Podcasting: Case Studies in College

**David R. Arendale, Ph.D.
College of Education & Human Development, 612-625-2928; arendale@umn.edu**

Thank You

- Hope Johnson, ADCS
- Laurie McGinley, CEHD
- Vicki Neau, CEHD
- Erik Tollefsrud, Teaching Assistant, CEHD
- Brian Fredrickson, Teaching Assistant, CEHD
- 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 <u>when</u> and <u>where</u> 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

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 <u>when</u> and <u>where</u> 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

iTunes Software:
http://www.apple.com/itunes/download/

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

For Mac and Windows

Small Sample of Different Podcast Categories

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

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:
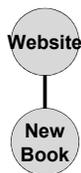## Global History of Last 100 Years

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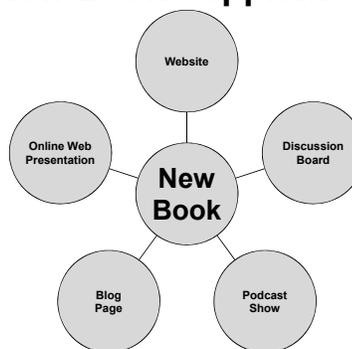- **Subscribe to the podcast, http://subscribethenandnow.info**

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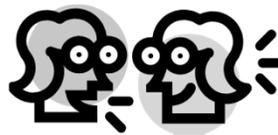
- *How could you apply a podcast with your current or future course?*
- *Would it be integrated or be supplemental?*
- *What role would students play?*

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

Website

New Book

New Book Supplement

Website

Online Web Presentation

Discussion Board

New Book

Blog Page

Podcast Show

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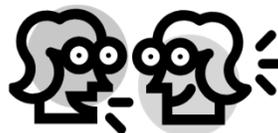
- *How could you apply a podcast with your current or existing books, reports or major publications?*

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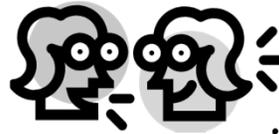
- *How could you apply a podcast with your current activities or services of your professional association?*
- *What new services could be provided through this approach?*

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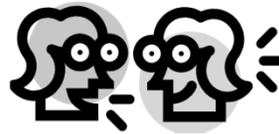
- *How could you apply a podcast or other Web 2.0 Internet tools with your professional web page?*
- *What new venues for disseminating scholarship could occur through this approach?*

6. Audio Book (*podiobook*)

- 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://podiobooks.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 wheat 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

David R. Arendale, Ph.D.
Associate Professor

Dept. of Curriculum & Instruction
College of Education & Human Development
275D Peik Hall, 159 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 625-2928; arendale@umn.edu
http://Arendale.org/podcasting-resources/
http://arendale.org