

Impact of Podcasts on Higher Education and Students Engagement: A Study

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Abstract

In the ever-changing world of higher education, digital media has become a disruptive influence on teaching and learning. Of the devices that can be employed in virtual environments, podcasts are becoming a focal digital tool as far as innovative pedagogical tools integrated listening skill development into an on-demand context. The present study examines the role of podcasts in pedagogy and engagement within an institution of higher education, with a specific focus on motivation, attendance, and performance. Results indicate podcasts effectively increase student engagement, understanding, and performance as it promotes active listening, critical thinking, and reflective learning. The students view podcasts as dynamic, personal and up-to-date to the world of teaching as a result are complementary to conventional education forms encouraging diversity and democracy. Moreover, podcasts are excellent as a resource for revising difficult topics and also revision of exams. Nevertheless, some of the students are still focused on more traditional methodologies, which highlights that an organized integration with this type of knowledge is required. In general, the research suggest that podcasts may add value to higher education in terms of enhancing motivation, engagement and academic success. To realize the burgeoning potential of podcasts in education, arrangements to include them into curricula must be both strategic and equitable.

Keywords: Podcasts, Higher Education, Student Engagement, Motivation, Digital Learning, Pedagogy

Introduction

In the fast-moving world of higher education, digital media has become a change agent influencing how knowledge is produced, disseminated and consumed. In the different types of digital communication, podcasts have become an innovative teaching aid. By marrying the ease of auditory learning with the accessibility of on-

demand content, podcasts are finding a new home in academia to complement more traditional teaching tools. They're a fun way for teachers to share information, encourage discussion, and enrich students' learning outside of the classroom.

Higher education podcasts have been created for a range of pedagogical uses, from delivering lectures and expert interviews to showcasing case studies and group debates on current topics. Unlike old-styled learning material, podcasts let us listen to the content when and where we want, helping immersivity and freedom. This auditory format lends itself particularly well to audio learners, as well as students who would rather learn on the go. In addition, podcasts are often more informal and conversational in tone which can serve to narrow the perceived gap between educators and learners, thereby fostering a more connected and inclusive learning space.

Student engagement is one of the most important determinants of success and retention in higher education. Because of their interactive and storytelling nature, podcasts were also observed to be a positively demanding element which could promote cognitive engagement by stimulating critical thinking and reflective learning. Not to mention, podcasts promote active listening, understanding, and interaction which can create a greater relationship with the subject matter. With the new 'normal' that institutions and individuals find themselves in, facing blended learning, online delivery of academic programmes as a result of the pandemic, podcasts have the potential to improve academic distributing and bridge communication gaps.

This study seeks to investigate the effects of podcasts on college pedagogy and student engagement by looking at how podcasts as a new medium affects motivation, active participations, and learning. Through the examination of students' perspectives and practices, this study aims to explore the pedagogical significance of podcasts in stimulating learning interest and improving academic performance.

Review of Literature

Hernández-López, M. (2025). Podcasts created by university students: A way to improve subject understanding, connection with peers, and academic performance. *Education Sciences*, 15(3), 284.

Hernández-López (2025) examined the development of podcasts by university students and how it strengthens collaborative problem-solving. A total of 120 undergraduate students who recorded podcasts as an element of their course were included in the study. Outcomes showed meaningful gains in students' understanding of challenging content and sense of membership in academic communities. These results suggests that learner-produced podcasts are an active learning tool supporting deeper engagement and achievement.

Gardiakos, N., & Krishnan, S. (2025). The role of podcasts in allied health education: A scoping review on engagement and learning outcomes. *BMC Medical Education*, 25(1), 112.

However, the only available empirical study which shed light on allied health and higher education was by Gardiakos and Krishnan (2025) who did a SYRIA review of 48 studies. According to their examination, educational podcasts enhance attention spans, comprehension and motivation.improves, especially for the auditory learners. The review also highlighted that podcasts work as supplementary rather than primary means for teaching. The research suggested that the well-arranged content of podcasts has great potential to promote learners' engagement in and satisfaction with higher education.

Perry, S. (2024). Podcasting as a form of assessment: Increasing student motivation in academic English-speaking assessment. *Language Testing in Asia*, 14(1), 32.

In Perry (2024) the author investigated the use of podcasts as essay questions in second language courses at a university level. The study included 60 ESL students and the results showed that students viewed podcast assignments as more creative, and less stressful then traditional oral exams. Additionally, pronunciation and fluency were enhanced and motivation was increased through podcast self-Assessment. The results support incorporating podcast-based assessments to develop communication skills and self-directed learning.

Chaves-Yuste, P., & de la Peña, M. D. (2023). Podcasts' effects on the EFL classroom: A socially relevant intervention. *Smart Learning Environments*, 10(1), 41.

This was an experimental study that tested the impact of listening to educational podcasts on English learning with 90 undergraduate students. The findings revealed that podcasts improved listening comprehension, cultural sensitivity, and vocabulary retention. The informal and fictional podcast style also motivated students to continue working on the product beyond the classroom. The article also highlights the pedagogic capability of podcasts as innovative academic aids for higher education.

Do, N., Suárez, P., & Li, T. (2024). PAIGE: Examining learning outcomes and experiences with personalized AI-generated educational podcasts. arXiv Preprint arXiv:2409.04645.

Do et al. (2024) investigated how AI technology can evolve the educational podcast to a personalized learning approach. Students from various majors ($n = 250$) participated in the mixed-method research. Results indicated AI-driven individualised podcasts created higher engagement, retention and satisfaction than generic audio resources. This new model demonstrates how adaptive podcasting could revolutionize the delivery of higher education.

Marques, L, Figueiredo, C. (2023). Enhancing collaborative learning in higher education through podcast production: An experiential approach with anthropology and tourism students. *Education Sciences*, 13(9), 898.

Marques and Figueiredo (2023) studied production of podcasts for experiential learning and cooperation. Through qualitative interviews with 40 students, the research concluded that by co-producing podcasts, teamwork, communication skills and critical thinking had been developed. Students indicated that the fun they had in carrying out the project helped them “feel like they owned their learning.” Podcasting fits well with learners constructing their own education and actively participating, the authors noted.

Vu, A., & Puri, R. (2024). Podcasts as a supplementary tool for knowledge retention and engagement in pharmacy education. *Journal of Pharmacy Education and Practice*, 12(2), 65–74.

The efficacy of podcasts in teaching was reviewed by Vu and Puri, 2024 who evaluated the effect on knowledge retention in pharmacy. The trial with lectures v podcasts was not perfect from the two-groups (lectures alone, and lectures plus podcasts). Students who were given podcasts performed 18 percent better on post-tests and showed higher rates of retention. The research also indicates that podcasts can be beneficial as an adjunct in information intensive areas of study.

Engzell, J., & Frey, A. (2024). Beyond the textbook: A year-long exploration of vodcasts in EFL education. *Education and Information Technologies*, 29(2), 1401–1420.

Engzell and Frey Longitudinal One-year study length that explored the effect of audio or video podcasts (vodcasts) on student achievements. The research found regular listening to podcasts increased student engagement, decreased cognitive weariness and enhanced learner experience through multi-modal learning. This study advocates the use of podcasts in a blended learning course to foster continued student engagement and understanding.

Wakefield, A., & Brooks, M.(2023). Learner-generated podcasts: An authentic and enjoyable assessment tool for university students. *Journal of University Teaching and Learning Practice*, 20(5), 57–71.

Wakefield and Brooks (2023) investigated student-produced podcasts as authentic assessment. Results of a study with 110 undergraduates showed that podcasting produced increased creativity, digital literacy, and engagement with course material. Students also felt less anxious and more connected through collaborative audio projects. This study validates that podcasting is a significant student-centered pedagogical innovation.

Leandro, A., & Costa, M. (2025). The use of podcasts in building institutional identity and student engagement in higher education. *International Journal of Educational Technology in Higher Education*, 22(1), 101.

Leandro and Costa (2025) analysed institutional podcast as a strategic communication initiative that can contribute to promoting student engagement and to the “sense of belonging”. Examining three universities as case studies, the authors determined that sanctioned academic podcasts promoted inclusivity, accessibility and bi-directional

interactions between academics and students. The research also indicates that podcasting improves more than just learning - it increases emotional and social engagement with the university.

Research Objectives

1. To explore the impact of podcasts on students' engagement, motivation and learning participation in HE learning contexts.
2. To examine how podcasts can be used to supplement, or take the place of traditional instruction from textbooks, which improves learning and results in higher student achievement.
3. To explore higher education students' and educators' perceptions and attitudes towards the use of podcasts as learning and teaching resources.

Research Question

- In what ways do podcasts impact on student engagement, motivation and participation in a university learning environment?
- To what degree do podcasts supplement or bolster traditional pedagogy to improve student comprehension and performance?
- What are the attitudes of higher education students and teachers towards the use of podcasts as a teaching/learning approach?

Methodology

The methodology employed to realize the research objectives. The discussion centered round the rationale of the study, purpose of the study, research questions, significance of the study, demarcation of the research, the population, the sample, and sampling technique,. The info collection process and also the process to research the collected data were described of these were to confirm that the objectives of the research were achieved.

We used both primary & secondary data in this study. Primary data from the survey and secondary data was collected from research papers, books, journals, internet, and magazines etc.

Research Design

Survey method constitutes the planning of the research study. It was conducted in Ghaziabad. The researcher restricted it to grasp the results of "Impact of podcastson higher education and students engagement: A Study ".

Sample Size

The target population comprised to different age group, gender and Income group. Total 150 samples were taken up by the researcher.

Sampling

Getting a sample in a very research study is incredibly important. This can be because all members of the study area can't be studied .The sampling procedure for data collection for this study is through purposive sampling technique.

Instruments:

The primary data was collected by a questionnaire. The findings and conclusions have been drawn based on the survey results on the topic.

Respondents:

The respondents of the study were comprised to different age group, gender and Income group.

Procedure of data gathering:

The questionnaires were distributed among the respondents from different age group, gender and Income group.

Area of study:

The area of the study is Ghaziabad.

Analysis and Interpretation of data

In this section, attempt has been made to analyze, interpret and draw conclusions by taking respondent's views with regard to different aspects of Impact of podcasts on higher education and students engagement. The Primary data has been collected from viewers/respondents. The following pages deal with the viewers'/respondents' views.

Do you feel that listening to podcasts increases your motivation to learn?

Responses	No of Responses	Percentage
Yes	69	46
No	46	30.66
Can't Say	35	23.33
Total	150	100

Table No. 1

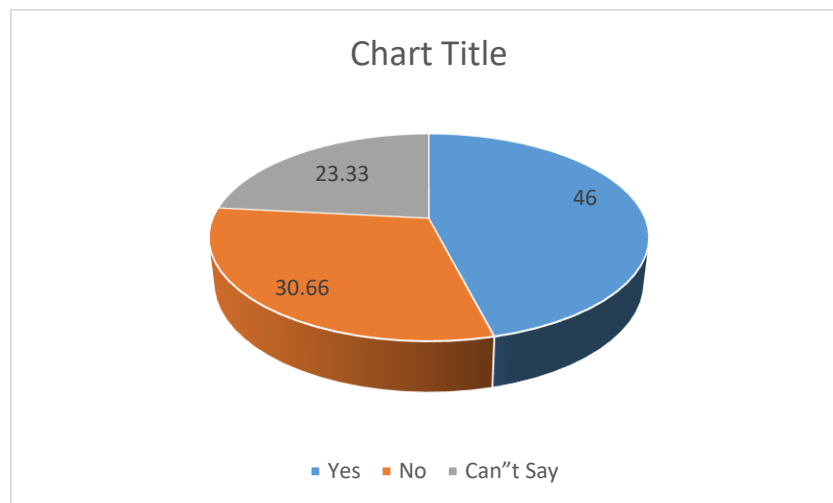


Table No. 1 presents the responses of 150 participants regarding whether listening to podcasts increases their motivation to learn. The data shows that **69 respondents (46%)** answered “Yes,” indicating that a significant proportion of students find podcasts motivating and helpful in enhancing their interest in learning. This suggests that podcasts serve as an engaging and flexible medium that encourages students to explore subjects more actively. On the other hand, **46 respondents (30.66%)** responded “No,” implying that a notable section of students do not feel motivated by podcasts or may prefer other traditional learning methods such as lectures and textbooks. Additionally, **35 respondents (23.33%)** selected “Can’t Say,” reflecting uncertainty or lack of sufficient exposure to educational podcasts. Overall, the results indicate that while nearly half of the students recognize the motivational benefits of podcasts, a considerable portion still remains unconvinced or uninformed about their effectiveness in enhancing learning motivation.

Do podcasts help you stay more engaged with your academic subjects?

Responses	No of Responses	Percentage
Yes	59	39.33
No	41	27.33
Can't Say	50	33.33
Total	150	100

Table No. 2

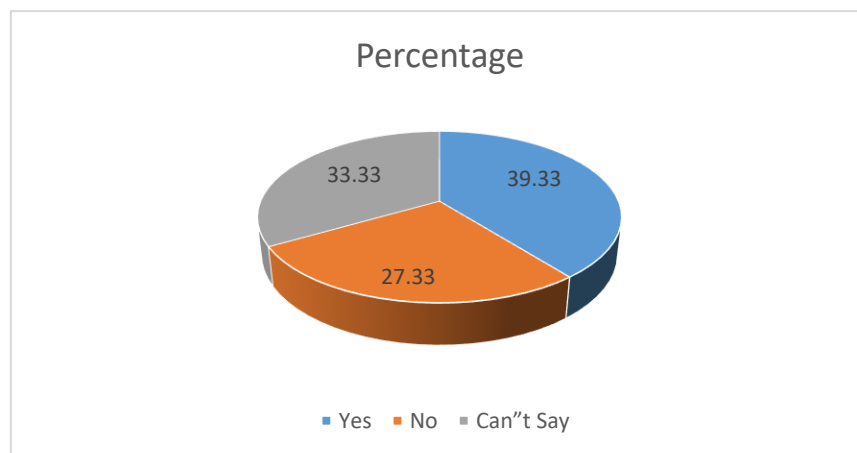


Table No. 2 shows the responses of 150 participants regarding whether podcasts help them stay more engaged with their academic subjects. The findings reveal that **59 respondents (39.33%)** answered “Yes,” indicating that a fair proportion of students find podcasts useful in maintaining their academic engagement. These students likely view podcasts as an interactive and flexible medium that keeps them connected with their studies even outside the classroom. Meanwhile, **41 respondents (27.33%)** responded “No,” suggesting that more than one-fourth of the participants do not perceive podcasts as effective in sustaining their academic focus. Additionally, **50 respondents (33.33%)** chose “Can’t Say,” showing that a significant number of students are uncertain or have limited experience using podcasts for academic purposes. Overall, the results suggest that while podcasts have a positive influence on student engagement for some learners, a large portion of students still need greater exposure, awareness, and integration of podcasts into their learning routine to fully realize their potential benefits.

Do you think podcasts encourage you to participate more actively in class or discussions?

Responses	No of Responses	Percentage
Yes	74	49.33
No	36	24
Can't Say	40	26.66
Total	150	100

Table No. 3

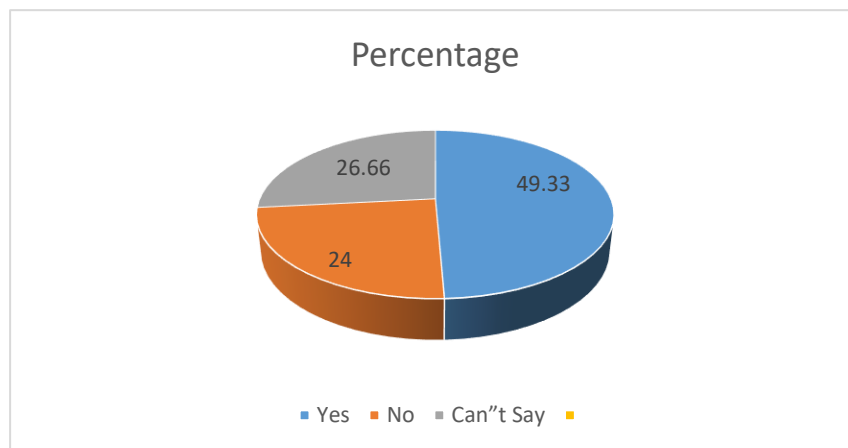


Table No. 3 presents the responses of 150 participants regarding whether podcasts encourage them to participate more actively in class or discussions. The data indicates that **74 respondents (49.33%)** answered “Yes,” suggesting that nearly half of the students believe podcasts positively influence their classroom engagement. This shows that exposure to educational podcasts helps students gain better understanding, confidence, and preparedness to share their views during discussions. On the other hand, **36 respondents (24%)** responded “No,” implying that a segment of students do not feel any noticeable improvement in their classroom participation due to podcasts. Additionally, **40 respondents (26.66%)** chose “Can’t Say,” which reflects uncertainty or limited experience in connecting podcast learning with classroom activities. Overall, the results suggest that podcasts can play an important role in promoting active learning and participation, though their impact may vary depending on students’ listening habits, subject relevance, and teaching integration.

Do you find learning through podcasts more interesting than traditional classroom lectures?

Responses	No of Responses	Percentage
Yes	50	33.33
No	55	36.66
Can't Say	45	30
Total	150	100

Table No. 4

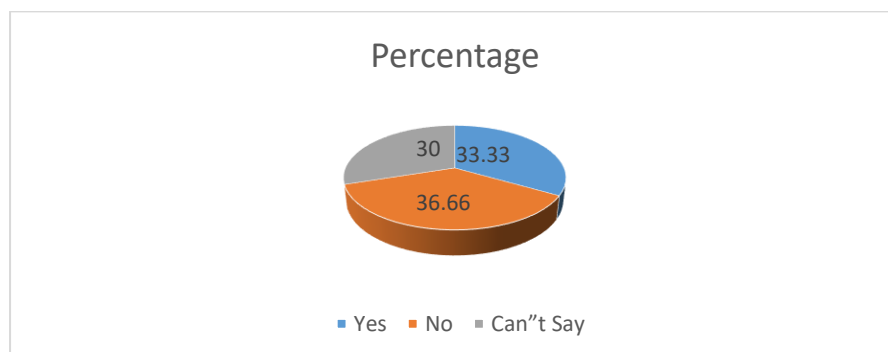


Table No. 4 shows the responses of 150 participants regarding whether they find learning through podcasts more interesting than traditional classroom lectures. The data reveals that **50 respondents (33.33%)** answered “Yes,” indicating that around one-third of the students prefer podcasts as a more engaging and flexible mode of learning compared to traditional lectures. These students may appreciate the convenience, variety of content, and

conversational style that podcasts offer. However, **55 respondents (36.66%)** responded “No,” showing that a slightly higher percentage of students still find classroom lectures more interesting or effective for understanding academic content. Meanwhile, **45 respondents (30%)** selected “Can’t Say,” reflecting uncertainty or mixed opinions about comparing both modes of learning. Overall, the findings suggest that while podcasts are gaining acceptance as an alternative learning tool, traditional classroom teaching continues to hold a stronger appeal for many students, highlighting the need for blended approaches that combine both methods effectively.

Do podcasts help you understand difficult or complex topics more easily?

Responses	No of Responses	Percentage
Yes	68	45.33
No	50	33.33
Can’t Say	32	21.33
Total	150	100

Table No. 5

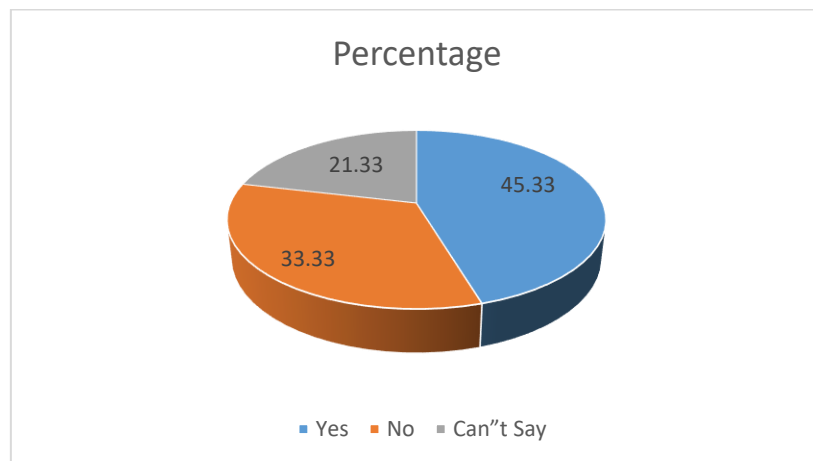


Table No. 5 presents the responses of 150 participants regarding whether podcasts help them understand difficult or complex topics more easily. The data indicates that **68 respondents (45.33%)** answered “Yes,” suggesting that nearly half of the students find podcasts helpful in simplifying challenging concepts and enhancing comprehension. This highlights the potential of podcasts as an effective supplementary learning tool that can break down complex information in an accessible and engaging manner. On the other hand, **50 respondents (33.33%)** responded “No,” indicating that a significant portion of students do not perceive podcasts as aiding their understanding of difficult topics, possibly due to differences in learning preferences or insufficient exposure to academic podcasts. Additionally, **32 respondents (21.33%)** selected “Can’t Say,” reflecting uncertainty or limited experience with using podcasts for complex subject matter. Overall, the findings suggest that podcasts can play a meaningful role in supporting students’ understanding of challenging content, though their effectiveness may vary depending on individual learning styles and the way podcasts are integrated into the curriculum.

Do you think listening to educational podcasts has improved your academic performance?

Responses	No of Responses	Percentage
Yes	76	50.66
No	41	27.33
Can’t Say	33	22
Total	150	100

Table No. 6

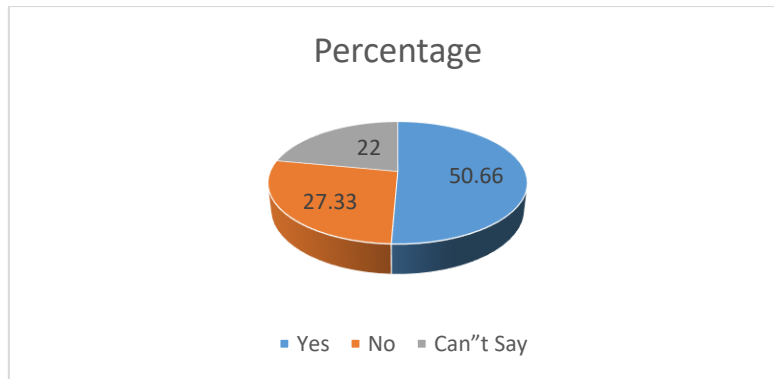


Table No. 6 reflects the responses of 150 participants regarding whether listening to educational podcasts has improved their academic performance. The data shows that **76 respondents (50.66%)** believe that podcasts have positively contributed to their learning outcomes, indicating that more than half of the students perceive podcasts as an effective tool for enhancing understanding, retention, and overall academic achievement. In contrast, **41 respondents (27.33%)** reported “No,” suggesting that a portion of students did not experience any noticeable improvement in performance through podcasts, possibly due to their preferred learning methods or lack of consistent usage. Additionally, **33 respondents (22%)** selected “Can’t Say,” highlighting that some students are uncertain about the direct impact of podcasts on their academic results. Overall, the results suggest that educational podcasts can serve as a valuable supplementary resource for improving academic performance, though their effectiveness depends on individual engagement and the integration of podcasts with traditional teaching methods.

Do you use podcasts as a tool for revising or preparing for exams and assignments?

Responses	No of Responses	Percentage
Yes	62	41.33
No	49	32.66
Can't Say	39	26
Total	150	100

Table No. 7

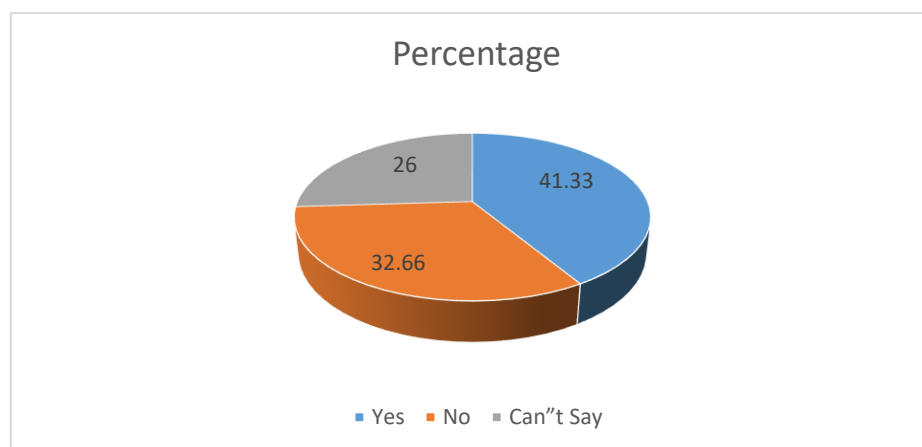


Table No. 7 presents the responses of 150 participants regarding the use of podcasts as a tool for revising or preparing for exams and assignments. The data shows that **62 respondents (41.33%)** reported “Yes,” indicating

that a significant portion of students actively use podcasts to review course material and reinforce their understanding before assessments. This demonstrates that podcasts are perceived as a convenient and effective resource for exam preparation, offering flexibility and accessibility beyond traditional study methods. Meanwhile, **49 respondents (32.66%)** answered “No,” suggesting that some students do not rely on podcasts for revision, possibly due to personal study habits or a preference for textbooks and lecture notes. Additionally, **39 respondents (26%)** selected “Can’t Say,” reflecting uncertainty or limited experience in using podcasts for academic preparation. Overall, the findings indicate that while many students recognize the value of podcasts as a supplementary study tool, wider adoption and awareness may be needed to maximize their potential in supporting exam and assignment readiness.

Do podcasts help you remember and apply what you have learned more effectively?

Responses	No of Responses	Percentage
Yes	51	34
No	61	40.66
Can’t Say	38	25.33
Total	150	100

Table No. 8

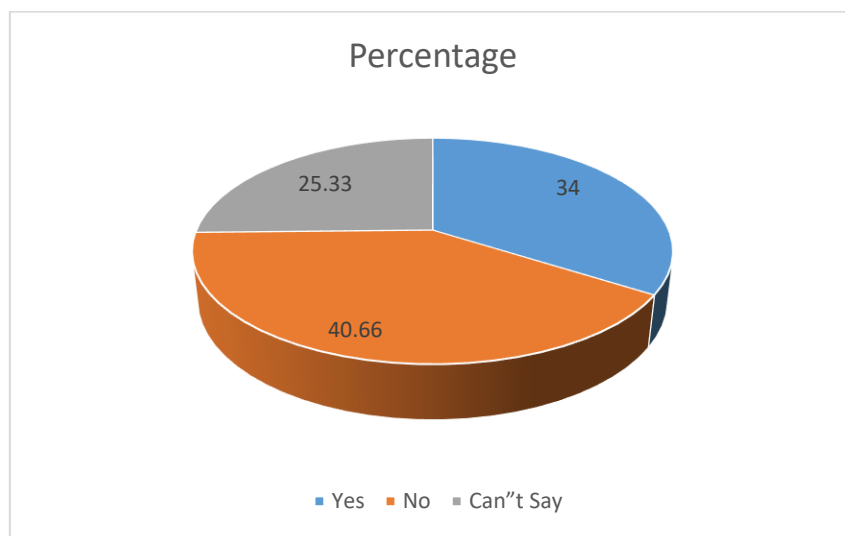


Table No. 8 illustrates the responses of 150 participants regarding whether podcasts help them remember and apply what they have learned more effectively. The data indicates that **51 respondents (34%)** answered “Yes,” showing that about one-third of the students perceive podcasts as a useful tool for reinforcing knowledge and improving the practical application of concepts. In contrast, **61 respondents (40.66%)** responded “No,” suggesting that a larger portion of students do not feel that podcasts significantly enhance their retention or ability to apply learned material, possibly due to differences in learning preferences or insufficient integration of podcasts into their study routines. Additionally, **38 respondents (25.33%)** selected “Can’t Say,” reflecting uncertainty or limited experience with using podcasts for effective knowledge retention and application. Overall, the findings suggest that while podcasts can support learning for some students, their impact on memory and practical application may vary, highlighting the need for more structured and guided use of podcasts in academic contexts.

Do you believe podcasts are a useful and modern tool for higher education learning?

Responses	No of Responses	Percentage
Yes	74	49.33
No	43	28.66
Can't Say	33	22
Total	150	100

Table No. 9

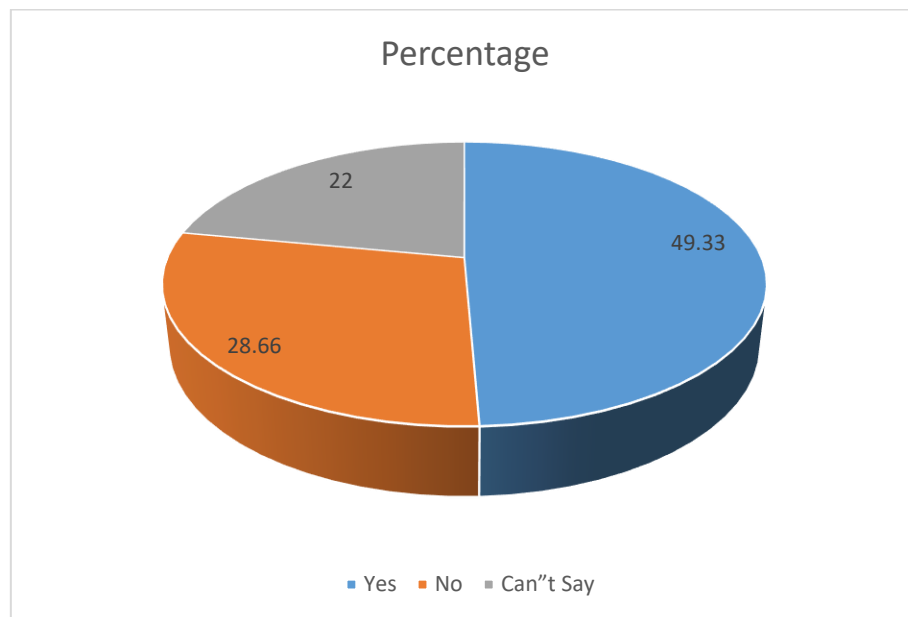


Table No. 9 presents the responses of 150 participants regarding their perception of podcasts as a useful and modern tool for higher education learning. The data reveals that **74 respondents (49.33%)** answered “Yes,” indicating that nearly half of the students recognize podcasts as an effective and contemporary medium that can enhance learning by providing flexible, accessible, and engaging content. In comparison, **43 respondents (28.66%)** responded “No,” suggesting that a significant portion of students are either skeptical about the educational value of podcasts or prefer more traditional learning methods. Additionally, **33 respondents (22%)** selected “Can’t Say,” reflecting uncertainty or limited familiarity with using podcasts for academic purposes. Overall, the findings highlight that while a substantial number of students appreciate podcasts as a modern educational tool, there remains a need to increase awareness and integration of podcasts into higher education to maximize their potential benefits.

Do you think teachers and universities should include podcasts as a regular part of teaching?

Responses	No of Responses	Percentage
Yes	76	50.66
No	39	26
Can't Say	35	23.33
Total	150	100

Table No. 10

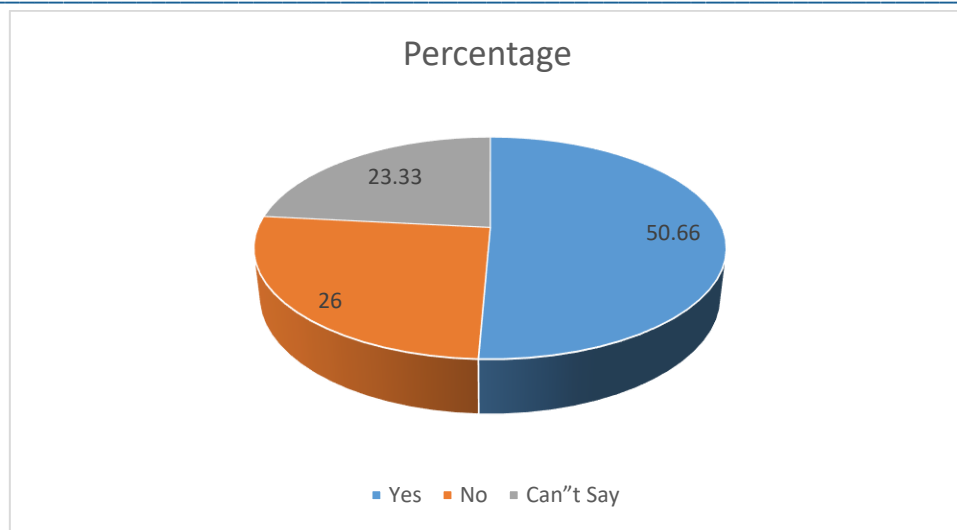


Table No. 10 shows the responses of 150 participants regarding whether teachers and universities should include podcasts as a regular part of teaching. The data indicates that **76 respondents (50.66%)** answered “Yes,” suggesting that more than half of the students support the idea of formally integrating podcasts into the academic curriculum. These students likely see podcasts as a valuable supplement to traditional teaching methods that can enhance learning flexibility, engagement, and accessibility. On the other hand, **39 respondents (26%)** responded “No,” implying that a portion of students do not perceive the need for podcasts to be a regular component of teaching, possibly due to preference for conventional classroom instruction. Additionally, **35 respondents (23.33%)** selected “Can’t Say,” reflecting uncertainty or limited experience with podcast-based learning. Overall, the findings suggest that there is a positive inclination among students toward adopting podcasts as part of formal teaching, highlighting their potential as a complementary educational tool in higher education.

Result

- Substantial proportion of students perceive podcasts as motivating and engaging. Specifically, **46%** of students reported that podcasts increase their motivation to learn (Table 1), **39.33%** said podcasts help them stay engaged with academic subjects (Table 2), and **49.33%** felt that podcasts encourage active participation in class discussions (Table 3).
- These findings suggest that podcasts provide an interactive and flexible medium that stimulates students’ interest and encourages them to participate more actively in learning, highlighting their potential to enhance overall engagement and motivation in higher education learning environments.
- Study reveal the role of podcasts in complementing traditional teaching methods. While **33.33%** of students found podcasts more interesting than traditional lectures (Table 4), **45.33%** reported that podcasts help in understanding complex topics (Table 5), and **50.66%** believed podcasts have improved their academic performance (Table 6). Furthermore, **41.33%** use podcasts as a tool for exam and assignment preparation (Table 7).
- These results indicate that podcasts serve as a **supplementary learning resource**, reinforcing classroom instruction, aiding comprehension, improving retention, and providing flexible revision options. They enhance learning outcomes when integrated with lectures, textbooks, and other conventional methods.
- Study find that the focus on students’ perceptions and attitudes toward podcasts. While only **34%** felt that podcasts help in remembering and applying knowledge effectively (Table 8), nearly half (**49.33%**) viewed podcasts as a useful and modern educational tool (Table 9), and **50.66%** supported their inclusion as a regular part of teaching (Table 10).
- This reflects a generally positive attitude toward podcasts, although a considerable number of students remain uncertain or prefer traditional methods. The findings suggest that students see podcasts as an effective and contemporary tool, but broader awareness and structured integration are necessary to maximize their adoption and impact.
- Podcasts positively influence student engagement, motivation, and participation.

- They enhance traditional teaching methods by supporting comprehension, retention, and exam preparation.
- Students perceive podcasts as modern and useful tools, indicating readiness for their integration into higher education.
- The variability in responses highlights the need for **structured, guided use of podcasts** and awareness programs to ensure all students can benefit.

Conclusion

The study reveals that podcasts have a significant and multifaceted impact on higher education, particularly in enhancing student engagement, motivation, and participation. A substantial proportion of students reported that podcasts increase their interest in learning, help them stay engaged with academic subjects, and encourage active participation in class discussions. These findings highlight podcasts as an interactive and flexible medium that complements traditional teaching methods.

Podcasts also play an important role in improving understanding of complex topics, supporting academic performance, and serving as a useful tool for exam and assignment preparation. As a supplementary learning resource, podcasts reinforce classroom instruction, aid retention, and provide accessible, on-demand learning opportunities that cater to diverse student needs.

In terms of perceptions and attitudes, students generally recognize podcasts as modern, valuable, and effective educational tools, with many supporting their integration into regular teaching. However, a portion of students remain uncertain or prefer conventional methods, indicating the need for greater awareness, exposure, and structured implementation of podcasts in academic curricula.

Overall, the study concludes that podcasts hold significant potential to transform learning in higher education by enhancing engagement, motivation, comprehension, and academic performance. To fully realize this potential, educators and institutions should adopt guided, systematic approaches to integrate podcasts into teaching practices while promoting awareness and accessibility among all students.

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