



# 100 Great Ideas for Educational Podcasting

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Podcasting for Pedagogic Purposes SIG  
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***A 1 hour activity designed to generate  
ideas for educational podcasting***

Copies of this work book can be downloaded at:  
<http://teaching.shu.ac.uk/podcast/pdf/edpod-workbook.pdf>

## Introduction

This document should be used in conjunction with the podcast version of the *100 Great Ideas for Educational Podcasting* workshop, originally run as part of the 3rd community event for the *Podcasting for Pedagogic Purposes Special Interest Group*.

This can be found at: <http://ltapodcast.blogspot.com>

## Objectives

By working through the following activities you will,

- generate innovative ideas for the use of educational podcasting and digital media
- experience a collaborative design methodology that can be applied to the development of innovative pedagogies in general
- contribute to the book being produced on the subject of educational podcasting by members of the PPP SIG.

## What to do

Set aside 1 hour to work with another person. It may be better if you work with someone you have not met or worked with before. If you and your partner do know each other well set out to surprise each other by venturing off well-trodden paths!

**Do not turn over pages in this document until the audio indicates that you should do so.**

## This document contains...

- An introduction to educational podcasting
- Descriptions of the 4 Activities you will work on with supporting materials
- Copies of the form you need to submit when contributing to the book and details of where to send it and the process involved in reviewing and developing submitted ideas.

## **What is Educational Podcasting?**

### **Social**

Ideas, questions and knowledge are shared through the podcast medium to be developed by participants in a wider learning context.

### **Digital media**

Podcast episodes are usually in audio format, though video podcasts can also be made. Other media can be distributed as Acrobat documents (PDFs).

### **Accessible**

Podcasts, and their constituent episodes, are delivered over the Internet and are therefore highly accessible. In Education users often prefer to access podcasts by visiting institutional VLEs, though podcasts can also be distributed to users who subscribe to podcast feeds. In this way they can be synchronised as downloadable media with mobile devices such as iPods and other media players.

### **Flexible - time and location neutral**

When podcasts are downloaded by end users (i.e. students) they become more flexible in the way they are used. These rich resources can be used at times and in places defined by the student, and they can be used more than once. The terms 'time shifting' and 'space shifting' are often used to describe the behaviour of podcasters, and podcasting is regarded as a key technology amongst those interested in mobile or m-learning.

### **Device neutral**

Podcasts can be made and used on a number of devices including desktop computers, laptops, MP3 players and some games consoles for example. They can be played using a variety of software applications on these devices when they are produced using standard formats (i.e. the MP3 and MP4 file formats).

## **Optional characteristics**

Strictly speaking, from a technical point of view, a podcast is constructed and distributed in a particular way as a series of episodes made available to subscribers using a technology known as RSS that allows subscribers to automatically receive new episodes whenever they are released without having to check in person. In Education the word 'podcast' is understood and applied more broadly to mean downloadable digital media objects.

In the context of Education therefore, the following characteristics may be seen as optional.

### **Automatically delivered**

Simple syndication technology (RSS + media enclosures) allows interested parties to subscribe to published content ('feeds') from a particular supplier so that they receive it automatically in their aggregation software whenever new episodes are released on channels to which the end user has subscribed.

### **Managed by the user**

Aggregation software such as *iTunes* and *Juice* is designed to gather feeds. Copies of the media are downloaded and managed through such aggregators allowing the end user to manage the files as they wish.

## ***Educational Podcasting - a definition***

The following broad definition provides a starting point for the development of ideas in this workshop,

The development of shared knowledge through distributed, digital media, accessible to its community through flexible interfaces.

### **Activity 1 – what we know about already**

- You have just 3 minutes
- Begin by working alone, each producing one idea
- Use the form at the back of this handbook to describe something that you or a colleague is already doing or an idea that has already started to form for you
- Each person needs to produce at least 1 idea each in this activity, but if you can produce more, so much the better!
- Come up with wacky, but descriptive Titles for all of the activities in this workshop- these will help later

*Don't worry about spelling or grammar, just get the ideas down on the form*

**Pause the playback for 3 minutes now whilst you complete this activity**

### **Activity 1b**

- Spend another 5 minutes building upon your idea
- Each of you should start to tell the person you are working with about your ideas.
- Start with the wacky title and pause - ask your partner what they think the title describes. Ask them to listen and try to guess the idea.
- Make a note of this new interpretation or use their ideas to refine what you have written.
- Develop this new idea together.

**Pause the playback whilst you complete this activity**

## Activity 2 - Word Association

Each of you should pick 2 words from the following list,

<b>Serial</b>	<b>Student's voice</b>	<b>Next year</b>	<b>Anxiety</b>
<b>Perspective</b>	<b>Share</b>	<b>Expert</b>	<b>Access</b>
<b>Tutor's voice</b>	<b>Repetition</b>	<b>Habit</b>	<b>Place</b>
<b>Optional</b>	<b>Irregular</b>	<b>Authentic</b>	<b>Immediate</b>
<b>Emotion</b>	<b>Mobile</b>	<b>Current</b>	<b>Trust</b>
<b>Public</b>	<b>Collaborate</b>	<b>Authority</b>	<b>Form</b>
<b>Transient</b>	<b>Formal</b>	<b>Timely</b>	<b>Store</b>
<b>Angry</b>	<b>Informal</b>	<b>Subject</b>	<b>Episode</b>

Think about what the words mean to you, either individually or when they are put together. Use this as a starting point in developing a new idea for a podcast series. It might be the format of the podcast, its ethos or even its subject matter.

For example, here are 2 words from another list to help you proceed,	
<b>Preparation</b>	<b>Cycle</b>
Preparation makes me think about being organised or part of a process.	Cycle makes me think about iteration or doing something again and again, improving each time.
Putting those thoughts together I am now conjuring up an idea for a podcast about a module that runs from year to year. At the end of each year students are asked to share, in audio format, a tip for next year's students that will help them to prepare and make the most of the module.	

Each of you, use the form to create another idea.

**Pause the playback whilst you complete this activity**

### **Activity 3 - take another look**

- Each of you should now write down 3 numbers between 1 and 32 inclusive

When you have done this,

- Give the numbers to your partner
- Go back to the previous page and count through the words from left to right, top to bottom, noting the words that correspond to the numbers you have been given.
- Keep 2 of the words and discard the third.
- Now repeat Activity 2 using this new pair of words.

Each use the form to create another idea.

**Pause the playback whilst you complete this activity**



### **Activity 4 - Listening back**

This activity works best with more people. Is there anyone else around that you can rope in for 5 minutes?

This activity is about inspiring yourself!

Review the introduction to educational podcasting and the ideas you have produced so far. Is there any thing you can do to improve what you have already written?

Now, read back the ideas to your partner or anyone else you have involved.

- Begin with the title - ask your listeners to "second guess" the detail of your idea, as in the second part of activity 1. Is their guess different to what you have written down? Does it help you to improve what you have written?
- Make amendments or write down new ideas on a new form.
- Discuss what options exist for modifying the idea and ask whether it can be written so that it may be more transferable to a variety of subject areas.

## ***Submitting your ideas***

All contributors will be acknowledged in the book and you will be given an opportunity to review and develop your ideas further, or to withdraw them at your discretion.

If you have hand-written the ideas please type them up using the templates on the following page and email them to Andrew Middleton at [a.j.middleton@shu.ac.uk](mailto:a.j.middleton@shu.ac.uk).

I will acknowledge receipt of each submission and provide you will further information about what happens next, how you can contribute to the peer network review process, and stay in touch with developments.

**Thanks for taking part!**

<b>Your name(s)</b>				
<b>email address(es)</b>				
<b>Activity number</b> <i>circle</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Description</b> <i>who makes it?</i> <i>who for?</i> <i>what happens?</i> <i>how?</i> <i>when?</i> <i>main benefits</i>				
<b>Case Study</b>	Is there an opportunity to work up this outline scenario into a case study? <b>YES/NO</b> note:			
<b>Catchy title</b>				
<b>Please note:</b> all ideas that are published will directly acknowledge the people who generated them and everyone involved will be contacted before then to check and refine their ideas and to agree to their publication.				

<b>Your name(s)</b>				
<b>email address(es)</b>				
<b>Activity number</b> <i>circle</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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