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Faculty Development Center

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Faculty Development Center FAQ

Podcasting

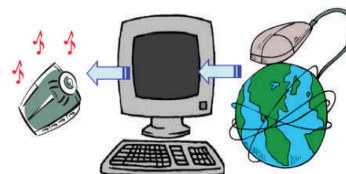
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What is a Podcast?

A *podcast* is a web feed of audio or video file that is placed onto the Internet for anyone to subscribe. The subscription feed automatically delivers new content using a RSS (Really Simple Syndication). This feature distinguishes a *podcast* from a simple download or real-time streaming audio or video.

The process of *podcasting* enables educators to provide students with audio recordings that can be accessed anytime, any place, even when the student is not connected to a computer.

Podcasting was coined in 2004 and selected as the *New Oxford American Dictionary* 2005 Word of the Year, defined as “a digital recording of a radio broadcast or similar program, made available on the Internet for downloading to a personal audio player.”



Podcasting allows learning to become more portable than ever before. While it is not intended to replace the classroom, it can provide educators with a way to meet today’s students learning needs where they ‘live’ ...on the Internet and using media players.

An advantage to including *podcasts* as learning objects in courses is that students are already familiar with the underlying technology, it requires minimal costs and skills, and the tools to create and listen to *podcasts* are simple and affordable.

Podagogy = Podcasting Pedagogy

Enhances Learning Experiences: Students can listen to podcasts multiple times, allowing them the opportunity to grasp complicated concepts as well as study and review content more effectively;

Enables Flexibility: Podagogy uses an asynchronous learning environment that allows students to access course content any time, any place;

Provides Immediacy: Instead of just reading text on-screen, students can develop more meaningful relationships between class peers, faculty, and guest lecturers through audio communication;

Supplements Content: Podagogy supplements and enriches current course material, providing a more robust and enhanced educational offering for significant learning;

Enables Accessibility: Appropriately designed podagogy provides an opportunity for portable learning and it can be adapted for students with accommodation needs;

Multi-Modal Learning: Podagogy can enhance note-taking, vocabulary, and retention through listening comprehension;

Low Cost / Low Tech: The hardware and software for integrating pedagogy into podcasts are relatively low in cost; and the technology skills to produce and access them require minimal skills.

Using Podagogy to Create a Podcast:

Step 1: Select appropriate content material that is not overly complex or dense in content;

Step 2: Determine the learning outcome(s) that is/are clear and with such purpose that a podcast will guide the development and process of high impact teaching, and result in significant learning;

Step 3: Design the content using an approach whereby the message(s) is/are communicated and focused towards the listener’s perspective;

Step 4: Produce and edit your podcast with enthusiasm and excitement, upload it onto the designated server to enable RSS dissemination;

Step 5: Incorporate the podcasts into courses so that they are tightly integrated with course content and the designated learning outcomes.

How to Use Podcasts to Achieve Instructional Goals:

Source: Podcasting @University of Wisconsin—Madison. Available at: <http://engage.doit.wisc.edu/podcasting/teachAndLearn/>

If your instructional goal is to:

Prepare or motivate students for learning new content.

The focus of your podcast should be to:

Arouse interest and curiosity about a new topic to increase learner motivation.

Inform students of the learning outcomes or benefits of learning new content.

Influence feelings and attitudes about a topic prior to a lecture or reading assignment.

Recall and integrate previously learned material with new content.

Explain the connection between what students have previously learned with new content to be presented in a lecture or reading assignment.

Provide a lead-in to an assignment or learning activity.

Discuss in more detail what you expect of students from an assignment and how you suggest they best approach it.

Elaborate on and further explain a complex concept.

Explain nuances and intricacies of a difficult concept, principle, or abstract process.

Provide content to encourage analysis.

Provide a stimulus for students to react to or reflect upon for deeper analysis.

Concerns and Possible Issues with Podcasts

Students won't come to class.

Do not 'course-cast'; use Podcasting to augment lectures or do not release them immediately after class. 80% of students surveyed at UCLA stated that Podcasting did not affect their attendance in a negative way; 87% wanted online lectures to be offered.

Students listening to lectures in the classroom have been found to comprehend <50% of the basic matter. (Callaway, Purdue University)

Students contend that taking notes during a lecture hampers their listening comprehension. An essential skill for good note-taking is good listening. Making podcasts available to students enables them to review notes taken in class for accuracy, fill-in the gaps, and/or review content as many times as necessary for total comprehension.

Pedagogical / Technological Skills

Prior to implementing Podcasting into your teaching you should be able to demonstrate skills to:

- Identify and select courses in which podcasting will be utilized as digital media learning objects to support high impact teaching and learning;
- Select learning outcomes that enable the use of podcasting as learning objects or as components of the learning activities to achieve the designated significant learning outcomes;
- Design course content such that podcasts are utilized as an approach to communicate/share/enhance the content and support its pedagogy;
- Structure podcasts that adhere to copyright rules/regulations, focusing on important concepts or issues related to specific learner outcomes, and promoting high impact teaching and significant learning;
- Plan, process, and utilize collaboration to create accurate, creative content; organize and edit podcast content; targeting it to the audiences' learning styles; create scripts and select appropriate blocking / segments when recording; and, display academic integrity and abide by legal regulations/requirements in its contents and RSS dissemination.

Selected Resources on Podcasting and Podagogy

- Meng, Peter. *Podcasting & Vodcasting: A White Paper*. University of Missouri, IAT Services, March, 2005. Available at: http://edmarketing.apple.com/adcinstitute/wp-content/Missouri_Podcasting_White_Paper.pdf
- Williamson, Jim. *Introduction to Podcasting—Part 1: What is Podcasting?*. UCLA Teaching Enhancement Center. Available at: <http://www.oid.ucla.edu/units/tec/tutorials/casting/whatispodcasting01>
- Vogele, Colette. Garlick, Mia. The Berkman Center Clinical Program in Cyberlaw. *Podcasting Legal Guide: Rules for the Revolution*. Available at: http://wiki.creativecommons.org/Podcasting_Legal_Guide
- Examples of podagogy at: University of California, Los Angeles: <http://www.ucla.edu/rss/> and the University of Wisconsin: <http://engage.doit.wisc.edu/podcasting/examples/>

