

Awareness and Use of Podcast Technology in Teaching and Learning by Academic Librarians in Kebbi State.

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Abstract: The quality of teaching and learning is the primary aim of educational system in Nigeria. This has inspired innumerable educational stakeholders to search for means of restoring quality teaching and learning in logical efforts have been made over the years on teaching methods/models, student learning kebbi state education system. To accomplish this, significant epistemology styles, and curriculum content reforms. However, the role of academic librarians has not been given any significant consideration. It is, therefore, the conviction of this research that the quality of teaching and learning depends profoundly on the availability of information provided and accessed through a well-managed library and information professionals for effective teaching, learning, and research. So, this research will examines the awareness and use of podcast technology in teaching and learning by academic librarians in restoring quality of teaching and learning in kebbi state tertiary institutions.

Academic Librarians have played an incredible role in fostering education and human development over the years. For example, Academic librarians, play a number of roles in the educational ecosystem, including promoting reading and lifelong learning, providing access to relevant and up-to-date research information, developing information literacy skills, and providing training and support for students' learning needs through a variety of mechanisms.

Keywords: Podcast Technology, Teaching, Learning, Academic Librarians

Introduction

Podcast Technology allows lecturers to easily broadcast engaging audio content, which students can listen to at any time and wherever they are. A student only needs to subscribe to a podcast feed, Podcasts can easily be used in schools, universities or colleges to engage students, and improve teaching and learning practice (Colin, 2017).

Many learning institutions that have incorporated podcasting in their education system have reported positive results. This can be attributed to the ease of creating and consuming podcasts as well as the various ways in which education podcasts enhance the students' learning experience.

In simple terms, a podcast is a series of audio episodes. It's like the radio, but on-demand and you usually listen on your iPhone, Android, or another mobile device. Podcasts are used for entertainment, education, and connection with like-minded

communities. One of the most interesting and valuable uses of Podcasting in Education is the concept of student-created content or active learning activities.

Lecturers might allow students to create their own podcast, perhaps including questions, discussions, presentations or projects. These can then be made available to their classmates. This allows students to take control of an aspect of their education and encourages engagement in the material. They can question, they can contribute, and they can teach each other.

The New Oxford American Dictionary defines podcast as "a digital recording of a radio broadcast or similar program, made available on the Internet for downloading to a personal audio player." In other words, it's a digital audio file that's created, shared, and heard. Although many podcasts contain only music or only speaking, most are a creative mix of voice, music, and sounds. Some now include video or photos. There is a wide variety of content, such as National Public Radio programming, a university lecture, an international news update, a band's newest music, or an individual's enthusiastic view of a political issue. Podcasts range in length from a few minutes to several hours.

Objective(s) of the Study

- i. To find the awareness of using podcasts Technology by the academic librarians.
- ii. To find out the types of podcasts Technology used by academic librarians in kebbi state
- iii. To find out the issues and challenges facing librarians in the application of podcasts Technology in kebbi state.

iv. To find the solutions and future endeavour in expediting the use of Podcasts Technology by the librarians.

Systematic Literature Review (SRL)

According to Wiersma (1995) “Review of literature provides the background and context for the research problem. It should establish the need for the research and indicate that the writer is knowledgeable about the area” the purpose is to share with the results of other studies that are closely related to this study and to establish the gap that this study intends to fill. That is why the researcher has gone through with the study of various research papers.

The Review of related literature is very noteworthy, useful and needful part of research study as it helps the researcher to review the researches that are already done by the research scholars in their interested areas. With the help of these research studies, the researcher can find out the research gaps and something new in his research. Hence, the Review of Related Literature which focuses on the podcast as one of the most useful technology in academic library settings.

According to Kaushik (2010) Most of the literature regarding podcasting in library field is on how to create podcast, history of podcast, overview of podcasting and tools required to develop as well as listen to podcasts. Mahjouri and Purnel provide essential steps to create podcasts for a library. Fetaji described the role of podcasting as to produce and distribute electronic content and enhance the communication level among various readers through a case study that was initiated in the South East European University. Some authors recommended inclusion of podcasting technology in libraries to enhance their services. For instance, Kraft urged to integrate podcasting technology into library collection and asserted the ways about how a library could find, organize, evaluate and incorporate the podcasts programme into their collection by setting an example of South Pointe academic Library. Janes emphasized that podcasting needs to be adopted because it supports library goals. Marley describes podcasts as important for academic librarians and discusses ways in which podcasting maybe helpful to law librarians to deliver library services. Libraries and information centers are also distributing iPods to their users to intensify their Podcasting services and resources to satisfy the information needs of the users.

Podcast refers to the ability to enhance convenience, flexibility, and accessibility to learning and research. (Frydenberg, 2006; Nathan & Chan, 2007). Mayas and Freitas (2017) postulate that podcast technology complements a Constructivist approach in the library and classroom activities. A podcast in the library is a modern-day manifestation of the theories of eminent scholars such as Melvil Dewey, S. R Ranganathan, etc. (Lome 2021).

According to Wikipedia, “podcasting” term was used for the first time by Ben Hamersley, a journalist, in his article “The Guardian” on February 12, 2004. Libraries and other information provider agencies are also incorporating podcasting technology into their services by creating, editing, linking and disseminating own and other podcasts to their users. Podcasting offers new opportunities to deliver information contents more effectively and with flexibility to access them anywhere and at any time users want or have desire to listen. A podcast also differs from a Webcast or a You Tube channel subscription. Webcasts are live video feeds, which are accessed on the computer. Similarly, You Tube is a platform that allows users to share videos and comment on content that is generated by creators. You Tube also allows for subscription, although unlike podcast subscriptions, it does not use an RSS feed. Owing to the growing popularity and excessive use of You Tube content, newer versions provide options for users to subscribe and receive notifications every time there is additional content. However, there is no option for automatic downloading of content. Podcasts are episodic in nature and are usually part of a series that follows a sequence as devised by the content creator. They are distinct from other forms of audio content available on the internet as they are delivered automatically to the devices, enabling subscribers to listen to podcasts whenever and wherever they choose (Diem, 2005, Sloan, 2005). Podcasting publish, subscribe and push model

Abdous et al., (2009) Podcasts are usually available online on the websites or blogs of content creators. In addition to websites and blogs, podcasts are available via online podcast directories such as Pod catchers or Podcast Directory. Another resource for locating podcasts is the Apple iTunes directory, where podcasts ranging from fields such as the culinary sciences to entertainment and education are accessible at the click of a button. With such a platform, consumers are able to look for audio and video materials of their interest. By doing this, “Apple has delivered worldwide exposure to public podcasts and created opportunities for casual access to content to become a formal learning opportunity (the concept of “stumble and learn”)” (Rosell-Aguilar, 2007,).

Podcasts: Audio-Video

Podcasts started out as a completely audio medium. However, with the growing popularity of podcasts, many podcasters have embraced video podcasting as a way to stand out and reach an even bigger audience. Video is extremely popular in fact; users are averaging 19 hours per week watching online videos in 2022 which is almost 50% more from 2018. So podcast creators who want their show to see the most growth and appeal to wider audiences are adding video elements to their podcasts.

A podcast can have many purposes, depending on mission why its provided in the particular organisation, but the main one is to entertain its audience. Podcast listeners

might have one of several reasons to subscribe to a podcast, such as to:

- Hear updates and breakdowns of current events.
- Learn about a new topic or industry.
- Listen in on interviews with popular or famous guests.
- Experience an audio drama or narrative storytelling.

But behind each of these reasons is the desire to be entertained. Whether listeners want to learn something new or simply have something to take their minds off of a mundane task, they want to enjoy the experience of listening to a podcast. If they don't enjoy it, they probably wouldn't keep coming back.

Different Types of Podcasts with Examples

Podcasts are as varied as people's imaginations can make them, and there are about as many genres as you can think of; news and education, health and fitness, comedy, and even fiction podcasts are just a few of the most popular kinds. While the podcasting world is wide and varying—and limited only by creators' imaginations—the vast majority of podcasts can be broken down into one of four formats:

- i. Conversational
- ii. Narrative nonfiction
- iii. Scripted fiction
- iv. Repurposed content.

Of course, these are loose categories, and some podcasts are mixes or hybrids of multiple formats. We'll take a closer look at each main category, along with popular examples, below.

There are also many genres of podcasts within these formats. According to *Statistics*, the most popular podcast genres in October 2021 were comedy, news, true crime, and sports.

Conversational Podcasts

The most common podcast format is the conversational one. These are generally the most informal style, with anywhere from solo hosts to a round table discussion. Many of these shows are interview podcasts, which are discussions between one or more hosts and their guests, usually diving deep into the guests' personal history or expert knowledge on a topic.

Stuff You Should Know is a very popular example of a conversational podcast. Hosts Chuck and Josh spend each episode educating each other (and the audience) about a topic of general interest. Their style is extremely informal, and listening to SYSK feels like listening in on a chill conversation between two friends.

Narrative Nonfiction

These podcasts run the gambit from lyrical, topic-based human stories like *This American Life*, to deep dives into obscure mysteries like *Wind of Change*, to the ever-popular true-crime podcast like *S-Town*.

Scripted Fiction

When most people think of fictional entertainment, they think of TV or movies—but scripted podcasts are growing in popularity as well. Just as the episodic nature of podcasts works well for long-form nonfiction storytelling, fiction also does well in podcast form. Subscribers can tune in each week for a new instalment of anything from experimental sci-fi fantasies like *Girl in Space* to historical fiction comedies like *Edith!*

Repurposed Content

Many content creators, from brands to bloggers to TV shows, repackage their content into podcasts. Listeners can catch highlights from their favorite late-night comedy central program on *The Daily Show with Trevor Noah*:

Ears Edition. Or those who like to learn can tune into TED Talks Daily, which compiles TED Talks from around the globe into an easily digestible podcast for the commute.

The process of creating and publishing a podcast is relatively easy. Once they've recorded and edited a few episodes, they need to upload them to their podcast host of choice. Then, podcasters submit their show's RSS feed to podcast directories like Spotify, Apple Podcasts, or Stitcher. These directories are the place where podcasts and listeners connect; users can find, subscribe to, and listen to podcasts using their

Favorites podcasts directory. If you want to listen to podcasts, you'll need to choose a directory first. There are many options available, but some of the most popular includes: Apple Podcasts, Google Podcasts, Spotify, Stitcher, Overcast, Podcast Addict.

Some podcast directories have advanced customization functions, like multiple playlists, sleep timers, smart playlists, and suggestions for new shows based on your interests. Whichever directory you choose, start by downloading the app from the Apple App Store or Google Play. Use the app's search function to look for shows you might be interested in. You can listen to a single episode immediately, download it for later, or subscribe to shows so that each new episode is added to your playlist.

How podcasting works

A podcast is an audio (and sometimes video) medium for creative content. Podcast creators upload podcast episodes, which are downloaded by listeners and listened to on their mobile devices or computers. Most podcast apps are free, and while there are some exclusive or private podcasts that are not free, most podcasters distribute their shows free of charge.

Kaushik (2010) Describes that a podcaster records and edits using suitable software and produces an audio file often in MP3 format that may contain lectures, interviews, instructions etc., and post the final audio file on internet server. Thereafter, RSS (Really Simple Syndication) feed is added in audio files through any RSS feed generator software like Feed Burner/ Feed for All etc., or with the help of any blog software. The audience of the podcast uses address of the RSS feed file to subscribe the podcast by using any podcast reader/ aggregator/ pod catcher software such as iTunes, Juice, iPodder etc. Once subscription for Podcast is setup, the pod catchers software will automatically check the new MP3 files recently added within subscription. If there is any update found, podcast reader starts to begin downloading these new files and other accompanying files also. The audience of podcast has option to synchronize and download podcasts with other multimedia devices such as a mobile, MP3 player and iPod etc., to use them anywhere during their leisure time.

The Relevants of Podcast in Teaching and Learning Situation

Epignosis LLC (2014) defined e-learning in his e-book that it is a technology based educational tool which enables people to learn at anytime and anywhere. Nowadays it is supplied to the users through the internet, but in past CD-ROM method was used to supply the internet. Epignosis LLC (2014) gives benefits of e-learning in its e-book as follows:

- There are no boundaries or no restrictions of the internet.
- It provides more functions when it is used properly.
- It offers free materials to access which will effect on cost.
- It fits well everywhere.

How to Create Your Own Podcast For Effective Teaching and Learning

Once you're comfortable navigating directories and subscribing to podcasts, it's time to become a creative podcast author to support the wider use of podcasting for learning. The process can be quite simple. Think "radio show." If the content lends itself to a radio show format, it should also work as a podcast. I've broken the process down into eight steps.

1. Gather the required hardware and software. Different configurations will work, but the easiest is a computer with a microphone and speakers and an application that records sound. The computer's microphone can be built in, but for better quality, use an external microphone with a USB connection. The sound-recording application can be a simple digital audio recorder or a podcasting software application that allows editing and the addition of music and sound effects. Decide on the content. Its quality will keep people coming back for more installments. If it's part of a series, create a template and choose theme music to increase listener recognition and to maintain consistency. Create engaging text with an appropriate introduction, breaks, and a conclusion. Also, consider additional features. Music or sound effects can signal a page turn, generate interest, and keep listeners engaged. Use accompanying images, album art, outlines, or notes if the software allows it. You must also make sure you're copyright-compliant. When incorporating music or images into a public podcast, you must request and receive rights to use those songs and

images . Or you can use items that are in the public domain or that have already been licensed for noncommercial distribution. If you 're making the podcast for curricular use at the school and not for publication, follow fair use guidelines as outlined in Digital Millennium Copyright Act.

- Practice. For instance, practice speaking until you 're confident and the session flows smoothly in a natural, conversational style . Practice adding music and sound elements until you' re comfortable with moves and transitions.
- Record the podcast. Use software that generates an MP3 audio file. Following instructions that came with the software, add and mix text, music, and sound elements.
- Test the podcast. Listen to it and share it with peers . If you don't like what you hear, redo all or part of it until it's the best you can do. Students are often motivated to excel if they realize a public posting of their podcasts means that people from all around the world could be listening. (Be sure to follow your school's privacy guidelines for student safety.)
- Publish the podcast to share your good work. Link the audio file to a Web site with an RSS feed so people can subscribe . Or simply link the file for manual download. (However, it's then considered a link audio file rather than a true podcast.) Submit the audio file for public posting on a podcast directory service such as iTunes Music Store, Podcast.net, OurMedia.org, Podcast Alley, or Podcast Pickle. Test the access to make sure it really works.
- Promote the podcast. Advertise within your school community and encourage parents, students, and teachers to subscribe. Students can be the best word-of-mouth promoters, but the quality and timeliness of the podcast(s) will be what keeps subscribers coming back for more.
- Evaluate and learn from your mistakes. Be prepared to adjust your template or make changes to procedures for future podcasts. You want the end product to be the best that you can make it.

Research Methodology

The survey method has been used to study the population which comprises of all academic Librarians from different Institutions in Kebbi state, Selecting five (5) academic librarians from each institution. These Institutions are: Kebbi State University of Science and Technology Aliero, Federal University of Agriculture Zuru, Adamu Augie College of Education Argungu, Waziri Umaru federal Polytechnic Birnin Kebbi, Federal University Birnin Kebbi, Kebbi State Polytechnic Dakingari, College of Basic and Advanced Studies Yauri, College of Health technology Jega and Kebbi State College of Nursing and Mid-free. The academic librarians numbering and percentages is driven from their various Institutions base on their experiences on Podcast Technology.

Results Analysis

A total of 50 copies of questionnaire were distributed, out of the copies distributed 46 copies were filled and returned. This represents a high response rate which guaranteed the data collected for this research . The selection of the respondents by their Institutions is represented in table below.

Table 1 Shows the selection of the respondents by their Institutions

Institutions	Frequency (f)	Percentage (%)
Kebbi state university of science & Technology Aliero	6	14%
Federal university of Agriculture Zuru	3	7%
Adamu Augie College of Education Argungu	5	12%
Waziri Umaru Federal Polytechnic Birnin Kebbi	4	10%
Federal University Birnin Kebbi	10	22%
Kebbi State Polytechnic Dakingari	4	10%
College of Basic and Advanced Studies Yauri	7	17%
College of Health Technology Jega	2	5%
Kebbi State College of Nursing and Mid-free	3	7%
Total	46	100%

The table above shows that Federal University Birnin Kebbi has the highest respondent with 10 (22%) while College of Health Technology Jega has the lowest respondent by 2 (5%) The variation in the trend of this distribution is as a result of the high level of experiences of the respondents by their respective institutions.

Table 2. Types of Podcasts Technology used by Academic Librarians of Tertiary Institutions Kebbi State

Types of Podcasts Technology	Audio podcast		Video podcast		Enhanced podcast	
	F	%	F	%	F	%
Podcasts used in Teaching and Learning	39	97	14	35	28	70
	35	87.5	38	95	34	85

The above table indicated that majority of the respondents 39 (97%) affirm that the available podcasts in the institutions is Audio-visual podcasts. That is why 39 (97%) of them indicated that they used audio-visual podcasts in teaching and learning more than other types of podcasts. This denotes that in the provision of podcasts in the institutions for effective teaching and learning purpose. This finding is not in line with the observations made by Agun (1986) that anything that facilitates learning activities should be used at every level of education.

Reasons for the use of Podcasts Technology

The researcher provided the respondents with statement on the reason for the use of podcasts Technology. They were requested to indicate their level of agreement with the statements. The data collected in this regard was analyzed and presented in table below:

Table 3 Shows the Reasons for the use of Podcasts Technology in Teaching and Learning

Types of responses						
Statements	SA(5)	A(4)	U(3)	D(3)	SD(1)	Remark
Appreciate the use of podcast in teaching and learning process	30	3	4	2	1	Accepted
The use of podcast help me to delivered effective teaching	35	1	1	1	1	Accepted
The use of podcasts improved more Understanding among the students	33	3	1	1	2	Accepted
The use of podcast make teaching and learning easier	30	4	2	2	2	Accepted

From the above table it can be deduced that the reasons for the use of podcast technology in teaching and learning are being accepted by all Academic librarians of tertiary institutions kebbi state. This is because the respondents has overwhelmingly accepted all the statements. They all indicated that the use of podcasts help them in discharging their duties effectively. Although they have indicated appreciation on the use of podcasts. However, these materials also adequately being provided in the institutions. It can therefore, be assumed that both the academic librarians and students enjoy the privileges opened by the use of podcasts technology in teaching and learning process.

Summary Of Findings

1. There are not adequate podcasts technology in kebbi state tertiary institutions
2. Audio-visual podcasts are mostly used by the academic librarians for teaching and learning in kebbi state tertiary institutions

3. The management of the institutions provided the only available podcasts that academic librarians used in teaching and learning
4. Both the academic librarians and students enjoyed the privileges opened by the podcasts in teaching, learning and research activities in the institutions
5. All the available podcasts technology in tertiary institutions kebbi state are harmless and easy to be secure

Conclusion

From the analysis of the findings, it could be concluded that although the academic librarians of tertiary institutions kebbi state appreciate the need to have and use more podcasts technology in the process of teaching, learning and research activities. This will improve the quality of education they are giving to the students.

Recommendations

On the basis of the findings from the study, the following recommendations are put forward that will boost the uses of Podcast technology in teaching and learning in tertiary institutions kebbi state

1. All the tertiary institutions should have more podcast technology and make them available to the students
2. It will not be out of place to recommend that modern podcast technology such as computer, a screen cast and other related podcast technology should not be displayed to the users before orientation
3. The managements should introduce the benefits of podcasts technology in teaching and learning during a seminar/ Orientation whenever they received new arrivals of podcast.

Contributions to Knowledge

The outcome of the study will certainly contribute to further knowledge in the following ways:

1. The outcome of this study will immensely contribute to the knowledge of utilization of Podcast technology in teaching and learning to both academic librarians and students who are the Primary target of this study, as they will appreciate the importance of Podcast in teaching and leaning process
2. Secondly the government especially the federal ministry of education and will find the study relevant as they will know best to deploy the importance of digital information resources among the teaching staff and students by using Podcast technology

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