The Power of the Microphone: Delivering Content & Assessing Student Learning Outcomes through Podcasting

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INTRODUCTIONS!
NAME
TEACHING ROLE
WHAT PODCAST ARE YOU CURRENTLY LISTENING TO YOU?

AGENDA

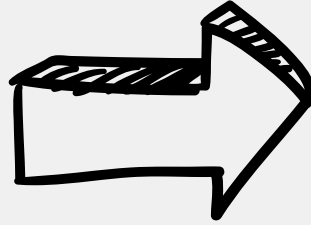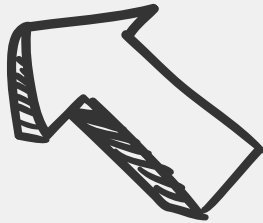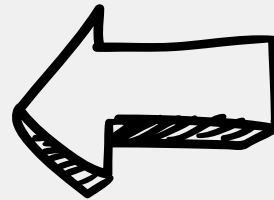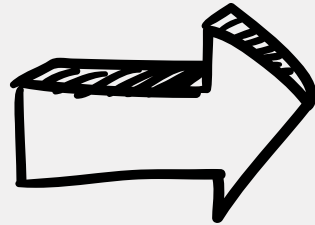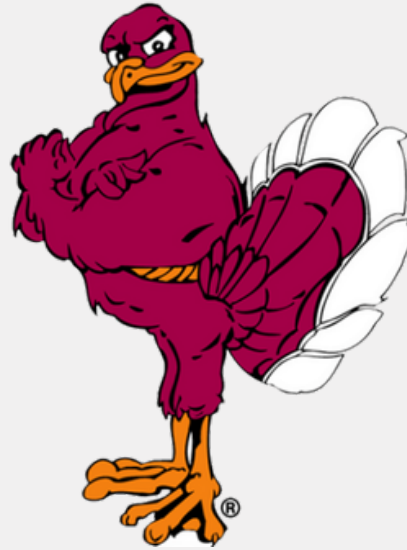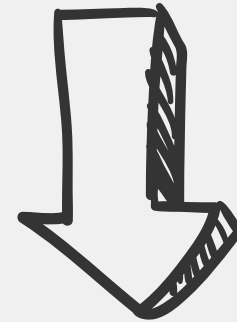1. INTRODUCTIONS
2. UNDERSTANDING CONTEXT WITH PODCASTING
3. PRESENTER EXPERIENCES WITH PODCASTING
4. WHAT THE DATA SAYS
5. RECOMMENDATIONS
6. HOW CAN YOU BRING PODCASTING TO YOUR CLASSROOM?

WHAT IS YOUR FAMILIARITY WITH PODCASTS (EDUCATIONAL AND/OR NON-EDUCATIONAL CONTEXTS)? WHAT SPARKS YOUR INTEREST?

Share with someone sitting next to you. Be prepared to share out after!

A PANDEMIC SHIFT

- A move to virtual instruction has caused instructors to rethink their pedagogy (Murphy et al., 2020).

- Higher education has long heard calls to modernize its educational approaches (Heilesen, 2010).

- The current generation of "Digital Natives," cannot recall a time when the Internet was not an integral part of life (Robinson & Ritzko, 2009).

- Could **podcasting** be explored in today's remote learning environment?

A PANDEMIC SHIFT

A PANDEMIC SHIFT

PODCASTING?

- 2020 has been referred to as "the year of podcast teaching" (Wake et al., 2020, p. 30).

- **Podcasting:** creation and serial distribution of online audio files to listeners who have the ability to listen to a discussion about a single idea or series 'on the go' (McGarr, 2009; Palenque, 2015; Shamburg, 2009).

- **Benefits:** flexibility, nuance in complex topics and issues, further motivating student engagement (Nielsen et al., 2018), support social, creative, reflective (Palenque, 2016), and experiential learning.

PRACTITIONER EXPERIENCES

- Podcasting as a form of content delivery from the instructor
  - Explaining concepts
  - Interviewing expert guests

- Podcasting as a form of assessment for students
  - Podcast exams
  - Formative podcast reflections
  - Summative projects as a podcast
  - Collaborative podcast activities
  - Capstone reflections (current)

Spreaker

Leadership Reflections

Anchor®

PODCASTING PLATFORMS

PODCASTING DATA

- **Four case studies** (two pilots; two subsequent studies) between **two** leadership/community education **classrooms** at **two** different **land-grant institutions.**

- Convergent mixed methods research design
  - Both qualitative and quantitative data were collected simultaneously in a survey but analyzed separately

- **One hundred twenty-two total surveys** were obtained from cases A (*n*=57), B (*n*=16), C (*n*=36), and D (*n*=12).

- **Objectives:** (1) podcasting perceptions, (2) impact on student learning, and (3) comparing cases

PODCASTING DATA

- Across all cases (A & B, fall 2020; C & D; spring 2021) a majority of students indicated that podcasts can be a **helpful tool** in today's online learning environment.
  - Major themes include:
    - Convenience
    - Personal connection through real-life examples
    - Diverse perspectives
    - Subject matter experts to better learn/retain course material

PODCASTING DATA

"[CONVENIENCE] SITTING AND READING SOMETHING IS SOMETIMES EXTREMELY HARD TO DO, BUT PODCASTS LET STUDENTS WHO NEED MOVEMENT OR STIMULATION TO FOCUS HAVE MORE FREEDOM" (CASE D).

PODCASTING DATA

"[SUBJECT MATTER EXPERTS] THERE WERE SOME CONCEPTS THAT I WAS CONFUSED ABOUT AND ADDRESSED IN MY PODCASTS, BUT WHEN I TALKED THROUGH THEM IN THE PODCASTS, I FELT LIKE I WAS TELLING A FRIEND ABOUT IT AND IT STARTED TO UNFOLD IN MY HEAD. IT MADE MORE AND MORE SENSE THE MORE I TALKED IN REGARDS TO THE TOPIC" (CASE A).

PODCASTING DATA

"[SUBJECT MATTER EXPERTS] THE PODCAST ASSIGNMENTS WENT DEEPER INTO THE COURSE MATERIAL, AND ALLOWED ME TO LOOK AT WHAT I HAD JUST LEARNED IN A BIGGER PICTURE. THE INDIVIDUALS WHO WERE FEATURED IN THE PODCAST HAD SO MUCH EXPERIENCE WITH LEADERSHIP AND ANSWERED MANY OF MY QUESTIONS FROM THE COURSE MATERIAL" (CASE C).

PODCASTING DATA

"[DIVERSE PERSPECTIVES] EVERYONE THINKS DIFFERENTLY AND WHEN I HEARD SOME OF THE PODCASTS, I WONDERED WHY DIDN'T I THINK ABOUT THAT OR I WAS UNAWARE OF CURRENT ISSUES GOING ON IN OUR COMMUNITIES?" (CASE B).

PODCASTING DATA

"[PERSONAL CONNECTION] I ENJOYED HOW IT FELT LIKE A CONVERSATION TO EXPLAIN OUR KNOWLEDGE RATHER THAN ANSWERING QUESTIONS ON A QUIZ" (CASE C).

"[PERSONAL CONNECTION] I WAS ABLE TO THINK ABOUT THE MATERIAL MORE SO IN TERMS OF MY OWN LIFE EXPERIENCES AND THE EXAMPLES GIVEN IN DISCUSSIONS BY OTHER STUDENTS INSTEAD OF TRYING TO MEMORIZE INFORMATION" (CASE B).

PODCASTING DATA

"[CHALLENGES] "FREAKING OUT," "STRESSED," "WORRIED ABOUT MAKING MISTAKES," AND OVERWHELMED BY THE "PRESSURE TO SOUND 'GOOD'" (CASE B).

"[CHALLENGES] I DISLIKED HOW TIME CONSUMING MAKING THE PODCASTS COULD BE AT TIMES AND JUST WAS NOT CONVENIENT" (CASE C).

PODCASTING DATA

[DIFFERENT/UNIQUE]:PODCASTING ALLOWS FOR "UNIQUE LEARNING ENVIRONMENTS" AND "FUN TWIST" FROM MORE TRADITIONAL WAYS OF LEARNING, THAT GOT STUDENTS "EXCITED TO LEARN... BECAUSE THEY[PODCASTS] ARE EASY TO LISTEN TO AND ARE MORE ENGAGING"(CASE D).

[DIFFERENT/UNIQUE]"..IT IS SOMETHING DIFFERENT AND ENGAGING. IT'S LIKE LISTENING TO A CONVERSATION BETWEEN PEOPLE, RATHER THAN A PROFESSOR STANDING IN THE FRONT OF THE ROOM LIKE A RECORD PLAYER" (CASE C).

ASSESSMENT RECOMMENDATIONS

- Address the challenges of podcast creation
- Allow students to investigate a topic of interest
- Use external resources
- Promote collaboration
  - Permit students to listen to one another's podcasts
  - Presents the opportunity to create a podcast with a classmate
- Be mindful of student accessibility
- Rubrics should assess student learning outcomes, not technical aspects of podcasts
- Don't forget to include a transcript!

CONTENT DELIVERY RECOMMENDATIONS

- Keep podcasts short and simple
  - Instructor-led (20-30 minutes)
  - Student-created (5-7 or 7-10 minutes depending on the assignment)
- Expose students to a variety of perspectives
  - Collaborate with other faculty members in your department
  - Interview guests from other institutions or industries
- Structure each episode
  - <u>Beginning:</u> Get to know your guest
  - <u>Middle:</u> Identify a topic (based on course content) to discuss
  - <u>End:</u> Provide key audience takeaways

WHAT EXCITES YOU ABOUT BRINGING PODCASTING INTO YOUR CLASSROOM? WHAT CONCERNS YOU?

Share with someone sitting next to you. Be prepared to share out after!

YOUR TURN!

- Use the remaining time in the workshop to brainstorm how you can begin to incorporate podcasting into your classroom. Use the handout to get started!

- Once you have a few things written down, please take a moment to share your podcasting ideas on a sticky note and place them around the room.

- If we have time I'll facilitate a "gallery walk" so we can see each other's ideas and share out what we are thinking!

THANK YOU!

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