

Information Technology Workbook Podcast Usage and Evaluation Survey

n=83		
Q01_work n=83		%
Did you work during the term you took this class?		
No	38	45.8%
Yes	45	54.2%
Q02_age n=83		
In what age category were you when you took this class?		
Under 24 years old	79	95.2%
24 years old or older	3	3.6%
I prefer not to state my age category	1	1.2%
Q03_gender n=83		
What is your gender?		
Male	43	51.8%
Female	38	45.8%
I prefer not to state my gender	2	2.4%
Q04_time_studying n=82		
How much time did you spend studying outside of class each week for class?		
Less than 2 hours	64	78.0%
2 to 5 hours	17	20.7%
More than 5 hours	1	1.2%
Q05_percent_desktop n=83		
What percentage of your outside study time for this class did you spend using a desktop computer?		
None	16	19.3%
Less than 25%	25	30.1%
25% to 50%	21	25.3%
More than 50%	21	25.3%
Q06_percent_laptop n=82		
What percentage of your outside study time for this class did you spend using a portable laptop or notebook computer?		
None	11	13.4%
Less than 25%	17	20.7%
25% to 50%	24	29.3%
More than 50%	30	36.6%

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Q07_percent_reading n=80		
What percentage of your outside study time for this class did you spend reading (workbook or web link reading)?		
None	11	13.8%
Less than 25%	31	38.8%
25% to 50%	30	37.5%
More than 50%	8	10.0%
Q08_percent_podcasts n=83		
What percentage of your outside study time for this class did you spend listening to IT Workbook podcasts?		
None	41	49.4%
Less than 25%	33	39.8%
25% to 50%	7	8.4%
More than 50%	2	2.4%
Questions from this point on were intended only to the students whose response to question 8 <> "None", but a high percentage of the students continued to respond even if they answer "None" to question 8.		
Q09_podcast_usage n=48		
In what ways did you use the podcasts?		
To go over material before reading it	7	14.6%
To go over material before reading it, For review before a quiz or exam	7	14.6%
While reading the matching printed material in the workbook	7	14.6%
To go over material before reading it, Before a class session to get ready for a topic	6	12.5%
After the class lecture on a given topic	5	10.4%
For review before a quiz or exam	3	6.3%
After the class lecture on a given topic, For review before a quiz or exam	2	4.2%
After the class lecture on a given topic, While reading the matching printed material in the workbook	2	4.2%
Before a class session to get ready for a topic	2	4.2%
To go over material before reading it, After the class lecture on a given topic	2	4.2%
Before a class session to get ready for a topic, After the class lecture on a given topic, For review before a quiz or exam	1	2.1%
To go over material before reading it, After the class lecture on a given topic, For review before a quiz or exam	1	2.1%
To go over material before reading it, After the class lecture on a given topic, While reading the matching printed material in the workbook	1	2.1%
To go over material before reading it, Before a class session to get ready for a topic, After the class lecture on a given topic, While reading the matching printed material in the workbook	1	2.1%
To go over material before reading it, While reading the matching printed material in the workbook, For review before a quiz or exam	1	2.1%
Separated tallies:		
To go over material before reading it	26	54.2%
After the class lecture on a given topic	15	31.3%
For review before a quiz or exam	15	31.3%

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While reading the matching printed material in the workbook	12	25.0%
Before a class session to get ready for a topic	10	20.8%
Q10_where_listen n=49		
Where and when did you listen to the podcasts?		
In a college study area like a lounge or library	15	30.6%
At home	10	20.4%
While doing something else	9	18.4%
In a college study area like a lounge or library, At home	4	8.2%
In a college study area like a lounge or library, At home, While doing something else	3	6.1%
In a college study area like a lounge or library, While doing something else	3	6.1%
At home, While babysitting, While knitting	1	2.0%
On public transportation (bus, 'el, Metra)	1	2.0%
On public transportation (bus, 'el, Metra), At home	1	2.0%
On public transportation (bus, 'el, Metra), While walking	1	2.0%
While driving	1	2.0%
Separated tallies:		
In a college study area like a lounge or library	25	51.0%
At home	19	38.8%
While doing something else	15	30.6%
On public transportation (bus, 'el, Metra)	3	6.1%
While driving	1	2.0%
While walking	1	2.0%
While babysitting	1	2.0%
While knitting	1	2.0%
While riding a bicycle	0	0.0%
While jogging or exercising	0	0.0%
While watching television	0	0.0%
Q11_understand n=53		
"The podcasts I listened to helped me understand and remember facts and concepts."		
Strongly disagree	11	20.8%
Disagree	5	9.4%
No opinion	22	41.5%
Agree	14	26.4%
Strongly agree	1	1.9%

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Q12_perform n=53		
"The podcasts I listened to helped me perform better on quizzes."		
	0	0.0%
Strongly disagree	9	17.0%
Disagree	9	17.0%
No opinion	25	47.2%
Agree	9	17.0%
Strongly agree	1	1.9%
Q13_length n=52		
Less than 5 minutes	36	69.2%
5 to 10 minutes	9	17.3%
Up to 15 minutes	0	0.0%
As long as is needed to cover the topic	7	13.5%
Q14_voice n=53		
Which podcast recording voice did you find clearest and easiest to understand?		
Human voice (the instructor)	26	49.1%
Human voice (a person other than instructor)	17	32.1%
Software-generated male voice ("Daniel")	8	15.1%
Software-generated female voice ("Callie")	2	3.8%
Q15_music n=53		
Would you prefer to have music continue in the background throughout the podcast?		
Yes	31	58.5%
No	22	41.5%
Q16_listen_PC n=52		
How frequently in the term did you listen to podcasts on a desktop or laptop computer?		
Never	9	17.3%
Fewer than 5 times in the term	36	69.2%
At least once a week	7	13.5%
Many times a week	0	0.0%
Q17_listen_mp3 n=57		
How frequently during the term did you listen to podcasts on a portable .mp3 sound player (of any type)?		
Never	45	78.9%
Fewer than 5 times in the term	5	8.8%
At least once a week	2	3.5%
Many times a week	5	8.8%

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Q18_type n=51		
What kind of portable .mp3 sound player did you use the most?		
None	35	68.6%
Apple iPod	9	17.6%
Apple Nano	1	2.0%
Apple Shuffle	1	2.0%
Other brand/model	5	9.8%
Q19_images n=49		
Is the type of portable .mp3 player you use the most capable of showing photographic images?		
Yes	9	18.4%
No	40	81.6%
Q20_CDROM n=52		
How much more would you be inclined to pay for the workbook in order for it to include all podcasts on a CD-ROM as .mp3 files, ready for loading to a computer or portable .mp3 player?		
Nothing, a CD-ROM would not be helpful to me	20	38.5%
\$1 more would be fair	12	23.1%
\$2 more would be fair	3	5.8%
\$3 more would be fair	3	5.8%
Under \$5 more would be fair	14	26.9%
Q21_expectations n=53		
Did the Information Technology Workbook podcasts meet with your expectations as learning materials?		
No	25	47.2%
Yes	28	52.8%
Q22_suggestions n=28		
What suggestions, if any, would you like to provide for making the podcasts more useful to students such as yourself?		
the woekbook is fine some of the topics can be put in different chapters like the office automation could ahave been put up in a different chapter 9 or 10 also the topics like the POTS and wiffi and bluetooth are repeated and makes it difficult in final exam revision som of the podcasts or chapter material do not cover the slides given or vice versa		
Less monotone voice.		
I would keep the voice as lively as possible. The current robot voice is extremely dull and somewhat hard to understand.		
don't make them so boring		

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You should make the answer a little bit easier to find on the links because the answer usually isnt in what the link shows.		
I thought the entire site was dissorganized and difficult to comprehend. I thought the infomrmation was highly difficult to find. I will never be using an online text book after this experience.If you are going to create a textbook that our teachers are going to subject on us you should at least have the decency to do a good job.It is our grades that suffer becuae of your incompetance.I suggest that the information be set up in a clear manner that is not general or vague. The questions in our workbook are difficult to locate in the text becuae everything seemed to be ammassed together instead of seperated into clear sections. Also all of the information should be conneced to the search key.		
The voice should not just talk facts, it should also say things that are funny that are relevant to the subject, so that it doesnt sound like an information computer, it can say things that would make us listen more!		
the pod cast is BOREING. well power point s are good but long.		
I think the podcasts are good idea, but I just don't like things covering my ears. I am an older student, but saw a lot of people liking podcasts.		
Spice them up. THEy can be very boring!		
I would say to change the voice and explain things more in depth.		
The voice on the podcast is really hard to understand, please change it!		
Use videos instead of podcasts. It would be WAY easier to understand, or even pay attention to. Out of all the podcasts we listened to, none of them were understandable, and all of the were difficult to stay focused. If you used videos, it would keep the class occupied and they would understand everything that is going on.		
dont make the podcasts as dull. then tend to get very boring very quickly.		
For them to be usefull you would have to have better voices,pictures and or videos.		
Making them not so boring.		
Make them interesting and attention grabbing. The droning voice was boring.		
make it more fun		
If the podcasts had a more upbeat, interesting voice .		
Use a real person next time. Kthxbia.		

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Make them less boring, more interesting, and much shorter.		
Make it more interesting by adding activities that are relateable.		
For the podcasts, you should make them more interesting. The speaker had a monotone voice, which was very difficult to pay attention to.		
Make the podcast with a not so monotone voice. Also make the podcast more interesting and easier not to fall asleep to.		
to make it fun and entertaining		
The podcasts were too bland in their approach to teaching the material and tended to get student's minds off the material presented because it either bored them completely or simply held no interest whatsoever in listening to such monotone presentations.		
Speak more clearly.		
awesome		
Tallies of categorized comments:		
positive		2
not pleased with the voice		7
podcast content "boring"		15
not pleased with the published workbook		1
not pleased with the organization of the web links on www.ambriana.com		2
put more information depth into the podcasts		1
use video podcasts		1
make podcasts more fun		1
create related activities		1