Podcasting for learning, teaching and student support

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University of Leicester, UK
Workshop objectives

You will be able to:

• appreciate the impact of podcasting on learning
• gain insights into approaches to using podcasts in various discipline and institutional contexts and their transferability
• be able to apply the IMPALA 10-factor framework to develop podcasts to address specific teaching and learning challenges
• develop skills for producing podcasts
• have developed one (or more) approach to using podcast
• upload completed podcasts to Sakai
• be able to consider technological, institutional and cultural challenges of integrating podcasts into institutional VLE at UNISA
• identify approaches for institutional scaling up
What’s in the “stick?”
Introduction to the workshop

WELCOME
- Podcasting - a definition, benefits for learners and teachers...
- Podcasting approaches
- **Group work: how can podcasts be used to support teaching, learning and other forms of learner support**
- **Group work: reporting back**
- Podcasting – a framework
- Podcast recording and editing software – demonstrations and hands-on

REFRESHMENTS: drinks and lunch break

- Two approaches to integrating podcasting
- **Group work: developing an outline for a 3-minute podcast**
- **Group work: Recording a podcast and publishing on a VLE**
- Sustainability and institutional embedding

END
What knowledge and experience do we have on podcasting?
## Activity 1: A skills audit

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Results ... after the Tea break!
So... what is podcasting...

Technical definitions - distinguishing podcasts from other means of delivery and access to digital media files

- Distributed on the internet using syndication feeds
- Downloaded automatically through a subscription service
- Content to be automatically delivered to user’s computer as soon as new content is posted on the web (BBC, 2005).
But what do we mean by podcasting

A podcast is

• a digital media file
• that plays sound (or sound and visuals)
• made available from a website (via the internet, VLE)
• can be opened and / or downloaded and played on a computer, and / or
• downloaded from a website (e.g., VLE) to be played on a portable digital player

(Salmon et al., 2008, p. 20)
Podcasting to support student learning

New possibilities through technology
Learning activities

Guidance and support
Listening to sound, voice and learning

Learning on location

Improve distance learner experience
Findings from DUCKLING

- Curriculum became more personalised
- Human dimension to the learning experience
- Listening to the tutors voice added a personal touch and livened up the learning experience
- Podcasts resembled a direct communication with the tutor
- Feeling like having a conversation with the tutor
- Feeling that less distant and isolated, more connected with the tutor.
Findings from DUCKLING

• Tutors able to convey important and detailed information in an effective and convincing manner
• A quick and effective mechanism to provide guidance, explanations, and feedback
• Tutors offered and students received feedback in a way not possible with text.
• Valuable form of interaction between students and tutors
• Listening to podcasts was consolidating and reassuring
Student feedback - IMPALA

In the beginning I didn’t know what podcasts are. ... professor has got a really good sense of humour. I really like that. I really like his lectures and podcasts.
[in podcasts] professor talks about the course, examples, 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.
Student feedback - IMPALA

It is really good when he relates information in the lecture to real life. It helps you to understand things.
Podcasts made me feel closer to my tutors and I think they help you to build a relationship with them.
[podcasting] makes the course less impersonal. For example, listening to the lecturer’s voice on podcasts is a big improvement than reading notes.
The most interesting thing was hearing someone’s voice. I didn’t feel quite so distant.
I was able to download the dissertation podcasts on the computer and then onto my iPhone. This made it easy to listen when I had a spare gap. This was useful and enabled me to think things through while I was at work or out.
Tutors’ comments: DUCKLING

For a 5-minute podcast, I only need to plan half an hour to complete the recording and editing. It’s a very fast and efficient way to turn things around.
It’s amazing how much information you can pack in a 3-5 minute podcast. The material that might take 4-5 pages to write can be covered in a 4-5 minute podcast. Again, in terms of time-saving, the lecturer may not have 5-6 hours to write something, but he or she has half an hour to do a podcast.
Activity 2
[10 minutes]

A taste of podcasts

Listen to podcasts
A taste of IMPALA podcasts
Impala 4 Transition podcasts

StartingUni

Starting university can be a daunting experience. StartingUni.info podcasts are recordings of students talking about their experiences of starting university. There’s a range of topics which new students will find useful, and although the recordings are mostly of students studying biological sciences at the University of Leicester most of what they say will apply to any course at any university.

We would like to hear what you think about the podcasts – please complete our online survey for a chance to win a £10 iTunes voucher.

Click on the links on the right to hear the podcasts, or subscribe through the RSS feed.

StartingUni.info and its series of podcasts have been developed as part of the IMPALA/IT Project.

These podcasts are for everyone - not just University of Leicester students! Please listen to as many as you like, then complete the survey for a chance to win an iTunes voucher.

Complete the survey for the chance to win iTunes vouchers.
DUCKLING podcasts

Writing the Research Report

Introduction to the mini-series
This provides an overview of the podcasts included in this folder (mini-series). They each cover a different aspect of writing your research paper. It is worth listening to (honestly).
play
Play:

Writing a good abstract
It's the shortest section in your dissertation, but can often be one of the hardest to write effectively. Ray Randall explains how to write a concise and informative abstract for your research report.
play
Play:

Writing Incredible Introductions
Kelly Barklamb, Ray Randall and Sue Harrington deal with a number of questions about how to produce a quality introduction that does justice to all your hard work
play
Play:

Making sense out of all that quantitative data
Ray Randall and Sue Harrington discuss some hints and tips on writing-up the results section from quantitative data. Hopefully, this will help you to create concise, interesting and relevant results from all that data you have collected.
play
Play:
Relevance to Unisa

• announcements for student support
• learning support for curr. design and development
• Reach large student numbers
• Clarification of complex issues
• Simple production values – avoid the BBC voice!
• Support tutor training
Relevance to Unisa 2

- Podcast to accompany visual material
- Podcasts allow access into current student learning patterns
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Activity 3 [take-away] How can podcasts be used to support teaching, learning and assessment?

Read the use cases of approaches to using podcasts in HE

Consider their applicability your own context
Coffee, tea, refreshments

Please come back in 25 minutes
We’ll make a start at 11am
Pedagogical models and podcasting approaches
Pedagogical models

'the abstracts concepts about the learning and teaching process that underlie the [particular pedagogical] approach‘ (Collis and Moonen, 2001, p. 20)

**Acquisition**
The acquisition of pre-specified knowledge and the development of pre-determined concepts (Sfard, 1998)

**Contribution**
Learners as contributors (Collis & Moonen, 2001)

**Participation**
Becoming a member of a community of practice, learning from the community, and contribution to it (Sfard, 1998)
Podcasting approaches
Core learning, teaching and student support activities

- Lectures
- Seminars, workshops
- Labwork
- Fieldwork
- Computer work
- Presentations
- Assessments
- Mentoring
- Course organisation
- Preparatory

Exploiting self-study resources
Developing collaborative & active learning skills
Helping students’ e-learning and self study skills
Addressing issues of distance learners

‘Contributing students’, research and articulating skills
Introducing informal content to formal curriculum
‘Hot knowledge’ to support transition to HE

Instructional
Fieldwork
Labwork
Presentations
Feedback
Listen again
Extensions

Preparatory
Preparatory
Preparatory
Designing for learning: two approaches

Supporting campus-based students’ online learning - ‘Profcasts’

Developing study skills and helping with assessed work
Supporting campus-based students’ ‘distance’ learning - ‘Profcasts’

An undergraduate module on Electrical Engineering, one semester (12 weeks)

Course online: 40 online lectures (10-mins; sound, illustrations, video), Web-resources, ‘e-activities’, formative and final assessments

Majority students: non-native English speakers

Lecturer – A Pro Vice Chancellor
40 online lectures (each 10 minutes long) + 40 MCQs

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(Columns 1-6 and 10-12 can be filled with more content as needed.)
Well, the investigators thought that the kinetic energy of the emitted electrons must depend on something. So they varied the frequency of light and this did change the kinetic energy of the emitted electrons. They found that after a given frequency $f$ the kinetic energy was proportional to the frequency of the light.

$$E_{\text{kinetic}} = hf - W$$

Kinetic Energy increases linearly with increasing frequency.
Using podcasts to support student learning

- Core knowledge
- Current events
- Feedback and planning
- Humour

Face-to-face lectures
Using podcasts to support student learning

- Face-to-face lectures
- E-lectures

- Core knowledge
- Current events
- Feedback and planning
- Humour
Using podcasts to support student learning

- Face-to-face lectures
- E-lectures

Core knowledge

- Current events
- Feedback and planning
- Humour

Podcasts
1st meeting

Tutorial
Assessment 1

Tutorial
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Tutorial
Assessment 3

End-of-semester assessment

40 online lectures (each 10 minutes long) + 40 MCQs
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Representation of the course design - 1:
Incorporating podcasts to support campus-based students’ online learning
40 online lectures (each 10 minutes long) + 40 MCQs

Representation of the course design - 1: Incorporating podcasts to support campus-based students’ online learning
40 online lectures (each 10 minutes long) + 40 MCQs

Pod-1 → Pod-2 → Pod-3 → Pod-4

E-tivity 1 → E-tivity 2

1st meeting → Tutorial → Assessment 1

Representation of the course design - 1:
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40 online lectures (each 10 minutes long) + 40 MCQs

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Pod-1 → Pod-2 → Pod-3 → Pod-4

E-tivity 1 → E-tivity 2

1st meeting → Tutor → Assessment 1

Gets learners geared up for

Representation of the course design - 1:
Incorporating podcasts to support campus-based students’ online learning
40 online lectures (each 10 minutes long) + 40 MCQs

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Representation of the course design - 1:
Incorporating podcasts to support campus-based students’ online learning
Designing for learning

Approach 2:

Developing study skills and helping with assessed work
Representation of the course design - 2:
Incorporating podcasts to develop study skills and to improve the quality of assessed work

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Personal surgeries  

Personal surgeries  

Personal surgeries  

Presentation
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- **Personal surgeries**
- **Further info**
- **Issues**
- **Advice + tips**
- **Presentation**
- **PORTFOLIO**

- Podcasts remind students of their work.
- Podcasts incorporate study skills.
- Podcasts improve assessed work quality.
Representation of the course design - 2: Incorporating podcasts to develop study skills and to improve the quality of assessed work
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Further info

Issues

Advice+ tips

Presentation

Feedback

Issues

Advice+ tips

Further info
Designing podcasts
A ten factor design framework
Podcast Development Model

Here the IMPALA research team presents a 10-factor design model as a guide for practice for developing podcasting for learning in Higher Education (HE). The model guides you through the process of developing your own educational podcasts and offers you options for your own teaching and learning challenges and contexts.

Each factor in the model underlies and leads to a design step. The design model is grounded in our research and emerged from in-depth data analysis in the IMPALA case studies, with additional data from the four independent studies in this volume. We hope you will explore it and embrace it as an easy-to-use research-to-practice model.

Instructions:
This model is interactive, by selecting the relevant factor further information is available to you.

If you want to return to this homepage simply click the character busily working away!

1. Pedagogical Rationale
2. Medium
3. Convergence
4. Authors & Contributors
5. Structure
6. Reusability
7. Length
8. Style
9. Framework
10. Access System

http://www.atimod.com/podcasting/PDModel.html
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<td>Limitations of conventional approaches in teaching use of software tools</td>
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<td>Limitations of conventional feedback approaches</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>4. Authors and contributors to podcasts</td>
<td>Subject or module lecturer</td>
</tr>
<tr>
<td></td>
<td>University teachers</td>
</tr>
<tr>
<td></td>
<td>Other university staff</td>
</tr>
<tr>
<td></td>
<td>Fellow students</td>
</tr>
<tr>
<td></td>
<td>Senior students</td>
</tr>
<tr>
<td></td>
<td>Other stakeholders (experts or local community)</td>
</tr>
<tr>
<td>5. Structure of podcasting</td>
<td>Single session podcasts</td>
</tr>
<tr>
<td></td>
<td>Multiple sessions (weekly, fortnightly or monthly podcasts)</td>
</tr>
<tr>
<td></td>
<td>Targeted podcasts for specific sessions, such as assessments or exams</td>
</tr>
<tr>
<td>6. Reusability</td>
<td>Temporary or reusable podcasts</td>
</tr>
<tr>
<td>7. Length</td>
<td>Short or long (less or more than 10 minutes) podcasts</td>
</tr>
<tr>
<td>8. Style</td>
<td>Formal, informal; and style of presentation: monologue, dialogue, interview or other</td>
</tr>
<tr>
<td>9. Framework</td>
<td>Signposting, navigating, planning</td>
</tr>
<tr>
<td>10. Access system</td>
<td>Via VLE, A feeder service (RSS).</td>
</tr>
</tbody>
</table>

Length of a podcast

- **Beginning**: 2 minutes
- **Middle**: 6 minutes
- **End**: 2 minutes
Over to Simon

[25 minutes]
Introduction to podcast recording and editing software
Audacity
http://audacity.sourceforge.net/

Lame encoder
http://lame.sourceforge.net/

Appendix: How to create podcasts – practitioner’s guide (pp. 188 - 204)
Lunch break!
We’ll resume at 13.30hrs
Developing a podcast [60 minutes]

1. Developing an outline for a podcast using Impala 10-factor model, and Developing a recording plan for the podcast using the podcast planning tool and / or a script writing method that you are familiar with [30 minutes]

2. Recording a podcast and publishing it on the VLE (other online repository?) [30 minutes]
A ten factor design framework

1. Pedagogical rationale
2. Medium
3. Convergence
4. Authors and contributors to podcasts
5. Structure of podcasting
6. Reusability
7. Length
8. Style
9. Framework
10. Access system

http://www.atimod.com/podcasting/PDModel.html
# Activity 4
Developing an academic podcast

## Purpose
To familiarise you with the basic steps involved in developing an academic podcast and to get hands-on experience in producing and recording a short (3-4 minutes) podcast.

## Task
During the next 30 minutes ...

1). Following on from the previous group activity Activity 3), please identify a suitable topic / theme for an academic podcast. Based on the podcast ‘ten-factor design model’ please write an outline for a short podcast (3-4 minutes). You may want to use the story-board templates and the recording plan provided to guide your narration.

2). Please record the podcast using a computer. Decide how you might advise your students to make use of this podcast.

3). Report to the whole workshop group.

## Response
Please take notes of each group’s reflections and be prepared to comment on how the various ‘approaches to developing podcasts’ have informed your practice.
Colleagues ....

• Please start recording your podcasts ....
Let’s enjoy listening to the podcasts!
[20 minutes]
Over to Simon
Sustaining the momentum, plans for institutional scaling up, OERs. [10 minutes]

• What is our experience of scaling up?
• What are the resource implications?
• Reusability: what types of podcasts are reusable?
• OERs?
The End (for now!)
Thank you for your participation...

Podcasting resources at ...

www.impala.ac.uk

www.podcastingforlearning.com