Podcasting

Defining, Valuing and Embedding

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Aims of the Session

- We will answer the following questions:

  – What is a podcast?
  – What is its pedagogical value?
  – What pedagogical considerations are there?
  – Why embed podcasts?
  – How do I embed?

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What is a podcast?

- "Ipod broadcast"
  - <u>Audio</u> or video files posted on the internet
  - Listen or watch through PC or mp3 player
  - Subscribe to an 'RSS feed' (Really Simple Syndication) using a 'podcatcher' software such as <u>i-tunes</u>
  - Dock you mp3 player with PC to synchronise

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What technology is required?

- Digital Voice Recorder

or

- Sound card, microphone and recording software (e.g. Audacity or Camtasia)

- Editing Software (e.g. Audacity or Camtasia)

- Host Website

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4

What is its pedagogical value?

- [Podagogy](#)!

- Supports learning activities
- Supports students with additional needs and cognitive abilities of diverse learners
- Offers a personalised learning experience
- Learning anywhere

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What pedagogical considerations are there?

- Passive approach to learning
- Audio-only can discriminate
- 'Net Generation', Tech savvy?
- 'learning on the go'
- Significant support for 'traditional' lecture format
- Legal issues

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What pedagogical considerations are there?

- Select appropriate content
- Determine your instructional goal
- Design your Content
- Produce your podcast
- Incorporate the podcast into your course

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Why embed podcasts?

- Support online learning and to integrate with other e-learning activities
- To bring topical issues and informal content into the formal curriculum
- As extensions to Lectures: summaries, further reading and research
- To develop reflective and active learning skills
- To enhance student learning

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8

Why embed podcasts?

They're never going to like become particularly mainstream if they're not offering any additional information that's not in your lecture notes, when all you're listening to is exactly what's written on a piece of paper'. (Level 1, Male, 18-21).

But if I was just wandering around, someone's voice in my ear… it's not going to help me. I'd have to be in my room, you know, focussed'. (Level 1, Female, 18-21);

'I wouldn't learnt if it was just to listen to it… just on a train journey. I'd have to be sat down, like in the mood, to be honest. I wouldn't just be able to flick it on, but if I sat down at my desk, revising with my notes, then I reckon it'd be helpful' (Level 1, Male, 18-21)

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Why embed podcasts?

- '…because the worst thing is taking away what… the value that a teacher will have in someone's class, to having someone speak to you on a one-to-one. If technology is going to take that away I don't want to know. I don't approve of that. Interaction's really crucial'. (Level 1, Female, 18-21)

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Why embed podcasts?

'Yeah I don't think it was intended to be a complete thing. You have to attend lectures, it's not something that, it's another way of learning. But to have it as a, just to reinforce everything, and then even like to compare and contrast against different textbooks and stuff so I think, I think it's excellent'. (Level 3, Male, 18-21).

'Yeah I think with, with me, because we were so used to using the whole textbooks, lecture slides, that you just stick by that, and I was a little bit apprehensive of podcasts because it's something I've never actually used before. But, I mean, the first time I actually went on to it I thought, okay, it is really helpful, so I mean, but because I'm used to the whole textbooks and stuff I think that's probably why I'm a bit scared of the change, in a way'. (Level 3, Female, 18-21)

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How do I embed?

- Student instruction on technology
  - 'I don't have access yet. I don't know where to get them'. (Level 1, Female, 18-21)
  - 'I don't see why this [podcasts] couldn't work if we were taught properly how to use it… I mean, they just told you, it's up on the website, and then, I mean, I went and had a look for it and found the link for it, but I couldn't find how to link it to my iTunes to download it as a podcast'. (Level 1, Male 1, 18-21)
  - 'The whole instruction, how to like, from the beginning to the end, how to download it and what you need to do'. (Level 1, Male 2, 18-21)

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How do I embed?

- Lectures for review ([audio](#), [video](#))

- Short and focused podcasts
  - ['Because like, Chris in the lectures, he's not that boring, and when we're playing back, you know, on the thing, he sounds really boring, but he's not really boring!' (Level 1, Female, 18-21)](#)

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13

How do I embed?

- Engage a dialogue and set clear learning objectives
  - News update and discussion
  - A debate of a legal issue between academics
  - Guest speaker
  - Interpret one or two legal points and offer questions for consideration
  - Mini-lecture which must be reviewed prior to class with student response required
  - Audio case study for a seminar
  - Offer ideas for wider research
  - How to approach an essay
  - Feedback on assignments

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How do I embed?

- Student created content
  - Podcast Assignment
  - Overview of a case
  - Group discussion of a point linked with a discussion board

- A series of episodes rather than a singular event

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Observations

- digital Native
- training and guidance
- overload
- added value
- traditional lecture
- revision aid
- technology is personal

- view on PC
- interactive narrative
- appropriate length

- Undergraduate culture

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16

M-learning

Mobile Learning Environment

- – PowerPoint slides to jpegs
- – PDF
- – I-pod note packer
- – talkingpanda I-writer
- – I-quiz maker

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Reflection

'As with any educational technology, whether and how podcasting impacts the quality of the learning experience and/or educational outcomes depends largely upon how the technology is put to use.

Does podcasting enhance education? The answer to that question depends entirely on the educational context, including goals and appropriate learning activities, and on how the tool is implemented.

Podcasting does not contain any inherent value. It is only valuable inasmuch as it helps the instructor and students reach their educational goals, by facilitating thoughtful, engaging learning activities that are designed to work in support of those goals.'

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