

Ipod therefore I am Creating Pedagogical Podcasting

Professor Gilly Salmon

www.impala.ac.uk

www.podcastingforlearning.com

ALT Learning
Technologist of the
Year: Team Award
2009



UNIQUe European University Quality in eLearning



Supporting learning

possibilities of podcasting

flexibility,

learner control

Information in audio / multi-media

Audio-vision

Listening to sound, voice

Informal learning

Activities leading to learning

'Contributing students'

Linking learning in multiple locations

Situated learning



Student Nurses Embrace Podcasts as New Learning Tools **Nursezone.com**

By Debra Wood, RN, contributor

Transcending their initial purpose to entertain, iPods and other MP3 devices are becoming a way for student nurses to learn how to care for patients, perform procedures and prepare for tests, including the NCLEX.

"A lot of the students find it helpful and are using it in different ways," said Kenya Beard, Ed.D.(c), ANP-C, ACNP BC, assistant professor at the Adelphi University School of Nursing in Garden City, New York.

Beard piloted podcasting last year, recording her classroom lectures and making them available for students to download via the internet and play back on their portable electronic devices. She then asked students to listen to prior



Cath Grob
 Health and Social Care,
 Faculty of Health and Medical Sciences

All nursing students at Surrey study biomedical science and are introduced to a wide range of terminology including, amongst many things, the name of every bone in the human body and the abbreviations commonly used in orthopaedics. Through a series of collaborative conversations between pre-registration nursing students and fellow teaching staff it was recognised that the learning of biomedical sciences is perceived as difficult and a cause of anxiety amongst student nurses.

Informed by this Cath opted to produce a series of enhanced podcasts to augment the series of lectures. The podcasts contained only a few of the key slides used in the lectures but accompanied with a detailed audio commentary explaining the information presented on the slide.

Cath says:
 "The students demonstrated a voracious appetite for podcasts. The actual production of enhanced podcasts was not that difficult once the basic software applications were understood. I am now planning to make podcasts a feature of all the modules I teach on. The future looks bright with podcasting!"

www.surrey.ac.uk/e-learning

- > News
- > RCN Events and conferences
- > Non RCN Events and conferences
- > RCN Accredited events and conferences
- > Corporate relations
- > ((Fundraising))
- > AGM
- > Congress
- > Campaigns
- > Government and Assembly
- > Media centre
- > RSS

RCN Podcasts

- Subscribe to the [RCN Podcasts RSS feed](#)
- Visit the BBC website for [detailed guidance on RSS](#), what it is and how to use it.

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- **RCN_Podcast_21Oct09.mp3**
 Published: 22 Oct 2009 - File 9.1MB
 In the second RCN podcast Josie Irwin, Head of Employment Relations and Tim Curry, Policy Adviser, discuss the mo this has on healthcare.
- **RCN_Podcast_08Sept09.mp3**
 Published: 18 Sep 2009 - File 20.1MB
 The Royal College of Nursing launches its first podcast. This month's topic focuses on the economic downturn.

Research To Practice
 AN INTEGRATED APPROACH TO ONCOLOGY EDUCATION

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Podcast

Breast Cancer Update
 Featuring one-on-one interviews conducted by Dr Neil Love, this series bridges the gap between research and patient care by providing medical oncologists, hematologists and hematology-oncology fellows ongoing access to the perspectives and opinions of national and international breast cancer clinical investigators.

Breast Cancer Update for Nurses
 Featuring one-on-one interviews conducted by Dr Neil Love with national and international breast cancer research leaders, oncology nurses and cancer survivors; this series provides practicing clinicians including nurses and nurse practitioners with practical information and valuable perspectives that can be applied to optimize patient care.

Direct BCU podcasting software link:
<http://www.researchtopractice.com>

Direct BCU Nurses podcasting software link:
<http://www.researchtopractice.com>



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<http://www.elearning.ac.uk/features/whyped>

Technology



Pedagogy



Wink, J. *3 Perspectives on Pedagogy*
Retrieved 22.2 2009 ,
www.joanwink.com/3perspectives.html

THE 'DOUBLE LIFE' CHALLENGE

Living with 'machines' is extremely messy

Learning transitions will never be seamless

Listening is an intensely various activity

Attitude and behaviour is all....

From David Bell's chapter 'The University in your Pocket' in
Podcasting for Learning in Universities 2008

Tutors

Students & stakeholders

Core teaching and learning events and activities

lectures

Listen again

Extensions

seminars, workshops

Preparatory material

Introducing informal content to improve curriculum

lab work

Instructions/guidance

fieldwork

Instructions/guidance

computer work

Instructions/guidance

presentations

Preparatory material

Reflections
e-portfolio

assessments

Preparatory material

Feedback on assessments

Exploiting self-study learning resources

Developing collaborative and active learning skills

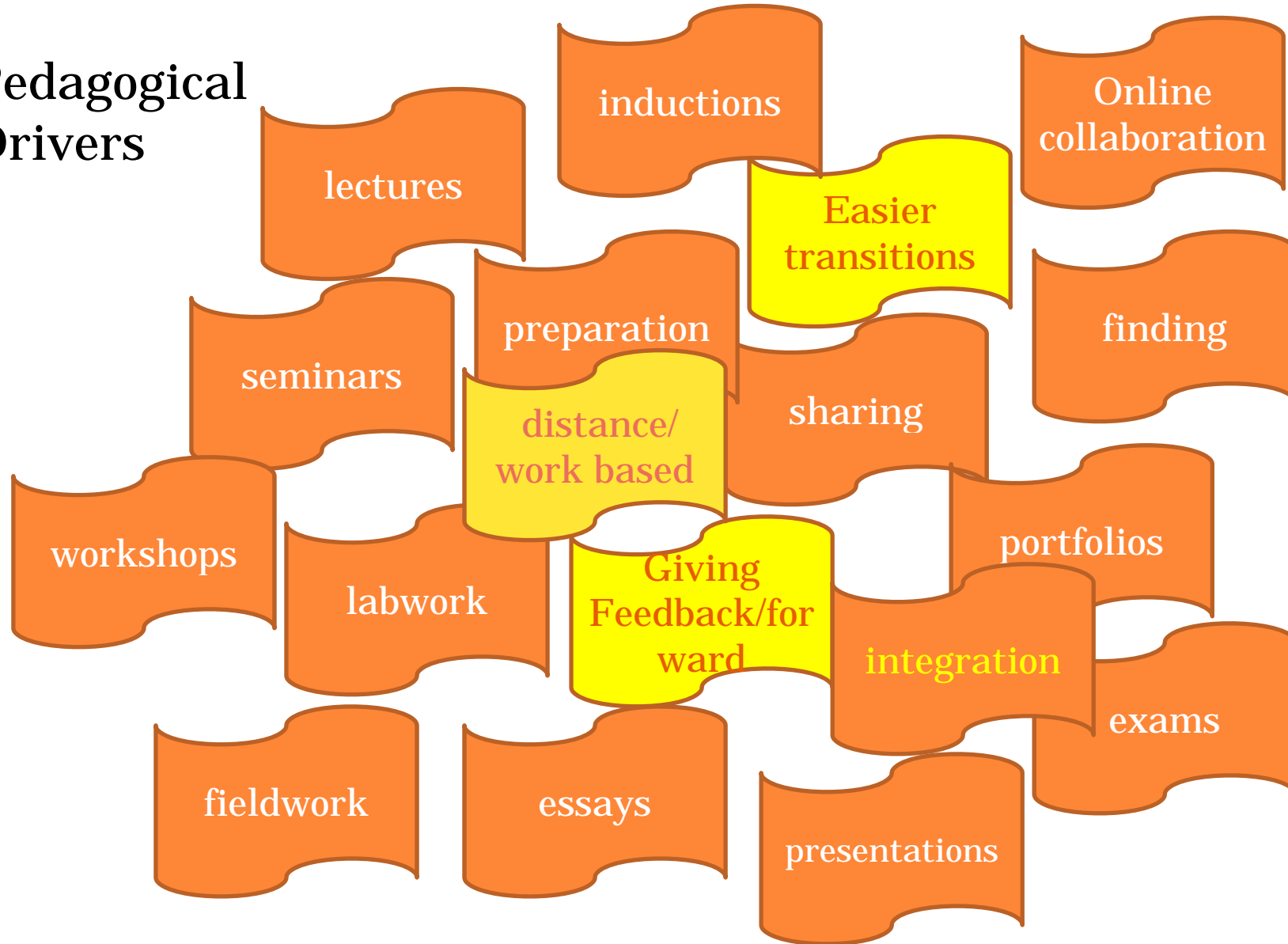
Developing confidence in the subject

Addressing issues of distance learners

"Contributing students" - research and articulation skills

General feedback on student progress

Pedagogical Drivers



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PODCASTING: RESEARCHED EDUCATIONAL BENEFITS

- Flexibility
- Preferences
- Control
- Motivation
- Engagement
- Novelty
- Integration across location
- Exploiting learner owned devices:
- Entertainment to learning

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RENAISSANCE FOR AUDIO

- Recorded sound has long been used for distance learning
- Popular with learners : hearing professor's voice, 'talking through' instructions, encouragement



1/22/2

'JEWELS IN THE CURRICULUM'

THRESHOLD CONCEPTS

- 'Less is more'
- Key theory or understanding
- Once learnt unlikely to be forgotten
- Integrative- makes connections
- Troublesome 'knowledge'

Formal resources (Cold knowledge)

Officially provided
Highly structured, abstract
Objective

Print
Web Lectures

Lacks opinions, personal,
diverse perspectives
Overwhelming
May miss some issues
Legitimacy potentially in
doubt

Semi-formal (Warm knowledge)

Officially provided
(Potentially) less structured
More subjective

Personal tutors
Peer mentors

Provides perspectives,
opinions
Many voices mitigate
against subjectivity
Possibility to moderate
out falsehood
Official provision can
ensure access

Informal resources (Hot knowledge)

Not officially provided
Less structured
More subjective

Dialogue peers

Lacks objectivity
(Potentially) mis-leading
Inconsistent access

StartingUni

Home

Starting University

Adapting to University

Accommodation

Learning and Teaching

Money Management

International Students

The City of Leicester



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 [IMPALA4T 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 change to win an iTunes voucher.



[Complete the survey for the chance to win iTunes vouchers.](#)

Easier
transitions

Startinguni.info



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The background

Critical importance of first
year experience

Knowledge and
experience of
undergraduates rarely
exploited

Informal and mobile
learning

Most interventions
institutionally driven,
formal

'Hot knowledge'
(Ball and Vincent
1998)



Personal
perspectives

Reinforcement

Advice

HOW PODCASTS
HELPED

Reassurance

New Information






<http://www.soundsgood.org.uk>

Sounds Good: Quicker, better assessment using audio feedback Search

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Funded by



Home

Can digital audio be used to give students quicker, better feedback on their work? That's the central question for the 'Sounds Good' project.

We're based at Leeds Metropolitan University and have been operating since January 2008. Originally intended as a six-month pilot project, funded by the Joint Information Systems Committee (JISC), we started with a team of about 15 teachers in a range of disciplines exploring the use of digital audio to give feedback on students' coursework. Could it save staff time? Would the feedback to students be improved?

The early results were very encouraging and further JISC support has enabled the project to be extended till March 2009. In this second phase, the Leeds Met team is expanding. In addition, three other higher education institutions are joining us, beginning to use digital audio for feedback. Welcome to York St John University, Newman University College, Birmingham and the University of Northampton!

This is our new website. Our earlier one is [here](#). Why move? We're trying to make the site more interactive, especially to make it easier to post to the [blog](#) and to comment. Please join in if you've got something worth saying.

Bob Rotheram
Project Manager, Sounds Good
Leeds Metropolitan University, UK

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DESIGN AND INTEGRATION



University of Leicester
Home Help Logout
My Institution Courses Content Collection Scholar myLibrary BbSupport

- Announcements
- Staff Information
- Course Information
- Course Material
- Books
- Web Sites & Info
- Profcasts
- Groups
- e-tivities
- Discussion Board
- Assignments

- Tools
- Communication
 - Course Tools
 - My Portfolios
 - Course Map
- Control Panel
- Refresh
 - Detail View

OPTICAL COMMUNICATION SYSTEMS (EG3024) > ANNOUNCEMENTS



- VIEW TODAY
- VIEW LAST 7 DAYS
- VIEW LAST 30 DAYS
- VIEW ALL

February 15, 2009 - February 22, 2009

Sat, Feb 21, 2009 -- *Week 5!*

Assignment 1: Click the "Assignments" button to see a resumé of the results.

E-tivity 2 is now live - have a look in your group's discussion board.

Podcast 3 is available via the Profcast button.

Try to work your way through to the end of Learning Unit 2.5 by the end of this week please.

Prof.



Fri, Feb 20, 2009 -- *Lab Revolution*



Fact 1: all of a sudden, everyone in the lab is obeying the mice.

Fact 2: the mice are no longer real mice. They are now powered by nickel-cadmium batteries.

Inference: someone is attempting to take over the laboratory using mechanical mice as fifth-columnists!

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FEEDBACK AND PERSONAL DEVELOPMENT

Podcast categories	In relation to which module(s)	Number of podcasts	Purpose
Dissertation	Dissertation	17	Guiding students through the dissertation process
Module overview	Research methods	12	Providing a module overview Explaining the key content of the module
	Personnel Selection and Assessment	10	
Assignment	Personnel Selection and Assessment	4	Explaining module assignments Clarifying assignment requirements Providing guidance on how to tackle specific assignment
	Psychology of Organising	4	
	Training and Development	4	
Feedback	All	12	Providing feedback to student's assignment and dissertation draft

IMPACT ON DISTANCE/WORK-BASED LEARNERS

- Providing clearer and more detailed instruction and guidance
- A feeling of reassurance
 - ‘I’m on the right track’ or ‘at the right direction’
- Enabling learners to plan and think ahead
 - Dissertation and assignments podcasts provide feed forward information
- Building tutor-student relationship
 - Feeling more personal and closer to the tutor
- Increasing flexibility and mobility in learning
 - Students have used the podcasts in different ways, e.g. from their mobile devices when they on the move



IMPACT ON STAFF

- Reduced traffic on discussion forum
 - A reduction in the number of questions on assignments and dissertation, as a result of the added clarity introduced through the podcasts
- Improved quality of assignments and dissertation
 - Reduced failed rate
 - Improved quality in discussing research methods, justification of research questions.
- Retention rates have been dramatically improved
6:54 drop out October 2008, NONE APRIL 2009
- The amount of information
 - The material that takes 4-5 pages to write can be covered in a 4-5 minutes podcast.
- Podcasting is a quicker and more effective mechanism to deliver certain messages such as guidance, explanation and feedback than writing
 - The potential of providing students with guidance when they need it





Design before deliver

<http://www.atimod.com/podcasting/PDModel.htm>

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!



1/99/9/10

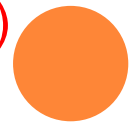
Call: Salman iDad +hannafwa T am

<http://www.atimod.com/podcasting/authors.shtml>

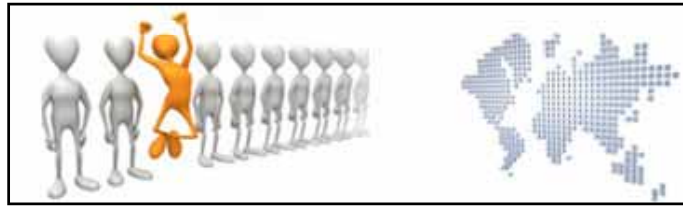
A ten-factor development model

<http://www.podcastingforlearning.com>

1. Purpose / pedagogical rationale
2. Medium: audio only or audio and visual)
3. Convergence: integration with other e-learning
4. Authors and contributors of content
5. Structure: frequency and timing
6. Reusability of content
7. Length
8. Style: presentation, interview, dialogue
9. Framework of content organisation
10. Access system: via VLE or Internet-based feeder service (RSS)



Beyond Distance Research Alliance



Learning Futures Festival *Online* 2010

“Positively Disruptive”

7-14 January 2010

www.le.ac.uk/beyonddistance/festival

KEYNOTE SPEAKERS

Dr Stephen Bax, Professor Phil Candy, Aly Conteh, Dr Chris Davies,
Stephen Downes, Professor Ian Jamieson, Professor Josie Taylor, Tessa Welch

Festival registration: £75 / closing date: 23 December 2009



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2009



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October 2008 Volume 1, Number 2
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Paul Jackson and Crispin Dale
- I tunes U introduction
<http://www.apple.com/education/guidedtours/itunesu.html>