



PODCASTS

Podcasts refer specifically to audio files that can be downloaded and listened to on any device, anytime that the user prefers. The term is however generically used to also include audio files with or without video.

Here are some things to consider when contemplating the use of podcasts in teaching and learning.

AFFORDANCES

- Students can watch podcasts (short video lectures) to prepare for contact sessions, allowing more time for engagement and deeper discussions during contact sessions (flipped classroom).
- When podcasts of important concepts are available students do not need to take as many notes during lectures and can rather engage in discussions.
- Students can create podcasts on specific aspects of the module content which allows for self-learning and can also be used in flipped classrooms.
- Short, focused podcasts on important concepts can be very valuable for revision and to supplement existing content.
- Students can watch a podcast repeatedly, anytime, anywhere which allows for self-paced learning and allows students more time to reflect and make meaning of specific content.
- Lecturers can podcast detailed formative feedback on assessments or assignments without using lecture time.
- It can be used for laboratory practicals to: introduce upcoming practicals, explain safety rules, demonstrate how certain equipment should be used, share and explain relevant simulations with students etc.
- It can support synchronisation and collaboration between lecturers of large classes or multilingual groups.
- Students who are ill or unable to attend a lecture can watch the podcast(s) and not miss out on valuable instruction time.
- Interviews with industry professionals or other academics can be recorded and shared with students.
- Lecturers can make short podcasts to introduce themselves or give an overview of the course they present to potential students.
- Departments can use podcasts to recruit students, by showcasing their facilities and research.



- Podcasts can be used to inform students of important events.

POTENTIAL CHALLENGES

- When creating podcasts on specific topics (i.e. not recording live events) the preparation is time consuming, however the recordings can be used again.
- There is a slight learning curve.
- Technical challenges may occur
- You need specific hardware and software to create a podcast.
- When complete lectures are podcasted and no additional, integrated activities are included in contact time, class attendance might drop.
- When podcasts get very lengthy students loose interest. Recording of whole lectures is not the ideal use of a podcast.