Podcasting for learning, teaching and student support

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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
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

<table>
<thead>
<tr>
<th>Knowledge, skills</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
<th>Comments, examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I listen to podcasts regularly</td>
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<td>2 I have created podcasts</td>
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<td>3 I have helped others to develop podcasts</td>
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<td>4 I have used my own podcasts for my teaching</td>
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<tr>
<td>5 I have used podcasts developed by others for my teaching</td>
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<tr>
<td>6 I know how to record a podcast on computer</td>
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<tr>
<td>7 I know how to edit a podcast sound file</td>
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<tr>
<td>8 I know how to upload a podcast to Sakai and / or other web service</td>
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<tr>
<td>9 I know that podcasting can be used for more than for recording lectures</td>
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<tr>
<td>10 I know how podcasts can help students’ learning</td>
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<tr>
<td>11 I have done research on podcasting</td>
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<tr>
<td>12 I am familiar with the academic / research literature on podcasting</td>
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</table>
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

Learning activities

New possibilities through technology

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
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.
Student feedback - DUCKLING

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

Introductions to Podcasts

In this page you can sample some of the podcasts created by chapter authors and students.

Copyrights of these podcasts remain with the creators of podcasts. Please respect the intellectual property rights created in these podcasts. You may use them for educational purposes, but please do not re-distribute them. You can download the podcasts by right-clicking and choosing the ‘save target as’ option.

Chapter 4: Podcasts and lectures

Click here to listen to a podcast to support the understanding of complex concepts in undergraduate physics. Authors of Chapter 4 discuss ways of understanding angular momentum with examples from real life.

Chapter 5: Podcasts and practicals

Here you can access an example of a video podcast produced by Nick Mount and Claire Chambers providing step-by-step guide to carry out various operations with GIS software. These video podcasts were closely linked to Geography undergraduate students' learning activities with computers in practical classes.

Chapter 6: Podcasts and locations

This is an illustration of iWalk podcasts described in Chapter 6. Stuart Downward and his colleagues produced these podcast to support the Geography students learning activities in the field.

Chapter 7: Podcasts and feedback

Click here to listen to an example feedback podcasts created by Derek France and Chris Ribchester, as described in Chapter 7. These podcasts have been developed to improve the quality of feedback given to students on their assessed work.

Chapter 8: Podcasts and online learning

Here you can access an example of ‘profcasts’ produced by John Fothergill, as described in Chapter 7. The purpose of these podcasts was to offer advice to undergraduate Engineering on their weekly learning activities, to get students to think how their subject is linked to the real world applications.
StartingUni is a resource for students transitioning to university. It offers recordings of students discussing their experiences and advice on various aspects of university life. These podcasts can be helpful for new students, providing insights into what to expect and how to adapt.

Features of StartingUni include:
- Home
- Starting University
- Adapting to University
- Accommodation
- Learning and Teaching
- Money Management
- International Students
- The City of Leicester

StartingUni and its podcasts are part of the IMPALA4 project, which aims to support students during their transition to university. To participate in the project, students are invited to complete an online survey for a chance to win an iTunes voucher. This encourages active engagement and feedback, which is crucial for improving the starting university experience.
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).

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.

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.

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.
Activity 3
[25 minutes]
How can podcasts be used to support teaching, learning and assessment?

Group activity (a ‘pod-tivity’)

Read a use case of an approach to using podcasts in HE

Report back
## Activity 3

**Approaches to using podcasting for teaching and learning**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To familiarise yourself with pedagogical approaches to using Podcasting for teaching and learning activities, and to reflect on possible applications in your own teaching practice.</th>
</tr>
</thead>
</table>
| Task    | **During the next 15 minutes...**  

Please read the one-page case study of an approach to using podcasting in higher education.  

Make a note of a particular teaching and learning challenge that you might be able to address through the use of podcasts.  

Also share your thoughts with your group members.  

And, be prepared to present your group’s reflections to the whole workshop. |
| Response| Take notes of each group’s reflections and be ready to comment on how you might consider various approaches presented and to challenge the ideas presented. |
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)

<table>
<thead>
<tr>
<th>Acquisition</th>
<th>Contribution</th>
<th>Participation</th>
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<tbody>
<tr>
<td>The acquisition of pre-specified knowledge and the development of pre-determined concepts (Sfard, 1998)</td>
<td>Learners as contributors (Collis &amp; Moonen, 2001)</td>
<td>Becoming a member of a community of practice, learning from the community, and contribution to it (Sfard, 1998)</td>
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</tbody>
</table>
Podcasting approaches
Core learning, teaching and student support activities

- 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

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

Preparatory:
- Listen again
- Extensions
- Preparatory
- Preparatory
- Preparatory

Instructional:
- ‘Contributing students’, research and articulating skills
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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<tr>
<th>1st meeting</th>
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<th>12</th>
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<tbody>
<tr>
<td>1st meeting</td>
<td>Tutorial Assessment 1</td>
<td>Tutorial Assessment 2</td>
<td>Tutorial Assessment 3</td>
<td>End-of-semester assessment</td>
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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 $f_0$ the kinetic energy was proportional to the frequency of the light.

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

**Photo-electric effect**

Kinetic Energy increases linearly with increasing frequency.

Kinetic Energy of emitted electron
Using podcasts to support student learning

Face-to-face 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
Using podcasts to support student learning

Face-to-face lectures

E-lectures

Core knowledge

Current events

Feedback and planning

Humour

Podcasts
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<td>1st meeting</td>
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<td>End-of-semester assessment</td>
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40 online lectures (each 10 minutes long) + 40 MCQs
40 online lectures (each 10 minutes long) + 40 MCQs
Representation of the course design - 1:
Incorporating podcasts to support campus-based students’ online learning
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

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

1st meeting

Pod-1 ➔ Pod-2 ➔ Pod-3 ➔ Pod-4

E-tivity 1 ➔ E-tivity 2

Gets learners geared up for Tutorial Assessment 1
40 online lectures (each 10 minutes long) + 40 MCQs

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

1st meeting

Gets learners geared up for

Tutorial

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

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

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Seminar</th>
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<td>Presentation</td>
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<td>Personal surgeries</td>
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<td>Personal surgeries</td>
<td>Personal surgeries</td>
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<td>Presentation</td>
<td>PORTFOLIO</td>
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</tbody>
</table>
Representation of the course design - 2: Incorporating podcasts to develop study skills and to improve the quality of assessed work

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Seminar</th>
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- Personal surgeries
- Presentation
- Personal surgeries
- Personal surgeries
- Presentation
- PORTFOLIO
Representation of the course design - 2: Incorporating podcasts to develop study skills and to improve the quality of assessed work.
Incorporating podcasts to develop study skills and to improve the quality of assessed work.
Incorporating podcasts to develop study skills and to improve the quality of assessed work.
Representation of the course design - 2: Incorporating podcasts to develop study skills and to improve the quality of assessed work
Incorporating podcasts to develop study skills and to improve the quality of assessed work
Representation of the course design - 2: Incorporating podcasts to develop study skills and to improve the quality of assessed work.
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
<table>
<thead>
<tr>
<th>Factor</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pedagogical rationale</td>
<td>Limitations of lectures in teaching complex and difficult topics</td>
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<tr>
<td></td>
<td>Limitations of conventional approaches in teaching use of software tools</td>
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<tr>
<td></td>
<td>Limitations of conventional feedback approaches</td>
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<td></td>
<td>Issues faced by first time online learners</td>
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<td>Issues faced by distance learners</td>
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<td>Developing competency in</td>
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<td>collaborative skills</td>
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<td>active learning skills</td>
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<td>presentation skills</td>
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<td>essay writing skills</td>
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<td>reflective writing skills</td>
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<td>research skills</td>
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<td>research skills</td>
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<td></td>
<td>articulation and communication skills</td>
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<td>Improving the usefulness and attractiveness of teaching and learning resources</td>
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<tr>
<td>2. Medium</td>
<td>Audio podcasts</td>
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<td></td>
<td>Audio+vision podcasts</td>
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<tr>
<td>3. Convergence</td>
<td>Integrated with other media such as a VLE</td>
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<td></td>
<td>Stand-alone</td>
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</tbody>
</table>
| 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).  

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 a storyboard [30 minutes]

2. Recoding 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

<table>
<thead>
<tr>
<th>Purpose</th>
<th>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.</th>
</tr>
</thead>
</table>
| 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 laptop or a voice recorder. Decide how you might advice 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]

A discussion around:
What is your / our experience of scaling up?
what are the resource implications?
Reusability? What types would be reusable? OERs?

And having a check-list of issues.
The End (for now!)
Thank you for your participation...

Podcasting resources at ...

www.impala.ac.uk

www.podcastingforlearning.com