



## Podcasting: Case Studies in College

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## Thank You

- Hope Johnson, ADCS
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- Students enrolled in my Global History Course
- Curriculum & Instruction and Postsecondary Teaching & Learning Departments
- Digital Media Center, UMN
- University Library System, UMN
- Nat. College & Learning Center Association
- *And a cast of thousands.....*

## Podcast Resources

<http://arendale.org/podcasting-resources/>

- Podcast presentation slides
- Podcast presentation note taking pages
- Resources related to podcasting
  - Computer software, tools, and music sources
  - Articles, books, PP presentations, and websites
  - Recommended audio and video podcasts

## Podcasts (*Definition*)

- Internet radio series
- Provided to the listener so that they can listen when and where they want
- Program arrives on a regular basis after the listener subscribes to it
- Can be listened to through desktop computer or downloaded to a MP3 player (e.g. iPod)
- A personal conversation between the podcaster and a listener, more than just a new distribution system for existing media,
- Listener conversation/feedback a key feature

## New Generation of Internet Communication Tools

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|--|--|
| <ul style="list-style-type: none"> <li>• <b>Web 1.0</b> <ul style="list-style-type: none"> <li>– More static and less interaction permitted</li> <li>– Traditional web page</li> <li>– E-mail</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Web 2.0</b> <ul style="list-style-type: none"> <li>– Allows for higher interaction and collaboration</li> <li>– Blogs</li> <li>– Podcasts</li> <li>– Instant Messenger</li> <li>– Wiki web pages</li> <li>– Discussion board</li> <li>– Chat room</li> </ul> </li> </ul> |
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## Variations of Podcast Name

- **Podcast** – most common name used
- **Sightseeingcast** – narrated comments about site visited (e.g., historic site, museum)
- **Soundcast** – recorded sounds collected from a site visited (e.g., animals, city, sea shore)
- **Carcast** – recorded comments while driving car (e.g., recorded driving to/from work)
- **Infocast** – alternative name to Podcast to avoid using word that indirectly promotes sales of Apple's iPod

### Why Podcasts Popular

- Choose when and where to listen to the content
- Control what is heard (*content*) and not heard (*commercials, announcer banter*)
- Honesty by the podcasters
- Quality and meaning of the content (*more important than audio quality & production*)
- Meaningful feedback and involvement by the listeners

### Why Podcasts (Con't)

- Content Choice (*300,000+ podcasts*)
- Uncensored voice by authorities
- Simple technology to produce
- Taps into “*reality TV*” culture
- Learning and teaching opportunities

### Podcaster Control

- No external oversight of content
- Produce content of own choice
- Distribute the content as desired
  - *When and where*
  - *Open or controlled access*
- Market and sell the content

### Listener Conversation and Feedback Venues

- Text email message to podcaster
- Audio file attached to email message
- Audio message left through voice mail service and played on following podcast
- Audio message left through web site
- Text message through computer discussion board
- Podcaster revises content in response

### iTunes Software:

<http://www.apple.com/itunes/download/>



- 75% of people use iTunes to listen/download
- Link to iTunes software download site

### Small Sample of Different Podcast Categories

- #1 Social media applications
- #2 Business/organization applications
- #3 Education applications

## Category #1 Social Media Podcasts

## Social Media Applications

- Personal journal (*e.g., relationships, events*)
- Personal interests (*e.g., sightseeing, hobbies, sports*)
- Personal opinions (*e.g., political, social issues*)
- Most numerous among the 50,000+

## Monetizing Business Models

- Podcast host reads short advertisement
- Sponsor receives short announcement (*similar to PBS endorsements*)
- Advertiser web links on podcast web page
- Advertiser creates own podcast to indirectly promote themselves through podcast content of general interest
- Traditional radio advertisements shunned by many podcasting listeners

## Category #2 Business/Organization

## Business/Organization Applications

1. Replace telephone conference calls
2. Replace reliance on print newsletter
3. Replace print sales training materials
4. Increase communication during crisis
5. Increase effectiveness of training

## Business Applications

- 1. Replace telephone conference calls
  - Insurance Company
    - Spends \$16,000 for each teleconference call
    - Formerly reached approx. 400 of 44,000 agents
    - Replaced with podcast to desktop computer or listen while driving to work sites
    - Computer password required to listen to podcast

### **Business Applications**

- 2. Replace reliance on print newsletter
  - Multi-Level Marketing Firm
    - Weekly inspirational sales stories
    - Interviews with leading salespersons
    - Announcements about new products
    - Build extended community

### **Business Applications**

- 3. Replace print sales training materials
  - Computer Consulting and Software Company
    - Salespersons did not read traditional print materials
    - Short periodic podcasts
      - Recorded sales presentations by leading salespersons
      - Edited to 8 to 10 minutes of best sales points
      - Salespersons listen to podcast while driving between sales appointments
      - Estimated Return on Investment due to increased sales: 700%

### **Business Applications**

- 4. Increase communication during crisis
  - Manufacturing Company
    - Company going through strategic restructuring
    - Short weekly talk (five minutes) by company president concerning changes
    - Hear directly from decision makers about proposed and enacted changes

### **Business Applications**

- 5. Increase effectiveness of training
  - Personal Services Company
    - Improve quality of new employee orientation program
    - Carefully selected company officials are interviewed and talks edited to most essential comments

### **Lessons from Business World**

1. Find a champion to support the project
2. Create a sample podcast on a shoestring
3. Record to a CD and handout to internal people to gain feedback and interest
4. Build an “*internal*” audience before attempting to attract larger audience
5. Build a budget after interest is generated
6. Keep producing the podcast. It will get better. Don't wait for perfection.

### **Category #3 Education Media**

## Education Setting Applications

1. Supplement to Traditional Course
2. Support for New Professional Book
3. Build Community of Scholars
4. Professional Association Service
5. Enhancement to Personal Webpage
6. Audio book based on previously published material

## 1. Traditional Course Supplement

- Weekly podcast for students
  - *Study strategies*
  - *Chapter overview*
  - *Connect today's headlines with book chapters*
  - *Music selections by students*
- Special podcasts
  - *Special music shows devoted to world regions*
  - *Interviews with community experts on historical issues (e.g., Hmong, Somali)*
  - *Interviews with students (e.g., Iraq war veterans, study abroad)*
  - *Special exam preparation episodes*
  - *Student-created and delivered podcasts*

## Additional Features and Opportunities

- “Enhanced” podcasts allow for:
  - Bundling of additional print documents
  - Display visual images while audio plays (e.g., *photographs, graphics, PP slides*)
  - Embedded web links within visual images
  - “*Chaptering*” of the podcast content
- Use episodes from other podcasts within the course management system
- Learning communities create joint podcast

## Then and Now: Global History of Last 100 Years



- Listen to individual episodes, <http://thenandnow.org>
- Subscribe to the podcast, <http://subscribethenandnow.info>

## Discussion Issues



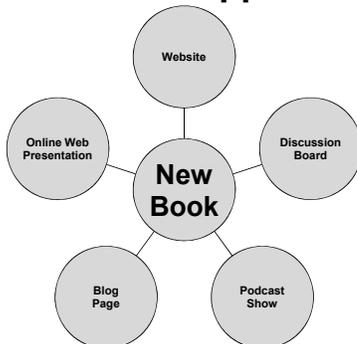
- *How could you apply a podcast with your current or future course?*
- *Would it be integrated or be supplemental?*
- *What role would students play?*

## Traditional Book Supplement



- Bugja, M. J. (2005, August 5). Master (or mistress) of your domain. *Chronicle of Higher Education*
- *Interpersonal divide: the search for community in a technological age* (Oxford, 2005)
- <http://interpersonal-divide.org>

## New Book Supplement



## 2. New Book Supplement

- **Web page** <http://accessatthecrossroads.com>
  - Purchasing information; Book reviews and press coverage; Study guide and test bank; Link to other related Internet resources
- **Podcast**
  - Updated information since publication; Supplemental information
- **Blog page**
  - Distribution system for podcast; Provides supplemental information for podcast; Permits public comment about the podcast
- **Discussion board**
  - Permits public discussion of issues raised in book/podcast
- **Recorded PP presentations**
  - Narrated PowerPoint presentations based on book

## Discussion Issues



- How could you apply a podcast with your current or existing books, reports or major publications?

## 3. Build Community of Scholars

- Provide virtual venue for scholars to meet, work, and test scholarly ideas/manuscripts.
  - **Blog page**
  - **Discussion board**
  - **Podcast**
    - Interview scholars in working group about progress of their research
    - Interview experts in topics under study by scholars
  - **Wiki webpage**

## Discussion Issues



- How could you apply these technologies with your current group of colleagues?
  - What new opportunities for national or international scholarship could occur through this approach?

## 4. Professional Association Service

- Training programs
- Audio newsletter
- Greeting from the association officers
- Distribute conference presentations
- Build interest in upcoming meeting
  - Example for strategic planning meeting: <http://blog.lib.umn.edu/arend011/future/>

### Discussion Issues



- *How could you apply a podcast with your current activities or services of your professional association?*
- *What new services could be provided through this approach?*

### 5. Web Page Enhancement

- Allows posting of audio file that automatically plays when web site visited
  - *Personal greeting*
  - *Announce availability of new resources*
  - *Update message to students*

### Discussion Issues



- *How could you apply a podcast or other Web 2.0 Internet tools with your professional web page?*
- *What new venues for disseminating scholarship could occur through this approach?*

### 6. Audio Book (*podobook*)

- Audio narration in whole or part of previously published articles, reports, or books
- Initially designed for podcast before formal print publication
- *Example from non-educators:*  
<http://podioobooks.com/>

### Discussion Issues



- *How could you apply a podiobook with your class?*
- *How could students be involved*
  - *Providing voices?*
  - *Generating content?*
  - *Listening to content?*

### Getting the Word Out



- Reoccurring messages to the audience
- Sample CDs distributed
- Email listserv groups
- Blog/website home
- Email signature block
- Conference flyers, inserts
- Awareness presentations
- Promo messages
- Constant marketing

## Suggested Next Steps

1. Listen to podcasts
2. Learn about how to podcast
3. Experiment with podcasting
4. Keep going, it gets better

## Suggested Next Steps

1. **Begin listening to podcasts**
  1. Download **iTunes** to your work and home computers. Wander around the website.
  2. Subscribe to podcasts of high personal and professional interest
  3. Find time to listen to podcasts
    1. Trade in a current television or radio program
    2. Listen while doing others things at the desk, in the room, or exercising
  4. Ask your children or other students about what they are listening to over the Internet and how they use the technology

## Suggested Next Steps

2. **Begin to learn about how to podcast**
  1. Attend technology workshops
  2. Talk with current users of the technology
    1. *Technology experts*
    2. *Users of the technology*
  3. Read the literature
  4. Talk with your students about what they want
  5. Join a podcasting users group

## Suggested Next Steps

3. **Begin to experiment with podcasting**
  1. Start small and don't wait to know everything
  2. Hire a student or find a volunteer to assist with the technology of the project
  3. Involve students in the class with the project by placing their voices on the podcasts
  4. Remember that "**content is king**" and focus less on all the technical aspects

## #4. Keep going, it gets better

1. Give yourself permission to go through the steep learning curve
2. Include others as part of the podcasting team
3. Remember, it is the **value of the content** and not the production values that will attract an audience

## Opportunities for You

- Personal life
- Professional life
- College class
- Professional Association

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