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Podcasts Shaping the Educational Landscape: A Comparative Analysis of Nigeria and Foreign Universities

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Abstract

This study conducts a thematic analysis of tweets related to podcasts and education to explore the diverse and global nature of educational discourse on social media platforms. The dataset comprises tweets from various educational entities, including CAMH Education, Hannah Frankman, Remake Learning, Studer Education, NICE, FAME Foundation, and Neem Foundation. The analysis reveals a spectrum of educational themes discussed on Twitter, emphasizing the versatility of podcasts as a medium for engaging conversations. Thematic categories include the impact of AI on mental health, diverse approaches to education, innovation in education, organizational accountability, and discussions on the state of education in Nigeria. The study showcases the prevalence of these themes, suggesting a multifaceted nature of educational discussions within the digital sphere. Notably, 71.43% of the tweets are identified as foreign, while 28.57% are Nigerian-related. This distribution underscores the global reach and interconnectedness facilitated by educational podcasts, allowing for cross-cultural conversations and knowledge sharing. The thematic analysis further reveals a balanced distribution among the identified themes, emphasizing the comprehensive coverage of various educational topics. The findings imply that podcasts serve as a valuable tool for addressing critical issues, advocating for innovative practices, and fostering a global educational community. Recommendations include encouraging the creation of educational podcasts, promoting global collaboration, incorporating technology-related topics in educational discourse, advocating for organizational accountability, addressing

educational challenges, and promoting diversity in education dialogues. In conclusion, this study contributes to the understanding of how podcasts shape educational discourse globally. It highlights the potential of podcasts to connect educators, learners, and stakeholders, fostering a dynamic and inclusive educational environment.

Keywords: Podcasts, Education, Thematic Analysis, Global Discourse, Technology in Education, Organizational Accountability, Educational Challenges, Diversity in Education, Advocacy, Social Media.

Introduction

In the dynamic intersection of technology and education, podcasts have emerged as transformative tools, offering a versatile platform for disseminating knowledge and fostering nuanced discussions. This exploration ventures into the podcast landscape, delving into selected episodes from both Nigerian and foreign universities. These podcasts not only reflect the evolving global discourse on education but also shed light on a discernible gap in podcast utilization between these contexts (Ogunmodede et al. 2021).

Podcasts have become invaluable resources, transcending geographical boundaries and democratizing access to information. This study examines noteworthy episodes from various educational podcasts, drawing upon literature and evidence from both Nigeria and foreign universities. Each podcast encapsulates unique perspectives, addressing critical facets of education, from mental health considerations to innovative pedagogies (Garrison, Anderson, & Archer, 2000). The global adoption of podcasts in education is evident, and a critical disparity exists in their integration between Nigerian and foreign universities. Despite the potential of podcasts to revolutionize learning experiences, there is a notable gap in their utilization within the Nigerian educational landscape. This raises concerns about the accessibility of innovative educational resources and discussions in Nigerian institutions compared to their foreign counterparts. Understanding the factors contributing to this gap is imperative for devising strategies that harness the full potential of podcasts to enrich educational practices in Nigeria (Braun & Clarke, 2006).

Purpose of the Study

The primary purpose of this study is to conduct a comparative analysis of podcast utilization in educational settings between Nigerian and foreign universities. By exploring the content and themes of selected podcast episodes, the

study aims to identify the extent of podcast integration, assess the topics discussed, and understand the underlying factors contributing to the observed differences. Additionally, the study seeks to provide insights into the potential benefits and challenges associated with podcast adoption in diverse educational contexts (Guest, MacQueen & Namey, 2012; Braun & Clarke, 2013).

Significance of the Study

This study holds significant implications for educators, policymakers, and stakeholders in both Nigerian and international educational spheres. By unveiling the existing gap in podcast utilization, the research aims to inform strategies for enhancing the integration of podcasts into mainstream education in Nigeria. Furthermore, the comparative analysis offers insights into successful models of podcast integration from foreign universities, providing valuable benchmarks for Nigerian institutions seeking to enrich their educational practices. Ultimately, the study contributes to the broader conversation on leveraging technology, such as podcasts, to foster inclusive and innovative learning environments on a global scale (Braun & Clarke, 2019).

Research Gap

A noticeable gap exists in the use of podcasts for education between Nigerian and foreign universities. Johnson et al. (2020) study discovered that foreign institutions exhibit a higher degree of podcast integration into academic settings. Also, the potential of podcasts to democratize education by providing accessible and engaging content, remains largely untapped in the Nigerian context. Hence, closing this gap requires concerted efforts from educational institutions, policymakers, and content creators to integrate podcasts into mainstream education, offering students a richer and more diverse learning experience (Stone, 2012).

Podcast has proliferated across universities and it is crucial for Nigerian universities to bridge podcasting gap for the advancement of education. Besides, only through such efforts can the transformative power of podcasts be fully realized in shaping the educational landscape in Nigeria and international stage (Neuendorf, 2016).

Statement of the Problem

Nigerian universities face unique challenges in podcasting. For instance, Omoegun and Adebesin (2018) highlight these challenges and emphasize the need for innovative approaches to enhance education accessibility.

The integration of podcasts in Nigerian education is relatively nascent as its rapid deployment became popular since the COVID-19 pandemic era. Besides, Ogunmodede et al. (2021) discuss the potential of podcasts in distance education,

emphasizing their role in overcoming geographical constraints and providing flexible learning opportunities.

However, foreign universities, particularly in technologically advanced countries, have embraced podcasts as an integral part of the educational ecosystem. Besides, Reich and Ruiperez-Valiente (2019) discuss how podcasts enhance student engagement and support diverse learning styles in higher education.

Notwithstanding, the content of podcasts in education should be culturally relevant. For instance, Hodges and Crompton (2018) argue that understanding the local context is crucial for creating podcasts that resonate with students in diverse settings.

Comparatively, foreign universities benefit from more advanced technological infrastructure, which allow seamless podcast integration. Also, podcasts have the potential to shape the educational landscape in both Nigeria and foreign universities. However, challenges exist in terms of access and content diversity as podcasts offer a promising avenue for educational innovation. This study comparative analysis sheds light on the disparities and opportunities in podcasting and contributes to a nuanced understanding of how podcasts can be leveraged to enhance education globally. Nonetheless, the digital divide remains a challenge in Nigeria (Adeyemo & Sodiya, 2016).

Research Question

1. What are the percentages of tweets on foreign and Nigerian based podcast discourses?

Theoretical Background: Podcasts are Shaping the Educational Landscape

The integration of podcasts into educational settings is underpinned by several theoretical frameworks that emphasize the transformative potential of this medium in shaping the educational landscape. In the context of a comparative analysis between Nigerian and foreign universities, the following theoretical perspectives provide a foundation for understanding the dynamics at play in podcast adoption and utilization.

1. **Technological Pedagogical Content Knowledge (TPACK)**:

The TPACK framework, proposed by Mishra and Koehler (2006), offers a lens through which the interplay of technology, pedagogy, and content can be understood. In the realm of podcasts in education, TPACK helps elucidate how educators navigate the integration of this technology (T), align it with pedagogical practices (P), and tailor it to specific content areas (C). A comparative analysis can reveal how these knowledge domains are balanced in the educational landscapes of Nigeria and foreign universities.

2. **Diffusion of Innovations Theory**:
Rogers (1962) Diffusion of Innovations Theory is pertinent in examining the adoption and spread of podcast technology. The theory categorizes individuals into innovators, early adopters, early majority, late majority, and laggards. A comparative analysis could shed light on the diffusion patterns in Nigeria and foreign universities, providing insights into the factors influencing the rate of podcast adoption among educators and institutions.

3. **Community of Inquiry (CoI) Framework**:
The CoI framework, proposed by Garrison, Anderson, and Archer (2000), emphasizes the importance of social, cognitive, and teaching presences in creating a meaningful educational experience. Podcasts, as a medium that combines audio content with potential for discussion, contribute to all three presences. An exploration of the use of podcasts in Nigerian and foreign universities can illuminate the effectiveness of podcasts in fostering a sense of community and inquiry.

4. **Connectivism**:
The connectivism theory posits that learning is an ongoing, and connected process facilitated by technology. Podcasts, as conduits for continuous learning and knowledge sharing, align with the principles of connectivism. A comparative analysis can unveil the extent, which podcasts serve as tools for fostering connectivist learning environments in both Nigerian and foreign educational contexts (Hodges & Crompton 2018).

5. **Cultural-Historical Activity Theory (CHAT)**:
The CHAT was developed by Vygotsky and it explores the influence of cultural and social contexts on learning (Vygotsky & Cole, 1978). Examining the use of podcasts within different cultural and educational landscapes can reveal how these contexts shape the activities and practices surrounding podcast adoption, contributing to a deeper understanding of the role of cultural factors in shaping educational technologies.

6. **Technology Acceptance Model (TAM)**:
Davis (1989) Technology Acceptance Model provides insights into the factors influencing individuals' acceptance and use of technology. Applying TAM to podcast adoption in education can highlight the role of perceived ease of use and perceived usefulness in shaping educators' attitudes and behaviors towards podcast integration.
Besides, grounding the study within these theoretical frameworks, shows a nuanced analysis of podcast utilization in educational settings in Nigeria and foreign

universities becomes possible. These frameworks offer lenses through which to understand the complex interplay of technological, pedagogical, and contextual factors influencing the integration of podcasts into the educational landscape. Theoretical insights from these frameworks will inform the research design, data interpretation, and the generation of recommendations to address the identified disparities in podcast utilization (Yin, 2018).

Methodology

This research involved qualitative methodology and thematic analyses. Qualitative methodology is a research approach that focuses on understanding, interpreting, and exploring the social and human aspects of a phenomenon. It is characterized by a holistic and in-depth examination of the context, relying on non-numerical data such as words, images, or observations (Creswell & Creswell, 2017). Qualitative research aims to uncover meaning, patterns, and nuances in human experiences, attitudes, and behaviours, providing rich and contextually embedded insights.

However, thematic analysis is a widely used qualitative research method for identifying, analysing, and reporting patterns (themes) within data (Braun & Clarke, 2006). It involves a systematic process of coding and categorizing textual, visual, or audio data to identify recurring themes and patterns.

Thematic analysis allows researchers become familiar with the data through repeated readings or viewings to gain a comprehensive understanding of the content. It allows the assigning of initial codes to segments of data and identifying key concepts or patterns. For instance, the codes are grouped into potential themes for capturing shared meanings or patterns (Braun & Clarke, 2019).

Themes emerge through an inductive process, grounded in the data and researchers review and refine themes, ensuring they accurately represent the data. For example, this step involves constant comparison and iteration. Likewise, thematic analysis entails the definition of themes to represent the essence of each theme. This step of theme allocation involves creating a coherent narrative. Also, findings are presented in a coherent and compelling narrative, that is often supported by illustrative quotes or examples (Braun & Clarke, 2013).

Results

In answering research question one which states that:

1. What are the percentages of tweets on foreign and Nigerian based podcast discourses?

The following results were deduced as shown in table 1.

Descriptive Statistic	Value
Average Frequency of Tweets	1
Percentage of Foreign Tweets	71.43%

Percentage of Nigerian Tweets	28.57%
Percentage of "Impact of AI" Thematic	14.29%
Percentage of "Diverse Approaches" Thematic	14.29%
Percentage of "Innovation in Education" Thematic	14.29%
Percentage of "Organizational Accountability" Thematic	14.29%
Percentage of "Education Discussion with Omojuwa" Thematic	14.29%
Percentage of "Education Crisis in Nigeria" Thematic	14.29%
Percentage of "State of Education in Nigeria and Sustainable Growth" Thematic	14.29%

Table 1. Percentage of Foreign and Nigerian Tweets

The table 1 contents provides descriptive statistics related to a set of Twitter data, specifically focusing on the average frequency of tweets and the percentage distribution of different thematic categories and the origin of tweets. It is broken down and discussed as follows:

Average Frequency of Tweets:

The average frequency of tweets is reported as 1. This suggests that, on average, there is one tweet per some unit of time or observation period.

Percentage of Foreign Tweets (71.43%):

The majority of the tweets (71.43%) are identified as foreign. This indicates a high proportion of tweets originating from locations outside the specified region or country.

Percentage of Nigerian Tweets (28.57%):

Conversely, 28.57% of the tweets are attributed to Nigeria. This suggests that the dataset includes a notable but smaller portion of tweets from within Nigeria.

Thematic Distribution:

The data is categorized into different thematic areas, each with a reported percentage. "Impact of AI," "Diverse Approaches," "Innovation in Education," "Organizational Accountability," "Education Discussion with Omojuwa," "Education Crisis in Nigeria," and "State of Education in Nigeria and Sustainable Growth" are the identified themes.

Each thematic category is reported to have an equal percentage (14.29%), indicating an even distribution of tweets across these themes.

Conclusion

In conclusion, the analysis of tweets related to podcasts and education reveals a diverse and global engagement in educational discourse through social media. The tweets

cover a broad range of topics, including the impact of AI on mental health, diverse approaches to education, innovation in education, organizational accountability, and discussions on the state of education in Nigeria. The prevalence of these themes underscores the multifaceted nature of educational discussions on platforms like Twitter.

The thematic analysis indicates that podcasts serve as a versatile medium for addressing critical issues, advocating for innovative approaches, and fostering global conversations in the field of education. The study highlights the potential of podcasts to contribute to a dynamic and interconnected educational community where diverse voices and perspectives are heard.

In summary, the provided descriptive statistics give insights into the average frequency of tweets, the geographical origin of the tweets, and the distribution of tweets across various thematic categories. Additional information, such as the sample size or duration of data collection, would be helpful for a more nuanced interpretation of the results. Additionally, understanding the context of the themes and their relevance to the dataset is crucial for a comprehensive analysis.

Recommendations

Encourage Educational Podcasts:

Institutions, educators, and individuals should consider leveraging podcast platforms to share insights, discuss innovative practices, and address pressing issues in education. Creating and promoting educational podcasts can contribute to a more vibrant and accessible educational discourse.

Global Collaboration in Education:

Podcast creators and educators should explore opportunities for cross-cultural collaborations. Initiating global conversations on education fosters a better understanding of diverse educational systems, challenges, and solutions.

Incorporate Technology in Education Discourse:

Given the discussions on the impact of AI on mental health and innovation in education, there is a need to incorporate technology-related topics into educational discourse. Educational stakeholders should actively engage in conversations about the evolving relationship between technology, mental health, and educational practices.

Advocacy for Educational Accountability:

The theme of organizational accountability in education suggests a growing awareness of the importance of accountability within educational institutions. This highlights the need for ongoing advocacy and discussions around best practices in organizational accountability and effective communication in the education sector.

Addressing Educational Challenges:
The presence of tweets discussing the education crisis in Nigeria underscores the importance of using podcasts as a platform for raising awareness about critical educational challenges. Advocacy efforts, policy discussions, and collaborative initiatives can be amplified through podcasting to address such challenges.

Promote Diversity in Education Dialogues:
Podcast creators should actively seek diverse perspectives, voices, and experiences in their discussions. Promoting inclusivity and diversity in education dialogues ensures a more comprehensive understanding of global educational challenges and innovative solutions.

Research on Podcast Impact:
Further research can be conducted to investigate the impact of educational podcasts on awareness, knowledge dissemination, and community engagement. Understanding the effectiveness of podcasts in educational discourse can inform future strategies and initiatives.

In essence, podcasts offer an influential platform for shaping the educational landscape, facilitating knowledge exchange, and fostering a sense of global community among educators, learners, and stakeholders. By embracing and enhancing the use of podcasts in education, we can contribute to a more informed, connected, and innovative educational ecosystem.

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