Title: **Using podcasts to enhance student learning and support**

Presenters: **Karen Strickland and Colin Gray**
Edinburgh Napier University

Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Consider the merits of using podcasts to engage students in their learning and discuss the related underpinning pedagogy.
- Identify potential uses of podcasts in your own teaching and learning practice.
- Record audio for your own podcast using a variety of technologies.
- Make a start on audio editing using simple, but effective audio editing tools.

Session Outline (no more than 300 words)

Podcasting has been used successfully in teaching and learning in many different student groups (Salmon and Nie 2008). In theory podcasts provide educational content in a format that is convenient to the student as it is available 24 hours a day and can be accessed whenever and wherever the student chooses (Lazzari, 2009) thus promoting the opportunity for mobile learning. McKinney, Dyck and Luber (2009) suggest that podcasts help to keep students motivated as it engages them in a format they are used to thus supporting the idea of students as digital natives. A number of authors have identified the key educational benefits of incorporating podcasts into the teaching portfolio: Heilesen (2010) outlines some of the uses of podcasting as catching up with missed classes, reviewing and revision of course content, and highlights podcasts as useful for students for whom English is a second language. In addition, Honey and Mumford (2006) suggest podcasts offer an added benefit to the learning experience for students whose learning style is mainly audio.

The purpose of this participative session is to encourage you to explore how podcasts could be used in your own practise to engage students in their learning, and to understand the pedagogical arguments for and against the use of podcasts as a learning experience. It also aims to get you started in the production process by inviting you to record a segment for your first podcast using a simple, but good quality MP3 recorder which we will demonstrate on the day.

The workshop will draw on the experience of the facilitators who have used podcasts in teaching and learning in a variety of ways, from generic student support to module specific teaching as well as staff development.

Session Activities and Approximate Timings

Time	Content	Format
5min	Intro & discussion: Experience & ideas on using podcasts	Facilitators & participant discussion
10min	Presentation of pedagogical principles & examples of podcasting in Education	Facilitator presentation
15min	Record your own podcast segment	Group work – participants will, in small groups, record a short 2 or 3 minute segment for a podcast.
15min	Producing a podcast	Demonstration/Tutorial - Group segments will be brought together on facilitator's PC and facilitator will demonstrate the process of editing into a final product, including background music, intro sound FX and stings.

Resources: Simple, but good quality mp3 recording devices will be brought by the facilitators. Participants may also wish to use their own smartphones to record. Access to the internet will be required on main PC for the podcast hosting site, and speakers will be brought along to allow participants to hear the final podcast.

References

Heilesen, S.B., 2010. What is the academic efficacy of podcasting? Computers & Education, 55: 1063–1068

Honey, P., Mumford, A., 2006. Learning Styles Helper's Guide. Maidenhead, Peter Honey Publications

Lazzari, M., 2009. Creative use of podcasting in higher education and its effect on competitive agency. Computers & Education. 52: 27–34

McKinney, D., Dyck, J.L., Luber, E.S., 2009. iTunes University and the classroom: Can podcasts replace Professors? Computers & Education. 52: 617–623

Salmon, G., Nie, M., 2008. Doubling the life of iPods. In: Salmon, G., Edirisingha, P., (eds), Podcasting for Learning in Universities. Society for research into Higher Education. Open University Press McGraw-Hill Education

Additional sources:
Gray, C., Smyth, K., Campbell, K., McLeod, C., Strickland, K. 2010. How to use podcasting to enhance teaching & learning. Edinburgh Napier University. Available from:
http://staff.napier.ac.uk/services/academicdevelopment/LTA/resources/Pages/Details.aspx?ItemID=43&Section=R