

# Legal Education Podcasting Project - Mid-Semester Survey

*Conducted between March 1 and March 18, 2006*

In the Spring 2006 semester, CALI is sponsoring a project to investigate the efficacy of podcasting in legal education called the Legal Education Podcasting Project.

If you came to this survey at the behest of your instructor, it means that your instructor is participating in this project and we would like to get your mid-semester reactions .

Your responses are very valuable to us so that we can expand the number of faculty who use podcasting in their teaching.

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**All of the responses to this survey are anonymous - we do not know who you are and no identifying information will be provided to the instructors, so please be candid.**

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If you have any questions or want to submit ideas, suggestions, complaints or comments beyond this survey, feel free to drop me an email at [jmayer@cali.org](mailto:jmayer@cali.org).

Thanks!

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## 1. What law school do you attend?

#	Response
69	Baltimore
6	California Western School of Law
20	Indiana-Indianapolis
8	Memphis
5	Montana
14	Nova Southeastern
10	Oklahoma City University
23	Pepperdine
55	South Texas College of Law
14	Southern Illinois University
38	Southern New England
33	Southwestern
33	Western New England
45	Western State
8	Other from 4 different schools (less than 5 students responded so the school name was suppressed to insure anonymity)
<b>380</b>	<b>Total Responses</b> ( <i>not all students filled this in</i> )


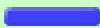





## 2. What course are you taking that is being podcast?

#	Response
6	Administrative Law
5	Advanced Legal Research
15	Business Organizations
61	Civil Procedure
33	Constitutional Criminal Procedure
94	Contracts
1	Damages
2	Evidence
8	Health Law
5	International Business Transactions
14	Lawyering Skills
4	Legal Drafting
3	Payment Systems
10	Product Liability
34	Property
17	Remedies
1	Securities Regulations
69	Torts
382	<b>Total Responses</b> ( <i>not all students responded to this question</i> )




### 3. Who is the instructor? (*just last name is fine*)

Redacted for anonymizing purposes. You can see the list of faculty participating in the Legal Education Podcasting Project [here](#).

### 4. What year in law school?

1st year		62.4%	(242)
2nd year		20.1%	(78)
3rd year		9.0%	(35)
4th year		0.8%	(3)
LLM		1.0%	(4)
Other: 1.5 L!		0.3%	(1)
<b>TOTAL</b>		<b>93.6%</b>	<b>388</b>









### 5. Prior to this course, have you ever listened to a podcast?

Yes		15.5%	(60)
No		79.9%	(310)
<b>TOTAL</b>		<b>95.4%</b>	<b>388</b>


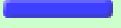


### 6. Did you know that your instructor is either podcasting the classroom lectures or creating podcast summaries?

Yes		93.8%	(364)
No		1.8%	(7)
<b>TOTAL</b>		<b>95.6%</b>	<b>388</b>


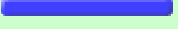



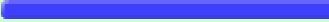
**7. How many of the podcasts have you listened to?**

None		18.6%	(72)
1		16.5%	(64)
2		13.1%	(51)
3		14.2%	(55)
4		7.0%	(27)
5		2.8%	(11)
More than 5 or All		24.2%	(94)
<b>TOTAL</b>		<b>96.4%</b>	<b>388</b>




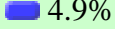

**8. What do you use to listen to the podcasts? (check all that apply)**

PC		72.3%	(279)
MP3 player or iPod		24.5%	(92)
Other: CD (often for playing in the car)		2.9%	(11)
Other: PDA		0.3%	(1)




**9. Rate the overall value of the podcasts you have listened to.**

Excellence Value		28.4%	(110)
Above Average Value		39.2%	(152)
Average Value - Take it or Leave it		10.6%	(41)
Below Average - Don't Really See the Value		0.8%	(3)
Poor - Not Interested		3.1%	(12)
<b>TOTAL</b>		<b>82.0%</b>	<b>388</b>

### 10. Which do you prefer?

Podcasts of the classroom lectures	 21.4%	(83)
Podcasts of weekly summaries	 26.5%	(103)
Both	 34.8%	(135)
Neither	 4.9%	(19)
<b>TOTAL</b>	 <b>87.6%</b>	<b>388</b>

### 11. Do you plan to listen to the podcasts later in the semester or in preparation for exams?

Yes	 86.6%	(336)
No	 7.5%	(29)
<b>TOTAL</b>	 <b>94.1%</b>	<b>388</b>

### 12. Comments, ideas, complaints or suggestions on how we can improve legal education podcasting in the future?

*Overall, the student comments contained excellent and useful feedback. We are very appreciative to the students who took the time to respond at length. Some students included self-identifying information and so I will work up a summary of the comments in an effort to cull out the salient points made.*