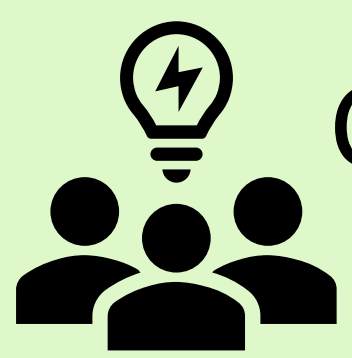


Why was it done?

Podcasts are generally accepted as a valuable tool for enhancing student engagement with course material and motivating students in educational settings¹. They also offer an opportunity for allowing students to make connections between what is taught on the course and it how applies in the 'real world' through discussion with practising professionals².

How was it done?

A small group of teaching staff (including the authors) were matched with a student partner through a digital learning initiative run by the University. Through the process of co-creation a list of topic ideas and format considerations was collated and the podcasts developed and disseminated to the wider student body (podcast titles include 'My career in Pharmacy: reflections of a Specialist Liver Pharmacist', 'Working in General Practice as a Pharmacist' and 'Designing an MPharm course fit for future pharmacists'). Using a fully equipped sound studio and editing suite staff and students created and edited the final podcast.

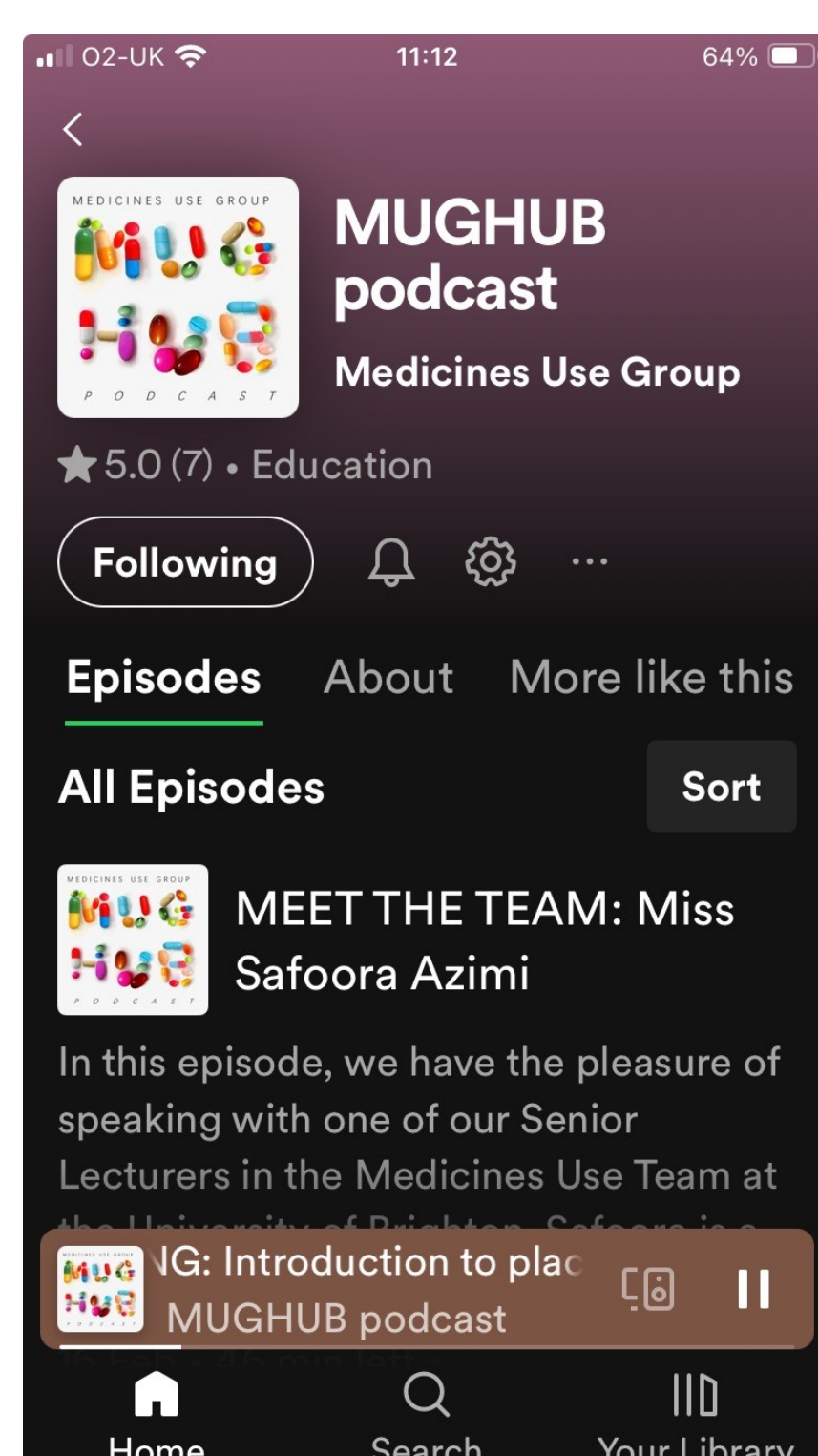


Creation of topic ideas and format consideration

Recording and editing of podcasts using Audition



Meet the Team:
Interviews with
Community, GP and
hospital Pharmacists
Bitesize learning
Introduction to
placements; Research
for your projects;
clinical skills



What has been achieved?

A series of 30-60 minute podcasts has been created and is disseminated to student pharmacists on a monthly basis through the digital learning environment. The introduction of podcasts to the course enhances students' development in terms of self-led learning, communication and collaboration and essential digital skills.

What next?

We plan to take the work forward by engaging more students in the creation of future podcasts and compiling topic lists for future episodes and surveying student engagement with the podcast.



References

- Drew, C. (2017). Educational podcasts: A genre analysis. *E-Learning and Digital Media*, 14(4), 201–211. <https://doi.org/10.1177/2042753017736177>
- Borthwick, F., Bennett, S., Lefoe, G., & Huber, E. (2007). Applying authentic learning to social science: A learning design for an inter-disciplinary sociology subject. *Journal of Learning Design*, 2(1), 14–24. <https://doi.org/10.5204/jld.v2i1.24>

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