

Podcasting to support learning in Higher Education

Adopting IMPALA models

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Aims

Investigating the impact of podcasting on student learning

Delivering testable and transferable models of podcasting

Developing subject-specific exemplars and user cases



Disciplines

- Chemistry
- Engineering
- English Language & Communication
- Genetics
- Human Geography
- Physical Geography
- Physics
- Sociology
- Media and Communication
- Veterinary Sciences



Approaches to using podcasts

Full lectures (listen again and again and ...)

Extensions to lectures: summaries, further readings, additional resources

Integrating online learning activities

Preparing students for face-to-face sessions (workshops, seminars)



Approaches to using podcasts

To support location-based learning (audio-visual fieldwork guides)

To support practical-, laboratory-based learning (audio-visual guides)



Approaches to using podcasts

To develop collaborative and active learning skills

To develop students' study skills during the first year at university

To build confidence in subjects such as Mathematics



Approaches to using podcasts

Making better use of existing teaching and learning resources ('podcasts')

Enriching formal curriculum through informal content (topical issues / debates on the environment, sustainability and development)

'Contributing students' (awareness of ethical issues in Genetics and Bio-Medical Sciences)



A podcast choice framework



Purpose	Extensions to Lectures	Assessment	Support Practical Work	Support Field Trips	Informal Content	Enhance Collaborative Learning	Develop Active Learning	Develop Students' Study Skills
Convergence	Integrated with VLE				Stand Alone			
Developer	Lectures	Tutors	Students	Senior Students		Others (Experts)		
Medium	Audio				Video			
Reusability	Temperate (Immediacy, Alive)				Reusable			
Structure	Single Session				Multiple Sessions			
Length	Short (10 minutes or less)				Longer (10+)			
Style	Formal (Lecture)				Informal (Conversation, Discussion)			
Capacity	Large Student Cohorts				Small Groups of Students			
Frequency	Daily		Weekly		Monthly		Regularly	

How can podcast technology be relevant?

Build on tested pedagogical techniques already developed

Freely available software for recording sound

Delivery of sound files over internet, or other means?

Add value without additional costs

Be able to use local and national language(s)



Some enablers

User owned technology and familiarity:

Cellular phones with MP3 players

Access and delivery:

Reducing cost of internet access via GPRS form mobile devices (10 Shillings per 1Mb)

Internet via V SAT (solar powered, mobile local satellite dishes, e.g., iWAY)

Public access points (internet cafes, libraries)



Let's listen to some podcasts ...

A 'potcast'

A profcast

An extension to lecture podcast



An overview of pedagogical, technical and aesthetic guidelines for developing academic podcasts



Options for Audio – a one-page document with some advice on using audio for student learning (David Hawkrige)



Producing academic podcasts - helpful hints (Lena Maculan)

Developing an outline for a 5 minute podcast



Group work – 20 minutes



Demonstration of recording a podcast



Using a voice recorder

Using a laptop



Recording a podcast



Small group work – 30 minutes



Group presentations and feedback



30 minutes



Conclusions and suggestions for opportunities to benefit from IMPALA project



Asante!

More information and resources ...

Website:

<http://www.impala.ac.uk/>

Project blog:

<http://www2.le.ac.uk/projects/impala/>

