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The Effectiveness of Podcasts in Enhancing Students' Foundational Knowledge Compared to Traditional Reading Materials

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Introduction: Although students are given reading materials to prepare for classes, many do not engage with them. This lack of preparation limits their understanding and readiness for class discussions and activities. A podcast format might be more engaging and accessible, possibly leading to better retention of foundational knowledge (Back et al., 2017).

Aim: The study evaluates whether a podcast can more effectively improve students' foundational knowledge on a topic than traditional reading materials.

Method: Students from different departments, including Nursing, Dentistry, Podiatry, and Midwifery, will be randomly assigned to the intervention or control group. Those randomly assigned to the intervention group will receive a podcast, while those in the control group will only have access to a reading source. A pre-test and a post-test will be conducted in both groups to assess knowledge acquisition.

Discussion: The expected outcomes and interpretation could include podcasts being more effective for foundational learning. Also, there could be no difference between groups, which indicates that content format (audio vs. reading) may not impact knowledge acquisition. Another possibility would be higher scores in the Reading Group, which suggests that traditional reading could provide more profound engagement with foundational material.