

Table 15.1 A 10-factor podcast development model

<i>Factor</i>	<i>Options</i>
1. Pedagogical rationale	Limitations of lectures in teaching complex and difficult topics Limitations of conventional approaches in teaching use of software tools Limitations of conventional feedback approaches Issues faced by first time online learners Issues faced by distance learners Developing competency in <ul style="list-style-type: none"> <li>• collaborative skills</li> <li>• active learning skills</li> <li>• presentation skills</li> <li>• essay writing skills</li> <li>• reflective skills</li> <li>• research skills</li> <li>• articulation and communication skills</li> </ul> Improving the usefulness and attractiveness of teaching and learning resources
2. Medium	Audio podcasts Audio+vision podcasts
3. Convergence	Integrated with other media such as a VLE Stand-alone
4. Authors and contributors to podcasts	Subject or module lecturer University teachers Other university staff Fellow students Senior students Other stakeholders (experts or local community)
5. Structure of podcasting	Single session podcasts Multiple sessions (weekly, fortnightly or monthly podcasts) Targeted podcasts for specific sessions, such as assessments or exams
6. Reusability	Temporary or reusable podcasts
7. Length	Short or long (less or more than 10 minutes) podcasts
8. Style	Formal, informal; and style of presentation: monologue, dialogue, interview or other
9. Framework	Signposting, navigating, planning
10. Access system	Via VLE, A feeder service (RSS).

Source: Edirisingha, P., Salmon, G, and Nie, M. (2008, p. 155).

Table 15.2 Teaching and learning issues and podcasting

<b>Chapter</b>	<b>Teaching and learning issue</b>	<b>Approach to using podcasts</b>	<b>Integration of podcasts</b>
4	Complex concepts in undergraduate physics	Pre-lecture listening to podcasts containing difficult concepts	Supporting learning from lectures
5	Learning to use software tools	Instructional video podcasts	Supporting learning in practical classes
6	Location based learning	Instructional video and audio podcasts	Supporting learning in the field
7	Limitations of conventional feedback on students' assessments	Podcasts with individual and group feedback on assessments	Supporting learning through feedback on assessed work
8	Use of online learning by first time, campus-based online learners	Podcasts advising on time management, and study schedules	Supporting online learning by learners based on campus
9	Anxieties of learners regarding distance learning	Pre-class podcasts addressing anxieties of distance learners	Supporting learning by distance learners
10	Independent learning from existing resources	Video podcasts based on anatomical specimens	Supporting learning from existing resources
11	Acquiring active learning skills	Podcasts of 'digital stories' created by students	
12	Acquiring collaborative learning and study skills	Podcasts by lecturers and students advising on presentations and assessed work	Supporting the development of learning and study skills
13	Acquiring reflective skills	Podcasts recording student presentations and peer comments	
14	Acquiring skills in research, articulation, presentation and communication with general public	Student created podcasts on contemporary genetic and medical related topics	

Source: Source: Edirisingha, P., Salmon, G, and Nie, M. (2008, p. 156).

Edirisingha, P., Salmon, G, and Nie, M. (2008). Developing pedagogical podcasting, in G. Salmon and P. Edirisingha (eds). *Podcasting for learning in Universities*, Maidenhead: Open University Press and SRHE.