




A renaissance of audio: podcasting approaches for learning on campus and beyond

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Approaches to using podcasting to support learning

impala.ac.uk
podcastingforlearning.com

Presentations and assessment podcasts	Feedback podcasts	Transition podcasts
To develop study skills	To help students to learn from feedback	To help the HE transition process
Audio	Audio	Audio
Integrated with VLE	Integrated with VLE	Stand-alone
Lecturer, current and senior students	Module lecturer	Senior students
Two weekly	Attached to each assessment	Pre-defined number

Presentations and assessment podcasts	Feedback podcasts	Transition podcasts
10 minutes or less	10 minutes or less	5 minutes or less
Mixture of formal and informal	Informal, one-to-one tutorial style	Informal interview
With signposts	With signposts	With signposts
Via VLE	Via VLE	Public access website, iTunes, RSS feeds

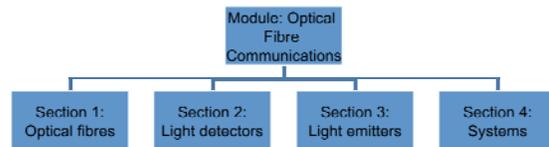
Podcasting to support online learning in undergraduate Engineering

- Example: An engineering module
- Used Virtual Learning Environment (BlackBoard) as framework for the principal means for teaching, learning and assessment
 - Fifth time course is running in e-learning mode

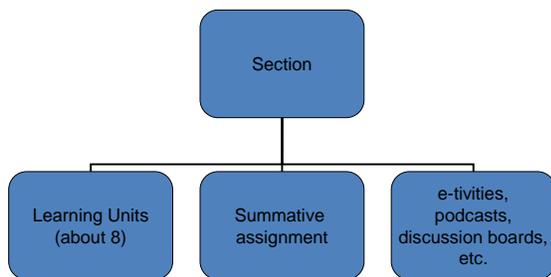
Overall course view

- Standard “core” elements
 - 40 short on-line “e-lectures”, Video clips, etc.
 - Contributions from external lecturer
 - 35 formative assessments (“quizzes”)
 - Discussion board
 - Summative assignments (3 on-line, 1 group)
- Enhanced elements
 - Group activities– e-tivities
 - Podcasts

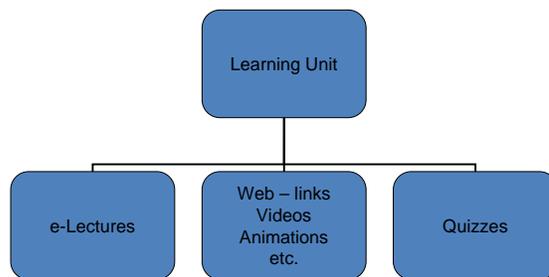
The Module was divided into four sections:



Each of the four sections contained: “Learning Units”, podcasts, etc.



e-Lectures within flexible “Learning Units”



e-Lectures

- Usually prepared from PowerPoint and then “crunched” using Adobe Connect (aka Macromedia Breeze) or Impatica or similar

<http://www.impala.ac.uk/fothergill/index.htm>

e-lectures

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Light Emission from a p-n Junction

Light emission from a p-n junction

Wavelength and band gap

Conduction band

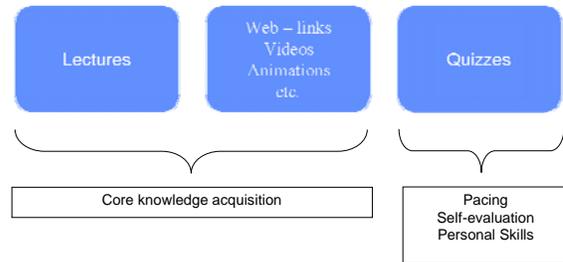
Valence band

$\lambda = \frac{hc}{E_g}$

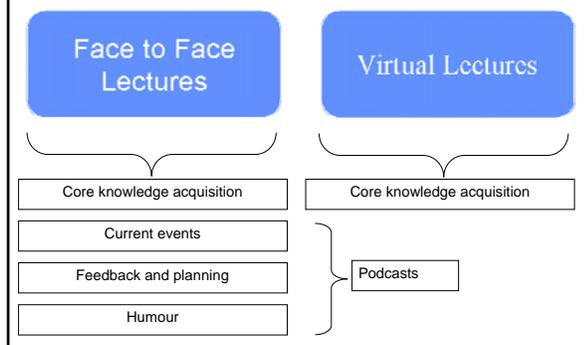
e-Lectures

- So really these “e-lectures” are a type of podcast (vodcast)

Roles of e-lectures and quizzes



e-Lectures within flexible “Learning Units”



Podcasts



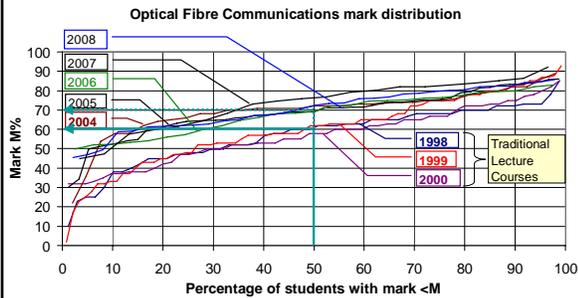
Podcasts – the rationale

- bring the course to life (a bit more anyway!)
- to make it feel alive (rather than written four years ago)
- to complement the announcements page (what you’re doing next week, etc.)
- feedback on work, e-tivities & assignments
- entertainment – and informal

Podcasts – the structure

1. News
 2. Announcements and feedback
 3. Fun bit
- Total length – about 10 minutes

Evidence of improvement in quality



Podcasts

- The good thing about podcasts is you can sit in your room and play and listen to them. He is saying things about the module. It is good to listen to them.
- It is really good when he relates information in the lecture to real life. It helps you to understand things.
- I really like his lectures and podcast. If you are interested in the way the module is taught, then you sit down and study. But if the module is boring ... I don't want to". The way the module is taught is interesting. It makes people interested in the module.
- Professor talks about the course, example, topic for the week and explanations relating to the topic studied. I learn other things which sometimes aren't related to the course. It is quite useful, it is just general feedback. He points out where students make mistakes ...

Podcasts

Good agreement with the following:

- Podcasts provided a good introduction to the lecture notes and other learning material
- Podcasts helped me to organise / structure my weekly learning activities
- Podcasts helped me to stay focused on the course
- I like the format of the podcasts
- Podcasts helped me to make good use of my time
- Podcasts helped to stimulate my interest in the subject
- Podcasts were motivational

Podcasting for distance learning

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Thank you ...

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UNIQUÉ European University Quality in eLearning



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