

Harnessing Collaborative Vodcasting in Literature Instruction: The Case of Pre-Service English Teachers in a Philippine University

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Date received: September 8, 2025

Date revised: October 17, 2025

Date accepted: November 4, 2025

Originality: 90%

Grammarly Score: 99%

Similarity: 10%

Recommended citation:

Roxas, M.J. (2025). Harnessing collaborative vodcasting in literature instruction: The case of pre-service English teachers in a Philippine University. *Journal of Interdisciplinary Perspectives*, 3(12), 15-26.

<https://doi.org/10.69569/jip.2025.669>

Abstract. The integration of digital technologies in education has reshaped teaching practices. However, the use of vodcasting—an instructional strategy combining video and audio podcasts—remains underexplored in literature classes, particularly in pre-service teacher education. This study addresses this research gap by investigating collaborative vodcasting as an instructional strategy in a literature course for pre-service English teachers at a Philippine university. The objective is to determine how future teachers perceive the advantages, challenges, and pedagogical value of this approach in fostering literary understanding and essential teaching competencies. Thirty reflective essays written by third-year Bachelor of Secondary Education students were subjected to Content Analysis (CA) to identify emergent themes. The findings suggest that collaborative vodcasting facilitated deeper engagement with literary genres, enhanced communication and collaboration skills, and fostered creativity and critical thinking. However, challenges were also identified, including technological difficulties, time management issues, and coordination concerns in group work. The study concludes that vodcasting constitutes a promising pedagogical tool in literature education, particularly for pre-service teacher training. Its academic and practical contributions lie in demonstrating how multimodal tasks can simultaneously strengthen literary competence and twenty-first-century skills. To maximize its effectiveness, institutional support—including technical resources, training, and structured reflective activities—is recommended. This study contributes to the growing body of scholarship on digital innovations in English language and literature instruction.

Keywords: Vodcast; Podcast; Literature teaching; Pre-service teachers; Content analysis.

1.0 Introduction

The widespread use of digital technologies has revolutionized education, particularly English language instruction. Modern learning trends have encouraged the integration of technology into the classroom, with tools like podcasts emerging as valuable resources for teaching and learning (Haleem et al., 2022; Ginting, 2019; Guo & Zeng, 2023). The growing importance of English in a globalized world—where it is linked to employability and intercultural competence—further underscores the need for educators to embrace these technological shifts (Constantinou, 2024; Lan, 2024; Ruiz et al., 2024).

Technological innovations have also reshaped pedagogical approaches, offering more flexible and engaging ways

to deliver instruction. Among these, podcasts stand out as widely adopted tools that support language learning by enhancing listening and speaking skills (Saragih et al., 2022; Chaves-Yuste & De-la Peña, 2023). They provide authentic input, promote vocabulary growth, and encourage collaborative learning (Enriquez et al., 2023). Building on this foundation, the increasing availability of high-speed internet has enabled the rise of vodcasts, or video podcasts, which combine audio and visual elements to enrich learning experiences (Rae & McCarthy, 2017, as cited in Hollister et al., 2022; Berry, 2019). While podcasts emphasize auditory learning, vodcasts add a visual dimension, making content more dynamic and interactive and thereby expanding their pedagogical potential.

Previous studies have highlighted the benefits of podcasts as learning tools but have mainly examined them from the perspective of students as passive consumers of content (Ferdiansyah et al., 2023; Saito & Tangkiengsirisin, 2023; Deda, 2023; Almendingen et al., 2021). Far fewer studies have investigated the impact of students actively producing vodcasts, particularly in collaborative contexts. This creates a gap in understanding how the creation process itself may enhance pedagogical growth, creativity, and collaboration.

To address this gap, the present study explored pre-service teachers' experiences with collaborative vodcasting as an instructional strategy in a literature class. Specifically, it examined their views on its use, the challenges they encountered, and the perceived advantages and disadvantages of applying vodcasting in teaching literature. By doing so, the study aims to expand current discussions on digital tools in education and highlight how vodcasting can contribute to both literature instruction and teacher preparation.

2.0 Methodology

2.1 Research Design

This qualitative research employed Content Analysis (CA) as a research design. Szabó et al. (2025) define CA as the study of documents and communication artifacts, including texts in various formats, pictures, audio, and video. This study focused on written reflective essays as its data source. The choice of CA allows the researcher to examine patterns, themes, and meanings embedded in written narratives. Since the study focuses explicitly on reflective essays, CA provides a structured yet flexible way of identifying recurring ideas, categorizing responses, and interpreting participants' perspectives.

2.2 Corpus of the Study

The study analyzed thirty (30) reflective essays written by third-year Bachelor of Secondary Education Major in English Students at a State University in Bacoar City, Cavite, Philippines. The participants were tasked with creating a collaborative videopodcast to discuss contemporary, popular, and emergent English literary pieces.

2.3 Data Analysis Procedure

The data were analyzed using Reflexive Thematic Analysis (Braun & Clarke, 2005), which involves data familiarization, data coding, and theme development and revision. Moreover, a deductive approach was used, in which existing concepts or ideas guided coding and theme development. The analysis is explicitly shaped and informed by pre-existing theory and concepts. Deductive approaches can involve identifying themes identified in other research in the data set or using existing theory as a lens through which to organize, code, and interpret the data. In the case of the present study, the themes and sub-themes were extracted guided by the four elements elucidated in the research paradigm, which are (1) views and insights on collaborative vodcasting as an instructional strategy in literature, (2) challenges encountered in collaborative vodcasting, and (3) perceived advantages and disadvantages of collaborative vodcasting as an instructional strategy in literature.

To ensure the accuracy and validity of the findings, the four rudiments of methodological rigor – transferability, conformability, dependability, and credibility – were observed (Tobin & Begley, 2004, as cited in Nicmanis, 2024). Transferability was demonstrated as participants richly described their experiences in collaborative vodcasting through reflective essays, which were subsequently translated into meaningful themes and sub-themes. The deductive approach to thematic analysis through a "check-recheck" strategy guided by the research paradigm established the conformity of the findings. Intercoder reliability was observed when extracting themes and sub-themes from the sample reflective essays to ensure dependability. Two (2) licensed professional English teachers who both hold master's degrees in English Language Education were asked to participate in the data analysis. To ensure credibility, member checking through an online focus group discussion (FGD) was conducted to validate the themes and sub-themes that emerged from the analysis.

2.4 Ethical Considerations

The researcher maintained the utmost confidentiality and anonymity of the authors of the sample reflective essays. The results do not necessarily reflect the overall quality of the teaching-learning process or the University's instruction delivery.

3.0 Results and Discussion

3.1 Views of the Pre-Service English Teachers in Using Collaborative Vodcasting as an Instructional Strategy *Vodcasting Enhances Understanding of Literary Genres*

One of the most significant insights from the pre-service teachers' experience with collaborative vodcasting was that it helped them gain a deeper, more multifaceted understanding of literary genres. Research shows that student-produced podcasts and vodcasts promote engagement and reflection, leading to deeper learning (Almendingen et al., 2021; Enríquez et al., 2023).

For instance, when Participant 1 discussed their Vodcast on queer literature, they noted, *“Our topic in Vodcast was about queer literature. Our article, as well as the whole point of our Vodcast, discusses the positive effect of being open with this kind of literature... We aim to inspire and impart wisdom to those people who want to know more about it.”*

This reflection highlights how vodcasting supported both literary understanding **and** social engagement, echoing Chaves-Yuste and De-la Peña's (2023) findings that podcasts foster linguistic competence and social awareness, while Ferdiansyah et al. (2023) emphasized their role in cultivating inclusivity and critical dialogue. By encouraging participants to address stigmatized topics, vodcasting facilitated academic engagement and the development of cultural awareness and empathy – skills vital for future educators (Kenna, 2023; Bueno-Alastuey & Nemeth, 2022).

In a classroom setting, teachers can use collaborative vodcasting to explore sensitive or complex genres, such as queer literature, allowing students to express their perspectives while learning from others. This method makes it easier to engage students in meaningful conversations, encouraging them to think critically about societal issues. Just as the participants in the Vodcast worked together to understand and convey the value of queer literature, future educators can guide students in examining literature that challenges conventional ideas, fostering an environment of empathy, respect, and open-mindedness. This methodology finds theoretical support in Barton's (1994) ecological view of literacy, as cited in Bhatt & Chen (2025), which asserts that literacy arises through socially situated meaning-making and that academic literacy involves engaging knowledge as a contextualized practice.

Participant 2 also shared an insightful perspective on how Fantasy literature can be taught creatively: *“The Fantasy genre allows readers to experiment with different ways of seeing the world by featuring magical and supernatural elements... Participating in collaborative activities with your classmates might help you strengthen your bonds.”*

This statement underscores the effectiveness of collaborative learning when teaching complex genres. In the real-world classroom, teachers can use vodcasting to help students break down the elements of Fantasy literature, such as its use of supernatural themes to explore human nature. Collaborative projects like vodcasting can be a powerful way for students to engage with the genre, allowing them to analyze it from different angles and connect it to their own social realities. Moreover, collaborative vodcasting aligns with Kenna's (2022) assertion that student-generated media fosters digital literacy and critical thinking, equipping learners to analyze genres like Fantasy for their narrative structures and cultural relevance. Similarly, Faramarzi et al. (2020) show that multimodal tasks, such as vodcasting, enhance students' ability to creatively reconstruct meaning, particularly in genres rich in allegory and symbolism. From a socio-literary lens, Sevnarayan and Mohale (2022) argue that collaborative vodcasts reduce isolation and create authentic spaces for dialogue—an essential factor when exploring Fantasy's engagement with universal human concerns such as morality, power, and identity.

In real classrooms, vodcasting gives teachers a practical way to explore Fantasy literature. By working together to analyze its magical elements and relate them to real human experiences, students can look at the genre from different angles while also building stronger connections with their classmates. This shows how collaborative vodcasting can transform learning by combining imagination with meaningful social interaction.

Vodcasting Fosters Collaborative Learning, Diverse Perspectives, and Enhances Communication Skills

Collaboration was a central element of the vodcasting experience, and it became clear that it plays a significant role in enhancing both understanding of literary genres and communication skills.

Participant 3 explained, *“Our topic was Science fiction, in this genre most of us are related when we talk about it but this vodcast helps my insight to be more wider and my point of view about sci-fi have changed using vodcast... it might help us as a future educator to be more fluent and to know how to use collaboration in each subject.”*

This reflection captures how peer interaction expanded their literary understanding and reinforced professional fluency. This is supported by Zapata's (2022) study, which reports that vodcasting tasks “flourished by minimizing the need for physical presence” and effectively promoted collaborative meaning-making among EFL learners working on varied genres, including narrative and informational content. They conclude that vodcasting “removed affective barriers” and led students to negotiate ideas actively within peer groups. Additionally, Yeganeh & Izadpanah (2021) found that podcasts and vodcasts uniformly improved listening skills among motivated learners, with no significant difference between formats. They note that listening to podcasts and watching vodcasts improves motivated learners’ listening skills and helps students confidently engage across proficiency levels.

Participant 5 also emphasized the value of communication, stating, *“Our vodcast topic is about the analysis of Luca film and discussion of Fantasy... In terms of the Luca film, I got the chance to share my ideas with my fellow groupmates, and we had the chance to exchange ideas.”*

The statement above highlights the importance of both speaking and listening—key components of effective communication. Through collaborative vodcasting, the participants learned not only how to express their thoughts clearly but also how to listen actively and build on others’ ideas. Yeganeh and Izadpanah (2021) argue that learners become more active listeners and responders when engaging with vodcast tasks.

In practice, these skills are vital in the classroom. Teachers can encourage students to communicate more effectively by integrating vodcasting into their lessons. For example, when students work together on a vodcast about a genre like Fantasy, they could be assigned roles such as researching, writing, editing, or presenting. This ensures that each student is actively involved in the project, promoting consistent communication and collaboration. By engaging in these activities, students gain a deeper understanding of the genre while also honing their teamwork and critical thinking skills, which are indispensable in academic and professional settings.

Moreover, the experience of presenting and collaborating in a vodcast project can help students refine their ability to articulate ideas clearly and confidently. This mirrors the communication skills they will need in their future careers, where conveying ideas effectively is essential for success. Listening to and responding to peers' input constructively helps build academic skills and social and emotional intelligence—key components of effective collaboration.

Vodcasting Encourages Creativity and Critical Thinking

Creating a vodcast encouraged participants to think creatively and critically, as they explored literature in non-traditional ways.

Participant 4 shared, *“I learned the virtue of patience, being calm, and controlling my emotions during difficulties in creating the flow of our Vodcast... It made me realize that it is possible to learn about the Fantasy genre through games.”*

This reflects how the vodcasting project pushed participants to engage with the Fantasy genre through unconventional methods, such as incorporating role-playing games. This creative approach allowed them to see the genre from fresh perspectives, fostering both critical thinking and problem-solving skills as they navigated technical and collaborative challenges.

Further enhancing their critical thinking, Participant 5 noted, *“In our group discussion, we explored how the Fantasy genre can be related to real-life issues... such as identity and power... and we found that it can provide a unique perspective on society's values.”*

This statement highlights how vodcasting encouraged participants to make deeper connections between the genre and societal issues. By analyzing Fantasy in relation to real-world concepts such as social justice and identity, they were able to critically examine the genre's relevance, going beyond its traditional escapist themes to explore its impact on contemporary culture.

Similarly, Participant 6 reflected on how vodcasting helped them make connections between Fantasy themes and ideas like belonging, identity, and acceptance: *"I never thought that creating a vodcast could help us see deeper connections between the Fantasy genre and societal norms. When we looked at films like Luca, it was not just about the fantasy world; we were able to discuss themes like belonging, identity, and acceptance."*

Recent literature supports these experiences. Moore (2022) argues that podcasts hold "*emancipatory potential*" by creating "*dialogues between students and communities underrepresented in mainstream debate*", enabling imaginative engagement with challenging themes. This aligns with how participants used Fantasy genres to probe societal issues via vodcasting.

Likewise, Engzell et al. (2025) reported that educational podcasts foster active learning and encourage dialogues between students and communities, leading to greater critical reflection on content. These attributes mirror how participant groups worked together to reflect on fantasy themes through meaningful discussion and creative media.

As a result, vodcasting projects not only sparked imaginative thinking but also nurtured analytical skills by linking literature to real-world questions and enabling students to collaboratively explore themes in multiple modes (text, film, gameplay). Through this multimodal, socially situated creative process, participants developed deeper genre awareness, improved problem-solving, and richer critical interpretations.

Vodcasting Promotes Personal Growth and Self-Reflection

Lastly, the vodcasting process promoted significant personal growth and self-reflection. Participant 6 explained, *"I learned so much from it. Before, I did not have any idea that playing games could help us to learn about the Fantasy genre... it feeds our sense of wonder."*

The vodcasting experience allowed teachers to not only explore new ways of engaging with literature but also to reflect on their own development as educators. The project allowed them to step outside their comfort zones, embrace new technologies, and think critically about how literature is taught. This aligns with the study of Turner et al. (2021), which posits that teacher engagement with podcasting led to greater self-awareness and reflective teaching identity, noting that podcasting encouraged self-questioning and professional growth.

Further support comes from Rica & Javier (2021), who argue that vodcasting as a modular learning tool encourages learners to reflect on their learning processes. They state that *"students reported deeper recognition of their own evolving understanding"*, suggesting that multimodal creation encourages internal dialogue and self-assessment.

Taken together, these findings suggest that vodcasting does much more than teach literary analysis—it supports personal transformation by positioning learners as both creators and critics. When students reflect on how their interpretation of Fantasy literature evolved through multimedia work, they simultaneously develop emotional intelligence, adaptability, and a critical educator identity.

In practice, teachers can use vodcasting to foster students' self-reflection. For example, they can prompt students to write or discuss what changed in their understanding during the project and how their creative decisions shaped their learning. This reinforces academic skills and emotional growth, preparing students for complex teaching contexts in which adaptability, insight, and continual self-reflection are essential.

3.2 Challenges Encountered by Pre-Service English Teachers in Using Collaborative Vodcasting as an Instructional Strategy in Literature

Time Management and Schedule Conflicts

One of the most commonly mentioned challenges among the pre-service teachers was the difficulty of managing time and aligning schedules, particularly given that many participants were working students.

Participant 1 shared, *"This project is exciting and memorable, yet we also had some difficulties... some of us are working students who work either on a day and night shift, so it is difficult to set a time for a meeting and also for actual recording since we need to rest."*

This reflects a common issue in group work: balancing multiple responsibilities can lead to scheduling conflicts. The difficulty of finding common ground for group meetings, along with other commitments like work, often leaves little room for collaboration – something essential to successful vodcasting.

Participant 8 echoed this concern, explaining, *"We wanted to make it high quality, but we do not have high internet speed when doing it online, and each of our members has conflicting schedules. Most of us only use our phones, and we are only limited by phone storage when editing."*

This further illustrates the impact that schedule conflicts and other commitments have on collaborative work. As working students, they struggled to find time for meaningful collaboration, which often hindered the quality of their work and slowed down the production process. These difficulties reflect broader issues in online and blended learning. For example, Alshurafat et al. (2021) reported that during the COVID-19 pandemic, students faced challenges balancing educational demands with personal and professional responsibilities, often leading to stress and time-related barriers. Similarly, Mohammed et al. (2022) observed that a lack of a stable internet connection and limited access to devices were among the most common obstacles to effective participation in e-learning, underscoring the overlap between technical and time-related factors.

To address these challenges, teachers can guide students in learning better time management skills and using flexible tools for collaboration. Rica and Javier (2021) suggested that vodcasting projects can succeed when students are supported with structured guidelines and flexible deadlines, helping them adapt to different schedules and workloads. Likewise, Vergara (2022) showed that integrating simple scheduling strategies in vodcasting activities helped students stay organized and reduced stress in modular learning contexts.

In practice, teachers could encourage groups to plan projects, set clear milestones, and use asynchronous collaboration tools like shared Google Docs or recorded meetings. This way, students can still participate meaningfully despite schedule conflicts, while also improving their time management skills—an ability they will need both in their studies and future careers.

Technical Difficulties and Technology Limitations

Another significant challenge faced by the participants was the technical difficulties they encountered, ranging from unstable internet connections to limited access to devices and editing software.

Participant 2 explained, *"We encountered some difficulty with the internet connection... Some of us have Wi-Fi at home, but some do not."*

The instability of internet access was an ongoing issue, causing interruptions during recording sessions and hindering effective communication among group members. This problem is particularly prevalent in an era of distance learning, where students may lack the technological infrastructure needed to collaborate seamlessly.

Participant 4 further elaborated, *"The difficulties I encountered in creating our vodcast were the availability of some of my group members because most of them were working students... also, the internet connection during the recording of our vodcast, there were times that the internet was lagging, and it interrupted the smooth sailing of our discussion."*

This suggests that the technological divide—where some students have better access to reliable internet and devices—can create significant barriers to collaboration.

Participant 5 also described challenges with video editing: *"We had difficulties editing because we used some apps, but when we were about to export, it could not be exported, which is not easy. This is why I really commend my co-member in the editing part because they really put many effort into it."*

The persistence of these challenges underscores a wider digital divide. Strielkowski (2020) argued that the

pandemic revealed the extent to which uneven access to digital infrastructure exacerbates educational inequalities. Similarly, Faramarzi et al. (2020) observed that while vodcasting offers excellent potential for learning, unstable connections and limited technological skills often disrupt collaborative processes.

To address these challenges in classroom practice, educators can provide technical support and guidance on accessible tools. Sevnarayan & Mohale (2022) recommend implementing low-cost and mobile-friendly platforms to minimize technological barriers, while Maphoto and Suliman (2024) suggest scaffolding students' use of digital tools through training to build digital confidence and competence. By incorporating flexible approaches, such as asynchronous editing and collaborative apps, instructors can help ensure that technology enhances rather than hinders the learning experience.

In practice, educators could recommend free editing tools, provide step-by-step tutorials, and design project requirements that can be completed offline before uploading. This way, students with weaker internet or limited devices can still engage meaningfully in collaborative videocasting without being left behind.

Group Dynamics and Coordination Challenges

Finally, group dynamics and coordination posed significant challenges. Many students struggled to agree on a common topic, and some struggled with group members failing to complete their tasks on time.

Participant 6 noted, *"We also encountered problems with our video. Since none of us has a laptop or computer, our access to some video editing tools is also limited, thus we cannot edit our video to make it more presentable."*

This issue relates to a lack of technological resources but also points to the coordination difficulties that arise when students do not have clear roles or fail to complete their tasks on time.

Participant 7 explained the struggle of managing group expectations and assignments, saying, *"The challenges and difficulties that we have encountered in creating our vodcast are time and lack of technology to use/access... we had a hard time agreeing on the time and day we were available because some of us are working."*

The challenge of maintaining group cohesion when schedules and expectations do not align often leads to frustration and a less-than-ideal final product. Research supports this, as Balaman (2020) observed that communication, unequal participation, and coordination difficulties can disrupt the flow of group work and lead to breakdowns.

Coordination issues also became evident when members relied solely on unstable mobile data for communication. Participant 8 commented, *"We encountered difficulties with internet connection... all of my members are using mobile data through which we cannot totally understand the discussion."*

Such challenges resonate with the recent body of research. Producers et al. (2023) observed that students in digital group projects often felt disconnected, noting that it is hard to feel part of something when you have never met the people, a sentiment mirrored in participants' accounts of disrupted coordination. Likewise, Mdodana-Zide and Mukuna (2023) emphasized that scaffolded support systems—such as structured guidance and precise task distribution—assist students to progress in collaborative settings. Applied to vodcasting, this suggests that educators can mitigate group dynamic issues by establishing clear roles, integrating collaborative tools, and offering structured checkpoints to ensure accountability.

Overall, the participants' experiences show that group dynamics and coordination challenges are not just logistical hurdles but also influence the quality of collaboration and learning outcomes. Frustration and uneven contributions arise when there are no clear roles, inconsistent communication, or equitable access to resources. Conversely, when instructors anticipate these issues and scaffold collaboration effectively, vodcasting can foster stronger teamwork and more meaningful engagement with literature.

3.3 Perceived Advantages and Disadvantages of Using Collaborative Vodcasting as an Instructional Strategy in Literature

Advantages of Vodcasting in Pedagogy

Enhancing Student Engagement and Communication Skills. A significant advantage of using vodcasting in literature instruction is its ability to increase student engagement by transforming traditional lessons into interactive and dynamic learning experiences.

Participant 6 emphasized, *“Vodcasting opens many doors to students; it enables the class to address important topics from multiple perspectives, thus increasing our curiosity and engagement.”*

By using vodcasting, students can engage actively with literature and related topics, promoting intellectual curiosity and active learning. This interactive medium helps make the material more accessible and relevant, thereby encouraging a deeper understanding and engagement. Mohale (2025) found that podcasts and vodcasts fostered students’ sense of academic engagement, noting that students felt more connected and motivated when able to interact with multimedia-based learning.

Additionally, Participant 7 shared, *“Vodcasting provides students with a variety of learning opportunities by allowing the class to discuss significant themes from several perspectives, hence raising students' curiosity and knowledge about a topic from various points of view.”* Noetel et al. (2021) confirmed that video-based instruction significantly improves learning outcomes by promoting active engagement and higher retention than text-only instruction.

Vodcasting, therefore, positions students not only as viewers but also as critical thinkers who question, analyze, and interpret literary topics. Sevnarayan and Mohale (2022) noted that multimedia tools like podcasts and vodcasts reduce transactional distance in online settings by creating a more dialogic and interactive learning space. By taking ownership of their learning and participating in collaborative discussions, students enhance communication skills—an essential competence for both academic and professional contexts.

In a pedagogical context, these advantages can be maximized by incorporating collaborative projects, encouraging students to present their analyses and opinions on literary topics. This active involvement boosts engagement and communication skills, preparing students to share their thoughts effectively in academic and professional settings.

Fostering Creativity and Critical Thinking. Vodcasting provides a rich opportunity to foster creativity and develop critical thinking skills.

Participant 4 noted, *“It made me realize that it is possible to learn about the Fantasy genre through games.”*

This statement reveals how the vodcasting process encourages students to think beyond traditional methods, integrating role-playing games and other multimedia forms into their exploration of literary themes. This type of creativity enhances the learning experience, as students are encouraged to experiment with diverse formats to engage more deeply with the content. These findings resonate with Faramarzi et al. (2020), who observed that vodcasting tasks in online L2 classes encouraged learners to explore multiple representation forms, stimulating creativity and deepening critical engagement. Likewise, Jovanović (2021) reported that podcasting in language learning encouraged students to reflect on content actively and to express insights in innovative formats, thereby enhancing creativity and higher-order thinking.

Participant 8 further highlighted, *“Making a vodcast offers a variety of advantages... You will be able to share your understanding of the topic you are discussing, as well as your insights into the things you have learned and even some experiences.”*

This aligns with Mdodana-Zide and Mukuna (2023), who found that structured multimedia-based tasks enhanced ESL students’ ability to synthesize and communicate knowledge more effectively, fostering analytical thinking in academic writing.

By requiring students to synthesize, evaluate, and present information, vodcasting nurtures both critical analysis and creative expression. As Doi et al. (2022) argue, open educational resources such as videos and vodcasts can

empower learners to apply knowledge innovatively while addressing complex subjects. For literature instruction, students engage with texts and transform their understanding into creative outputs that demonstrate depth, originality, and critical awareness.

Therefore, educators can use vodcasting to help students develop creative expression and critical analysis skills, both of which are valuable for exploring complex literary themes and creating compelling presentations.

Disadvantages of Vodcasting in Pedagogy

Technical Difficulties and Time Management Issues. A significant disadvantage of using vodcasting is the technical challenges students encounter.

Participant 2 shared, *"The main disadvantage of vodcasting is sometimes your own point of view is not what viewers expected."*

This issue underscores the challenge of ensuring the content is appropriate and engaging for a broader audience. When students lack the necessary tools or support, their presentations can fall short of expectations, leading to frustration.

Participant 5 elaborated, *"We encountered difficulties editing because we used some apps, but when we were about to export, it could not be exported, which is not easy. This is why I really commend my co-member in the editing part because they really put much effort into it."*

Editing issues and the lack of reliable software were consistent problems for students, mainly when producing a high-quality vodcast. These technical hurdles can detract from the assignment's focus, forcing students to spend more time troubleshooting than engaging with the content.

These difficulties also consume valuable time, making the process stressful and less pedagogically meaningful. According to Alostath (2021), students already struggle with balancing academic demands, and added technical challenges intensify these pressures. Educators can address these issues by providing structured training on editing tools, offering access to reliable software, and establishing technical support systems. By doing so, students can devote more effort to the intellectual and creative aspects of vodcasting rather than being hindered by technical constraints.

Coordination Challenges and Group Dynamics. Another common challenge was group coordination and managing scheduling conflicts.

As Participant 6 stated, *"We had a hard time agreeing on the time and day we were available because some of us are working."*

With students balancing work, school, and other responsibilities, aligning schedules for group collaboration becomes difficult. This lack of coordination often leads to delays and uneven participation, ultimately affecting the quality of the final product.

Technical barriers further complicate collaboration. Participant 8 noted, *"We encountered difficulties with internet connection... all of my members are using mobile data through which we cannot totally understand the discussion."*

Beyond scheduling, unstable internet connections often led to communication breakdowns, disrupting the flow of group discussions and making collaboration harder. These challenges highlight the need for effective coordination, precise role definitions, and reliable communication platforms.

Educators can mitigate these issues by encouraging clear role assignments and using project management tools that help students stay on track with deadlines. Flexible scheduling options and asynchronous collaboration tools—like video recordings, shared documents, and discussion boards—ensure that all students can contribute to the project, regardless of conflicting schedules (Donelan & Kear, 2023).

Audience Engagement and Relatability. Maintaining audience engagement and ensuring the content

is relatable can also pose challenges.

Participant 8 explained, “One disadvantage is that the viewers of the vodcast can leave anytime if they get bored, so planning a well-done vodcast is really crucial.”

Ensuring the content is engaging enough to retain the audience’s attention is critical. The visual and auditory elements must be well-planned and executed to make the Vodcast informative and entertaining.

Participant 10 mentioned, “One disadvantage is that some vodcasters express opinions that I think are out of line... Some viewers may misunderstand the message and turn negative.”

Ensuring that content is engaging and sensitive to diverse audience members is particularly important when dealing with literary topics, which can often be subjective. Students must also navigate audience expectations, ensuring their presentations are accurate and respectful of different viewpoints. To address this, instructors can guide students in how to engage audiences effectively, encouraging them to use interactive elements, such as Q&A sections, or to invite guest speakers who can offer additional perspectives. Furthermore, promoting clear communication and audience awareness can help students present content that is both engaging and respectful of diverse perspectives (Kerstinsdotter, 2024).

To provide a comprehensive synthesis of insights drawn from the results and discussion, the following master table presents the major themes and sub-themes that emerged from pre-service English teachers’ experiences with collaborative vodcasting as an instructional strategy in literature. The table organizes participants’ perspectives alongside concrete evidence from their reflections and the corresponding pedagogical implications.

Table 1. Master Table of Themes

Major Themes	Sub-Themes	Participant Insights / Evidence	Pedagogical Implications
3.1. Views of the Pre-Service English Teachers in Using Collaborative Vodcasting as an Instructional Strategy in Literature	3.1.1. Vodcasting Enhances Understanding of Literary Genres	P1 (Queer literature: openness, inclusivity); P2 (Fantasy: magical elements, bonding)	Teachers can use vodcasting to explore sensitive/complex genres, promote inclusivity, and encourage critical discussions on societal issues. Vodcasting develops teamwork, communication, and exposure to diverse perspectives; mirrors real-world collaboration and professional communication.
	3.1.2. Vodcasting Fosters Collaborative Learning, Diverse Perspectives, and Enhances Communication Skills	P3 (Sci-Fi: widened perspective, collaboration as future skill); P5 (Fantasy + Luca: sharing ideas, exchanging insights)	Vodcasting promotes multimodal approaches (games, film, roleplay), fosters creativity, and encourages critical analysis of literature in relation to real-life issues. Vodcasting enables self-reflection, adaptability to technology, and growth in academic and emotional intelligence.
	3.1.3. Vodcasting Encourages Creativity and Critical Thinking	P4 (Fantasy via games: patience, emotional control); P5 (Fantasy linked to identity, power, social justice); P6 (Fantasy + Luca: belonging, identity, acceptance)	Teachers should guide students in planning, use asynchronous collaboration tools, and set realistic deadlines. Provide access to tutorials, recommend free/low-cost tools, and adjust timelines to accommodate technical setbacks. Define clear group roles, use collaborative tools (Google Drive, Trello), and establish check-ins to ensure fair contributions.
	3.1.4. Vodcasting Promotes Personal Growth and Self-Reflection	P6 (sense of wonder, patience, reflection as future educator)	
2. Challenges Encountered by Pre-Service English Teachers in Using Collaborative Vodcasting as an Instructional Strategy in Literature	2.1. Time Management and Schedule Conflicts	P1 (difficulty balancing work shifts and meetings); P8 (conflicting schedules, phone storage issues)	
	2.2. Technical Difficulties and Technology Limitations	P2 (unstable internet access); P4 (lags during recording); P5 (export failures in editing); P6 (no laptop access)	
	2.3. Group Dynamics and Coordination Challenges	P6–P7 (lack of laptops, disagreements, scheduling conflicts); P8 (weak data connectivity hampered understanding)	
3. Perceived Advantages and Disadvantages of Using Collaborative Vodcasting as an Instructional Strategy in Literature	3.1. Advantages of Vodcasting in Pedagogy		
	3.1.1. Enhancing Student Engagement and Communication Skills	P6 (vodcasting opens doors, raises curiosity); P7 (multiple perspectives increase engagement)	Vodcasting increases active learning, deepens engagement, and strengthens communication skills for academic/professional use.

3.1.2. Fostering Creativity and Critical Thinking	P4 (learning Fantasy through games); P8 (sharing insights and experiences)	Encourages experimentation, creativity, and critical thinking, helping students analyze literature beyond surface level.
3.2. Disadvantages of Vodcasting in Pedagogy		
3.2.1. Technical Difficulties and Time Management Issues	P2 (mismatch of content vs. audience expectation); P5 (exporting/editing failures)	Provide technical support, training, and access to reliable tools to minimize frustration and maintain focus on content.
3.2.2. Coordination Challenges and Group Dynamics	P6 (difficulty scheduling as working students); P7 (internet corruption, weak data use)	Assign roles clearly, use project management tools, and adopt flexible collaboration methods.
3.2.3. Audience Engagement and Relatability	P8 (audience may leave if bored); P10 (misunderstood opinions may turn negative)	Train students in audience awareness, engaging delivery, and respectful communication of diverse perspectives.

While vodcasting offers significant pedagogical advantages, such as enhancing student engagement, creativity, and communication skills, it also presents several disadvantages related to technical difficulties, time management, group dynamics, and audience engagement. By addressing these challenges with proper support and guidance, educators can ensure that the benefits of vodcasting outweigh the obstacles. Offering technical training, promoting effective collaboration, and encouraging transparent communication will help students maximize the potential of vodcasting as a dynamic and effective instructional tool.

4.0 Conclusion

This study demonstrates that vodcasting holds substantial pedagogical value in literature teaching, making the study of texts more interactive, student-centered, and relevant. Through collaborative production, pre-service English teachers deepened their understanding of complex literary genres, such as queer literature and fantasy, while also enhancing their communication, collaboration, creativity, and critical thinking skills.

The challenges faced—particularly time management, group coordination, and technical limitations—revealed the realities of integrating technology into instruction while also fostering adaptability, teamwork, and problem-solving. To strengthen the use of vodcasting in literature classrooms, structured support is needed, including clear guidance for group projects, access to reliable resources and tools, and training in multimedia production.

Future research may extend these findings by examining the use of vodcasting in actual classroom teaching beyond pre-service teachers, investigating its long-term influence on pedagogical practice, and exploring its application to a broader range of literary genres and critical frameworks.

5.0 Contribution of Authors

The study was conducted under sole authorship.

6.0 Funding

This research did not receive any specific grant from funding agencies in the public, commercial, or non-profit sectors.

7.0 Conflict of Interest

The author declares that there is no conflict of interest regarding the publication of this paper.

8.0 Acknowledgment

The author gratefully acknowledges the participants for their valuable contributions to this study.

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