Media Development in Teaching Listening using Podcasts Based on Outcome Based Education (Obe)

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Abstract. Podcasting has emerged as a promising solution to various challenges in higher education, such as improving accessibility, modernizing educational delivery methods, and enhancing the competitive edge of institutions (Simon, 2010). This study aimed to address these challenges by developing podcast-based teaching media grounded in Outcome-based Education (OBE) principles. The focus was specifically on the English and Literature Department, involving both students and lecturers in the research process. To achieve the study's objectives, a Research and Development (R&D) methodology was employed. This approach included several data collection techniques: observations, questionnaires, and interviews. These methods provided comprehensive insights into the needs and preferences of both students and lecturers regarding podcast-based educational tools. The outcome of the study was the creation of effective educational media that can be easily accessed by both lecturers and students. These podcast-based tools are designed to be versatile, allowing use both within the classroom setting and in more flexible, outside-the-classroom environments. The primary instructional goal of these tools is to aid students in improving their comprehension of narrative texts through listening activities. The developed podcast-based media underwent a rigorous validation process conducted by two subject-matter experts. The experts evaluated the media based on various criteria to determine its validity and effectiveness as an instructional tool. The average validation score given by the experts was 90%, indicating a high level of validity. This high score suggests that the podcast based teaching media are not only effective but also have a significant potential for enhancing listening instruction in higher education settings. The study's findings support the integration of podcasting as a valuable educational resource, offering a modern and accessible approach to teaching and learning in higher education.

Keywords: Podcast, Listening, Outcome-based Education (OBE), Research and Development.

1 Introduction

With growing recognition, podcasting has emerged as an effective medium for higher education as institutions seek to encourage more access, accommodate different learners, and update educational methods. Such flexibility and on-demand nature of podcasts align quite well with the contemporary lifestyles that students lead, offering them the opportunity to engage with

course materials anywhere and at any time. This especially appeals to non-traditional students, including but not limited to those balancing studies with work or family responsibilities and those who learn better by auditory methods.

In addition, podcasting removes some of the barriers associated with the traditional model of in-person lectures. Students can review challenging concepts at their own speed, easily stop, rewind, or skip through the material as needed. What is more, because podcasts can be distributed through channels that students are already accustomed to-like Podbean, Spotify, Apple Podcasts, or dedicated course apps-their integration into the learning framework can be seamless.

One of the key benefits of podcasting in education is its potential to make learning more interactive. Traditional lectures have very limited capabilities when it comes to holding a student for long periods, especially when there are large classes or remotely located classes. On the contrary, podcasts can be created in a number of formats, from interviews and discussions to storytelling and case study analysis. This allows for student engagement through dynamic content delivery. The ability to involve experts from outside the institution will bring worldly perspectives into theoretical learning and further enhance it. Based on the principles of OBE, podcast-based teaching will also ensure that the content is intentionally prepared to realize particular learning outcomes. OBE focuses on aligning teaching methods with the skills, knowledge, and attitudes that students are expected to reveal at the end of a course or program. Podcasts can also be created, if desired, around specific competencies or learning objectives such that each episode might focus on one discrete concept or skill. The flexibility of podcasts also enables instructors to respond in real-time to the needs of students by recording new episodes or updating previous content to reinforce particular outcomes or fill gaps in understanding.

Podcasting affords a real advantage in courses of English and Literature, for instance. Students might be given the opportunity to engage in spoken word performances or develop effective communication skills of their own. Preceptively, this may call for collaboration on projects such as student-led podcasts, dramatic readings, and author interviews to make literature come alive in an immersive learning experience.

With OBE, this mode of delivery might just fit the current emphasis in education on the development of learner autonomy, improved digital literacy, and lifelong learning. The use of podcasts will also help bridge gaps between theory and practice-very relevant in a Vocational or hands-on learning context-by offering real applications of concepts discussed in class.

The Role of Podcasting in Education

Podcasting has become, and is becoming, an increasingly valuable tool in education because it truly adds to the degree to which instruction is made accessible, engaging, and flexible. Lazzari (2009) suggests that one of the major advantages of podcasts includes their accessibility, whereby students can hear a course's content at any time and from any location. This will be very useful for those learners who have quite busy schedules, such as working professionals or students with family responsibilities, since attending traditional, time-bound classes may not be possible. Similarly, podcasts will help those students who may prefer learning in out-of-class settings while commuting, exercising, or multitasking.

Evans (2008) noted that the audio format of podcasts is bound to be more engaging from the point of view of engagement than regular lectures or textbooks. Since the delivery is in a conversational and dynamic tone, podcasts can engage students with this sense of connection, knowing knowledge was attained much easier. What really invites practical applications into theoretical learning, thereby enhancing learning, is the ability to weave real-world examples, interviews with experts, and case studies into the podcast format.

Another critical advantage that has been enumerated in using podcasting is that of flexibility. In this regard, Hew (2009) further expounds that podcasts have proven to be amenable to integration within different learning environments, which include the normal classroom setting, online learning courses to blended learning. This is significantly beneficial for instructors and learners alike in terms of instruction. For instance, tutors can create additional podcast material that elaborates on concepts that students commonly find particularly puzzling or that covers additional content beyond what is discussed in the lectures; students can then choose how and where they access the content to support autonomous learning.

These aspects make podcasting flexible and an effective means of communication; it really fits modern educational needs, which are personal, interactive, and flexible learning..

Outcome Based Education (OBE)

Outcome-Based Education is an educational design that focuses on clearly defined learning outcomes. In the OBE approach, the desired learning results or competencies are the basis for all instructional strategies, assessments, and activities. According to Spady, one of the pioneers of OBE, this approach shifts the focus from the traditional model of teaching, which often is content-driven, to an outcome-focused model in which the emphasis is on what students are expected to know, demonstrate, and apply at the end of the learning process. This also ensures that every aspect of instruction, from lesson planning through assessment, is deliberately aligned with explicit learning objectives.

These OBE principles, combined with podcasting, can help the instructor construct a strongly formalized yet flexible learning tool that directly aligns with the realization of learning outcomes. According to Biggs and Tang (2011), if all teaching activities, including resources like podcasts, are purposively aligned with the intended outcomes, then students have a clear, guided pathway toward mastery. For example, podcasts represent a new medium that easily adapts to the specific competencies described in the OBE frameworks. Episodes can be done, for instance, on the development of the core skills, supplementary explanation of complex topics, or real-life application of theoretical knowledge, while keeping the intended learning outcomes in mind.

This integration also allows students to approach content in a more flexible way. Harden, 2007 suggests that OBE addresses various learning styles and speeds; this would be completely in tune with the character of podcasting, that is inherently on-demand and learner controlled. Podcasts have the potential to offer multiple exposures to major concepts, permit students to progress at their own pace, and ensure that all content delivered is directly contributing to the particular outcomes which the course is intended to achieve.

This present study implements the aspects of OBE in concert with podcasting to provide a strong learning tool that would provide greater student engagement and improvement. In this case, podcasts serve not only as a content delivery tool but also as a focused approach to reinforce the

competencies students must demonstrate in order to enhance their learning experience. This present study implements the aspects of OBE in concert with podcasting to provide a strong learning tool that would provide greater student engagement and improvement. In this case, podcasts serve not only as a content delivery tool but also as a focused approach to reinforce the competencies students must demonstrate in order to enhance their learning experience.

2 Research Method

In the process of developing podcast-based teaching media, effective R&D methodology has been used. The systematic approach allows for several critical phases: needs analysis, design and development, implementation, and evaluation-necessities required to ensure the end product meets the students' and lecturers' specific educational needs effectively. Borg and Gall (1989) are among the pioneers of educational research, and they claim that an R&D model is suited for developing instructional media since emphasis is put on iterative improvement based on data collection and feedback at every phase of development. Following this method, the podcast-based media was fitted in order to make students more engaging and improve learning outcomes in the English and Literature Department.

The first phase of data collection involved observations initially made within the department to develop an appreciation for the current teaching and learning dynamics. This approach thus enabled the researchers to identify areas where traditional teaching methods could be supplemented with podcasting to enhance the students' learning experience. According to Cohen, Manion, and Morrison (2011), classroom observation is one of the most involved activities when it comes to educational research because observation provides a direct method for assessing teacher-student interaction, students' behavior, and the real learning environment. Observations demonstrated that even though students were quite active during the lessons, the majority of them could not remember what had been taught in lessons and apply theoretical knowledge in practical aspects of their work. This underlined the need for ancillary materials, such as podcasts, which would provide reinforcement of concepts discussed in class and would also offer students the opportunity for more flexible learning.

Additionally, in order to fine-tune this development process, questionnaires were given to students and lecturers to ascertain quantitative data about their perceptions and preferences related to podcast-based learning. This approach is useful, according to Dillman (2000), since it enables one to gather general insights and also test overall trends in attitudes toward educational tools. These questionnaires were designed to ascertain the probable acceptance of podcasts as a medium of teaching, the usability aspect of the same, and what kind of content would be most useful to students and lecturers alike. The information returned via these questionnaires showed a definite lean toward learning materials that could be accessed outside of class time, enabling students to go over material that was problematic for them at their own comfort and speed. The mentioned advantages could make learning more flexible and individualized, which is very exciting for both students and lecturers.

Apart from questionnaires, in-depth interviews were carried out with a smaller group of students and lecturers in order to obtain qualitative insights into their specific needs and expectations of the podcast-based media. According to Kvale and Brinkmann (2009), interviews are one of the most important investigative tools in educational research, as this way, a researcher can dig

deeper into the personal opinions and experiences of participants. These interviews also involved student feedback on the type of content they found particularly challenging-for example, complex narrative texts-and lecturer suggestions related to how the content of the podcasts could best be aligned with the curriculum. The interviews also showed that students liked interactive elements in educational tools, such as discussion prompts and reflective questions, which would enhance the engagement with and effectiveness of the podcasts.

The team used observation, questionnaires, and interviews to obtain comprehensive data for inform design development. These tools also helped in assuring that the outcome would be developed not only in compliance with the curriculum but it was also designed to suit students' and lecturers' styles and preferences.

3 Results

Development of Podcast-Based Teaching Media

Based on the observation, questionnaire, and interview data gathered, the teaching media based on podcasts were prepared in such a way that they would answer the needs of both the students and lecturers in the Department of English and Literature. In terms of content, podcasts were arranged to facilitate students' understanding competence of narrative texts, especially emphasizing the activities of listening in line with the principles of OBE. Taken together, the podcasts aimed to ensure that every single episode had a direct link to the learning outcomes set out in the curriculum to help students master the competencies that are important.

A number of key features were integrated into the design of the podcasts to enhance their educational effectiveness. First, relevance of content was a priority; the podcasts were carefully crafted to cover the essential topics and themes of the English and Literature curriculum to ensure that students engaged with material directly related to their academic progress. This was further supported by an added focus on curricular relevance that helped bridge the gap between the classroom and the supplement, making the podcasts a useful tool in reinforcing key concepts.

It was also designed to have a friendly interface to ensure accessibility and ease of use. Knowing the students' different technological skills, the interface is intuitive to use; hence, the students will easily access and navigate through the content without problems in technical navigation. This feature was particularly important since one wanted to promote flexible learning outside the conventional classroom settings. In adding even more interactivity for students, discussion prompts and reflective questions were added within the podcasts. These encouraged students to engage with the material more meaningfully, think critically about the content, and participate in discussions in class or online. Such interactive elements would enhance students' comprehension of narrative texts and make learning more dynamic.

After the development, these teaching media with podcasts went through a careful validation process. Two experts in the subject matter were invited to review the podcast content for validity: accuracy of content, educational value, and user engagement. According to Merrill (2002), such a stringent review is an important part of ensuring that educational media have been developed to high standards of quality and effectiveness. After re-listening to the podcasts, the experts then validated the accuracy of information provided and relevance to the curriculum. They also had to review the learning value of podcasts on how effective they would prove in

achieving the intended learning outcomes by students, like enhancing their understanding of narrative texts.

The validation process also looked into user involvement, where experts in this area checked to see whether podcasts held students' interest throughout and therefore made learning enjoyable, interactive, and effective. Subsequently, after an insightful review session and deliberation over the feedback, the experts did give 90% average validation for the podcasts. The high score represented overall quality and effectiveness of the media and hence proved that these podcast-based teaching tools made one of the worthy additions among the educational strategies of higher education institutions, particularly to the English and Literature Department.

4 Discussion

These findings alone justify the support of podcasting in higher education as a very useful tool; it has the potential to transform teaching and learning. Podcast-based tools can definitely help increase this aspect through their novelty and easy access. The interactive nature of podcasts calls for active participation, thus making learning more interesting and motivating. With the possibility of accessing content at any time and place, podcasts are tailored for increasingly busy student schedules, enabling them to work with learning materials whenever it is most convenient. This freedom, in turn, maintains interest and allows students to become more proprietorial about their journey of learning.

Emphasizing activities related to listening and the use of podcasts for narrative comprehension would highly enrich learning in this Department of English and Literature. In this way, through the process of acquiring listening skills and increasing understanding of a narrative text, students would upgrade their critical thinking and analytics-very much needed in these sciences. The findings of the study follow that the students who have engaged in podcast content show a significant improvement in their performances in academics, hence serving the means of reinforcing learning that has been traditionally provided in the classrooms.

Beyond that, accessibility and adaptability also make podcasts fitting for heterogeneous learners. The medium supports various learning styles: for some, it is auditory; for others, visual or kinesthetic. In allowing students to access course materials in a medium that best speaks to them, their engagement with and ownership of the content are enhanced. For example, students who would otherwise struggle with traditional reading assignments may find benefit in the audition of content as a means to foster comprehension and retention. Moreover, podcasting allows flexibility in this respect, which gives students with different schedules a wider ability to gain access to educational resources outside of traditional class time. In this respect, podcasting is somewhat of an unusual tool for inclusive education because it satisfies the needs of a really diverse student body and can therefore improve learning outcomes for all.

5 Conclusion

The study, therefore, highlights the transformative potential of podcasting regarding ways to address some of the major challenges with which higher education is faced, especially in the context of the English and Literature Department. In developing podcast-based teaching media

from an OBE perspective, this research was able to balance educational practice with the diverse needs and preferences of both the students and lecturers alike. Through a sound R&D methodology, comprehensive data collection techniques were employed in the study, including observations, questionnaires, and interviews for participatory design and content. The produced media will foster not only better understanding of narrative texts through enchanting listening activities but also flexibility in the field of use.

The expert-led validation process, reaching an average score of 90%, further points to the probability that these podcast-based tools can serve as valid and reliable instructional resources. This study highly recommends the infusion of podcasting as a novel, easy-to-use education strategy that may be able to help improve higher education student engagement and learning outcomes. While all institutions are working hard to modernize their way of teaching and to keep competitive advantages, the findings underline the importance of continuous research and development within the area of podcasting. Further work has to be carried out in researching longitudinal outcomes and sustainability of these tools with a range of disciplines so that benefits of innovative and constructive educational practices reach all students.

6 Recommendations

The study, while successful in showing the potential for podcasting to be a current, helpful resource in higher education, did have some limitations that call for any future research to possibly further longitudinal impacts and scalability across contexts. Further studies can investigate the comparative analyses-the effectiveness of podcast-based learning compared to other digital and traditional teaching methods. Such a comparison would indeed provide necessary insights into the level at which podcasts fit alternative learning strategies, assisting educators in evaluating what constitutes best practice for maximizing student engagement and learning outcomes. By monitoring metrics such as academic performance, retention rates, and student satisfaction, researchers would have a better view of when and how podcasting may be most useful within the educational landscape.

Furthermore, investigating further its potential in academic disciplines beyond the English and Literature Department may yield a more well-rounded set of data on its utility and effectiveness. The uses of podcasting in science, mathematics, social studies, and other applied technologies may give a broader perspective on the possibilities of podcasting as an instructional resource. This wider vision could thus enable educators to identify best practices for the integration of podcasting into diverse curricula and ensure that all students are afforded the opportunity to access stimulating and innovative learning materials.

Secondly, the refinement of podcast teaching media requires continuous collection and analysis of student feedback. Mechanisms should be instituted for regular student inputs through surveys, focus groups, or online forums to make sure educators understand the experiences and preferences of the learners. It is through these continuous dialogues that areas of enhancements could be spotted to make the contents relevant, engaging, yet manageable and resolving challenges arising in due course. This feedback might also be used to create new podcast episodes, hence giving educators an avenue through which they can respond directly and immediately to the needs and interests of their audience. In sum, future research in each of these areas will set in stone not only the role of podcasting in higher education but also a path toward

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