

# Podcasting Uses and Applications

**Professor Curt Bonk**  
Instructional Systems Technology Department  
School of Education  
Indiana University, Bloomington, IN

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Instructional Systems Technology  
<http://www.indiana.edu/~ist>



## Content Overview

1. What is a podcast? A “podcast” is a digital media file (or series of files) that is distributed over the Internet.
2. How play? You play a podcast with either a hand-held digital device (such as an iPod—hence the “pod” in the word podcast) or on a personal computer.



## Content Overview

3. When and why use podcasts?
  - a. To help students keep up;
  - b. Record recent info in news;
  - c. Advertise a class;
  - d. Save or replay key course info.



## Content Overview

4. How and where use (Part 1)?
  - recording lectures,
  - student projects,
  - summarizing key points,
  - relate content to the real world,
  - discuss something relevant to class (news),
  - reports, research, or conferences,



## Content Overview

4. How and where use (Part 2)?
  - supplemental book and other materials,
  - assignment directions,
  - student expert interviews,
  - language lessons,
  - oral reports,
  - recording of performances.



## Self-Paced Language Programs: JapanesePod, Arabic online, etc.



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## Online Language Learning (e.g., SpanishPod, FrenchPod, ItalianPod)

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## ChinesePod (Learn Mandarin)

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## Podcast for Language Learning (EnglishPod via Mobile Devices)

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## So many podcast shows!

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## Content Overview

5. How Listen? Students can download and listen on using their technology (e.g., iPods, iPhones, desktops, and laptops).
6. Adds to course flexibility, convenience, and exposure. More time to review the course material.

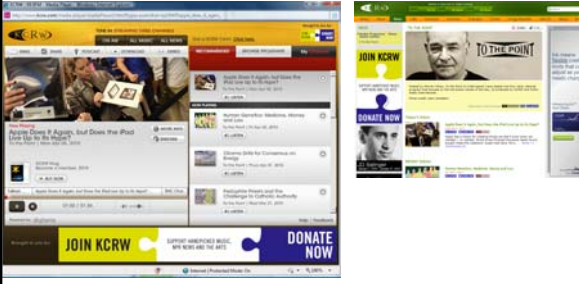
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## Content Overview

7. Recording lectures (what supports and tools are needed...?). Determine what is available in your setting.
8. Reusing existing podcast content (find, evaluate, gain permission).
9. Student generated podcasts.

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## Relisten to NPR Shows (e.g., new iPad announcement April 2010)



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## Content Overview

10. Podcasting technology: Audacity is open source software for the PC and GarageBand comes with Mac computers.

11. You can record live classes or create podcasts for online classes.



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## Free Tools for Podcasting (e.g., GarageBand, Audacity, etc.)




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## Content Overview

12. Audio add a different way to learn or layer of understanding for students. Again, as with shared online video and video blogs, dual coding theory comes into play.

13. A vodcast adds video to the podcast.



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## Vodcasts (video with a podcast)



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## Content Overview


14. RSS feeds allows you to subscribe to podcasts or to allow others to subscribe to yours.



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## Examples of Online Visuals

1. Michigan School of Dentistry.
2. IU Kelley School of Business (podcasts as info recruiting tool).
3. Vanderbilt in iTunes U.



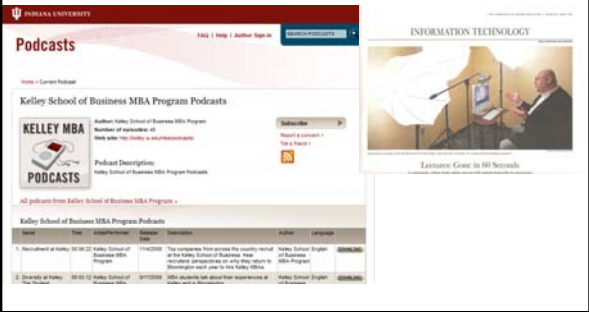
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## Podcasting Medical Lectures (School of Dentistry, Univ of Michigan)



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## University Podcast Shows



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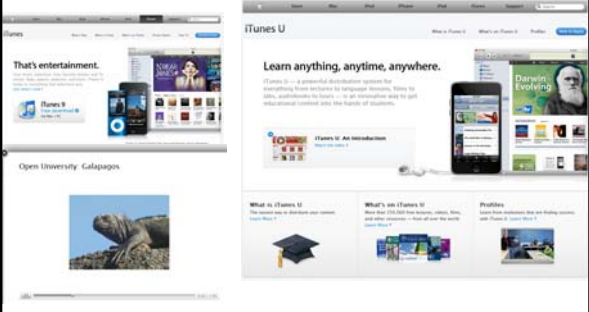
## Extending the Classroom with Podcasts (e.g., Vanderbilt)

Vanderbilt extends the classroom.



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## iTunes and iTunes U



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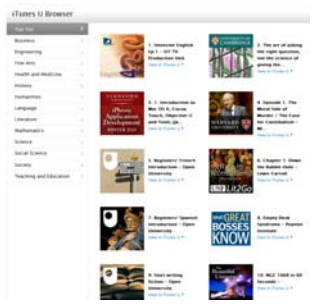
## iTunes and iTunes U

- A powerful distribution system for everything from lectures to language lessons, films to labs, audiobooks to tours.
- More than 350,000 free lectures, videos, films, and other resources — from all over the world.



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## iTunes and iTunes U



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## iTunes and iTunes U

- There are over 800 universities with active iTunes U sites (including Stanford, Yale, MIT, Oxford, and UC Berkeley).
- In the Beyond Campus section of iTunes U, content from places like: MoMA, The New York Public Library, Public Radio International, and PBS stations.



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## EdTechTalk (from Jeff Lebow at WorldBridges)



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## Top 100 Free College Podcasts



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## Advice and Guidelines

1. Keep them relatively short and to the point; short and snappy 3 minute files that get your points across; try to keep most podcasts under 10 or 15 minutes.



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## Advice and Guidelines

2. Record guests experts for your podcast shows when you get a chance to create variety.
3. Consider buying a microphone for your iPod.






  
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## Advice and Guidelines

4. Post your podcast lectures at an easy to navigate Website. Create a link to them in the course management system.
5. Have a script. Build in some banter or humorous interchange if 2 or more people are involved.


Arizona State University iTunes U




  
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## Advice and Guidelines


6. You might try a question and answer format with prearranged questions.
7. Make informal, friendly, conversational.
8. Do not overload learners with many URLs and other stuff to write down; put that in your blog or CMS.



  
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## Advice and Guidelines

9. Be prepared but do not script it.
10. Find a quiet place for the podcast.
11. Do a test of the system and listen to the results.



  
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## Advice and Guidelines

12. Relax and slow down. Avoid the appearance of rushing through it.
13. Suggest resources your students might wish to further explore.
14. Post any associated images or PowerPoint slides.



  
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## Podcast Training in YouTube

(e.g., "Podcasting in Plain English")




  
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## Advice and Guidelines


15. Keep the microphone close to you.
16. Talk to people at your teaching and learning center about the equipment available and normal podcasting procedures.
17. Attend campus training if available.



  
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## Advice and Guidelines

**18. Think about your discipline: those in the medical profession, for instance, might make available heart or breathing sounds through podcasts; music professor might record the sounds of instruments as they get older.**



  
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## Advice and Guidelines

**19. Search the podcast directories and portals for existing podcast shows you might use (e.g., Podcast Alley).**



  
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## Podcast Portals: PBS




  
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## Podcast Portals: Podcast Alley



  
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## Podcast Portals: Education Podcast Network (EPN)



  
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## Podcast Portals: Podcast.com



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## Podcast Directories

**More Podcasts**

<p><b>John Wheeler</b> Vice President and Director of U.S. Equity Trading American Century</p>	<p><b>Renee Chapman</b> Managing Director of Trading M&amp;A</p>
<p><b>Floyd Coleman</b> Chief Trader AIG</p>	<p><b>Renee Coleman</b> Director of Equity Trading M&amp;A</p>
<p><b>Mike Lohr</b> Senior Capital Markets M&amp;A</p>	<p><b>John Mink</b> Trading Manager M&amp;A</p>
<p><b>Bob Wilson</b> Head Trader for Equity and High Yield Trading Evergreen Investments</p>	<p><b>Mark Bar</b> Head Trader First Securities</p>
<p><b>Martha Adams</b> Trader First Securities</p>	<p><b>John Jaska</b> Head of Trading M&amp;A</p>
<p><b>George Borker</b> Director of Trading</p>	<p><b>Dave Brooks</b> Head Trader</p>



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## Podcast Teach with Tech (IU School of Education)



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## It may be time for you to do a podcast show!

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## Webinars and Webcasts

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## Content Overview

- 1. Rationale: Students want a synchronous experience; a sense of instructor caring.**
- 2. Instructor presence: information, quick feedback, social interaction.**






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## Content Overview


3. Synchronous session technology: chat, Webcam, interactive videoconferencing, synchronous conferencing tools (DimDim, Adobe Connect Pro, Elluminate, WebEx, Live Meeting, etc.).



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## Content Overview

4. Specific synchronous technology tools: chat, whiteboard, Web touring, polling and surveys, slide presentation, screen sharing, live video, voice over the internet, recording, etc.



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## Content Overview

5. Webcasting technology: Mediasite, Livestream, Tegity, Echo360, Kaltura.



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## Livestream (e.g., the Dali Lama)



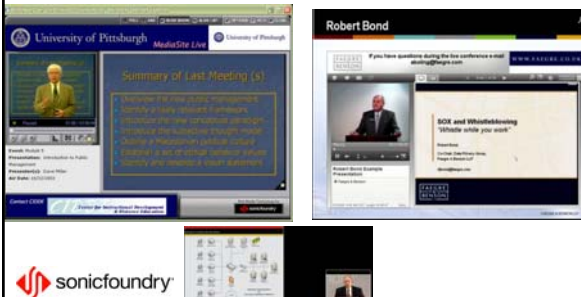
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## Tegity (e.g., the University of Central Florida engineering classes)



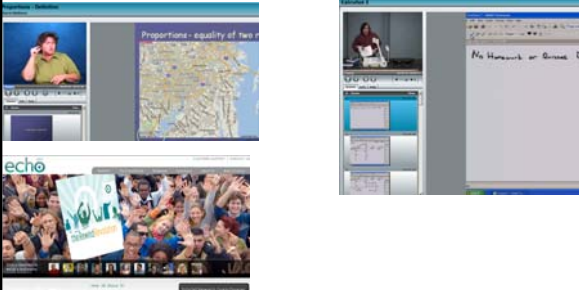
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## Mediasite (from Sonic Foundry)



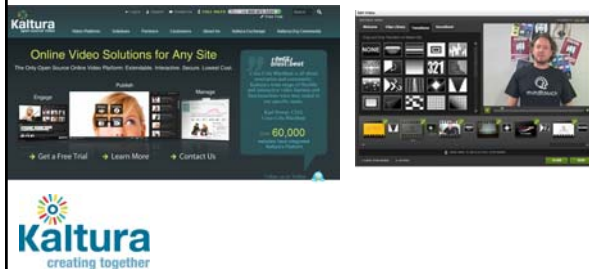
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## Echo360 (lecture capture)



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## Kaltura (open source video platform)



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## Content Overview


6. Can check on student progress and answer questions.
7. Can quickly add special or current topics to the course.
8. Adds variety and novelty to the course.



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## Content Overview


9. Allows instructors to extend around the globe.
10. How conduct session (perhaps include an assistant, agenda, handouts, rituals or script, etc.).



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## Content Overview

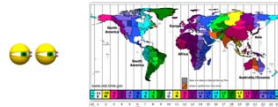
11. Pros: immediacy, interactivity, check for understanding, provide educational challenges, self-paced, enhanced sense of connectivity, multiple perspectives and forms of support, etc.



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## Content Overview

12. Cons: lack of eye contact and nonverbal signals, lack of physical control, not in a distraction free environments, limited reflection time, language barriers, time zone differences, Internet connection problems, delays, and differences, limited depth to discussion, etc.



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## Examples of Webinars and Webcasts

1. Synchronous + asynchronous.
2. Guest chats with book or chapter author.
3. Instructor live from another country, a conference, the beach, etc.



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## Examples of Webinars and Webcasts

4. Conference keynote and invited speakers.
5. Company sponsored Webinars on topics.
6. Book author promotions and interviews.



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## Book Author Interviews



Future Of Education: Is It Possible To De-School Society  
George Siemens  
Presentation: P. 2017

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## Webstreamed Conference Keynotes and Presentations



LIP Open University Anniversary Streaming Webcam

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## Webstreamed Invited Talks (e.g., Michael Wesch, Library of Congress)



Michael Wesch To Discuss "The Anthropology of YouTube" at Library of Congress on June 23

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## Webstreamed Lectures



The Stability of Tools - Medical  
Robert Knill  
Electronic Coaching Systems

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## Webcasting to Local and Remote Students

A professor at the Monterrey Institute of Technology and Higher Education teaches a class in which some students participate via satellite...The institution's now reaches 35,000 new students (June 16, 2010, Chronicle of Higher Education).




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## OpenCourseWare Videos (e.g., MIT)




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## University Shared Online Video Portals




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## University YouTube Sites



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## YouTube EDU University Channels



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## Lectures in YouTube EDU






  
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**College 2.0: More Professors Could Share Lectures Online. But Should They?**, Chronicle of Higher Education, Jeffrey R. Young, March 7, 2010



  
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**College 2.0: More Professors Could Share Lectures Online. But Should They?**, Chronicle of HE, Jeffrey R. Young, March 7, 2010

**“The latest Campus Computing Survey, which gathers data on classroom technology nationwide, found that 28 percent of colleges have a strategic plan to provide coursecasting equipment, and 35 percent more are working on a plan now.”**

  
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**Video Instructor Course Intros**



  
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**Live Science Webcast (e.g., Brain Dissection), Chronicle of Higher Ed.**



  
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**Pubcasts (videos interviews of scientists on publications; e.g., SciVee)**



  
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**Broadcast Surgeries**





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## Free math, science, business, etc. Lectures (e.g., the Khan Academy)



**Linear Algebra**

- Introduction to matrices
- Matrix multiplication (part 1)
- Matrix multiplication (part 2)
- Inverse Matrix (part 1)

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## Lecture Browser Tool (from MIT)



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## Advice and Guidelines


1. Have an optional orientation or practice session.
2. Check that equipment works (come 15-20 minutes early). If using your laptop and a Webcam, be sure to test and close other applications so as to free up space.



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## Advice and Guidelines


3. Explain task purpose.
4. Schedule breaks.
5. Avoid talking for more than 15 or 20 minutes without pausing for questions.



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## Advice and Guidelines


6. Embed polls and surveys in the Webinar or synchronous classroom.
7. Archive the event for students who missed it.



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## Advice and Guidelines

8. Review content covered at the end of the lecture or Webinar.
9. A synchronous experience followed by an asynchronous one is highly engaging (and vice versa).



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### Advice and Guidelines


10. Hang a "Do Not Disturb" sign outside your door. Yellow police tape "Learning in Progress" from Trainers Warehouse also works. Keep 1-2 bottles of water at your side.



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### Advice and Guidelines


11. Set a time for the event that takes into account all students. Perhaps have students vote on the timing or alternate the start time if you plan multiple sessions.



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### Advice and Guidelines


12. Embed the synchronous sessions when and where they fit best.  
13. Create an agenda for each session.  
14. Provide students with guidelines, tips, and procedures for the synchronous technology and session.



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### Advice and Guidelines

15. Be highly organized yet flexible on times, duration, etc. Being supportive, friendly, positive, and encouraging also helps create a social climate for effective synchronous conferencing.



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### Advice and Guidelines

16. Attend faculty development sessions on synchronous conferencing and Webcasting if available.



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### Professional Development Videos (e.g., STARLINK from Dallas)



  
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**Where and when will you webcast?**

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<http://www.indiana.edu/~icy/>




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**Ending, Archiving,  
Updating, and Reusing  
an Online Course**

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**Professor Curt Bonk**  
 Instructional Systems Technology Department  
 School of Education  
 Indiana University, Bloomington, IN



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**Content Overview**

1. Archived digital resources include: simulations, animations, tutorials, text entries, Web sites, bibliographies, audio and video clips, quizzes, photographs, illustrations, diagrams, graphs, maps, charts, labs, cases, assessments, etc.

  
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**Content Overview**

2. Designing personal archive plans.
3. Obtaining permission from students.
4. Making time to update your online contents.




  
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**Content Overview**

5. Sharing content between courses.
6. Making back-up files.







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## Content Overview

7. **Support:** ask a student to check over what you saved or ask for support from your teaching and learning center.
8. **Updating course content:** Updating podcasts, webcast lectures, online exams, and other documents.

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## Content Overview

9. Finding exemplary archived courses.
10. Reviewing archiving procedures of existing courses.



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## MIT OpenCourseWare (OCW)



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## Content Overview

11. **Archived Resource Considerations:**
  - Purpose or scope;
  - Who contributed or created (gaining permissions);
  - Need for updating;
  - Technical requirements (operating system);
  - Learning resource type (e.g., simulation, diagram);
  - Interactivity type and level.



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## Archiving, Updating, and Reusing Opportunities

1. Permission to post student work (“let me make it better”).
2. Student volunteers to update content.
3. Accumulate more videos, Web resources, portals, etc.




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## Human Intelligence Portal (Dr. Jonathan Plucker, IU)



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## Weekly Course Video Listing



Week 3: Social Learning Theory (part of Driscoll Chapter 9)

1. Bandura's Social Cognitive Theory: An Introduction from Davidson Films: <http://video.google.com/videoplay?docid=-2943790276071699877&hl=en>
2. Albert Bandura: 2007 Everett Rogers Colloquium: <http://www.youtube.com/watch?v=yjDkASX3JA&feature=related>
3. Theory Master Theater - Bandura Social Learning: [http://www.youtube.com/watch?v=bnhl\\_PxT\\_FQ&feature=related](http://www.youtube.com/watch?v=bnhl_PxT_FQ&feature=related)
4. Albert Bandura Bobo Doll experiment: <http://www.youtube.com/watch?v=ydH7Mngntd&feature=related>
5. Children See... Children Do (a must watch video!): <http://www.youtube.com/watch?v=SF59kwwRJE>

Week 4: Cognitive Information Processing (Driscoll Chapter 3)

1. Miracle in Human Brain: <http://www.youtube.com/watch?v=FZJ40JXVYww>
2. How the Body Works: Spatial Memory: <http://www.youtube.com/watch?v=7cmW9Ht-Ek&mode=related&search>
3. How your memory works: <http://www.youtube.com/watch?v=2vt5XWJKdQo>
4. Artificial Intelligence:

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## Archiving, Updating, and Reusing Opportunities

4. Student project galleries.
5. Course selected as best practice.




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## YouTube Video Project Gallery







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## Campus Movie Festivals




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## Advice and Guidelines

1. Remember that no online course is ever complete. Continue to save quality course contents.
2. Hire a student to help save the good stuff.




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## Advice and Guidelines

3. Create a system for flagging and saving content for the next time you offer the course. For instance, keep a file for possible new course materials, articles, assignments, and other ideas.







  
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### Advice and Guidelines


4. Personally review what you think worked and did not work.
5. Make plans for the next time you offer the course.



  
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### Advice and Guidelines

6. Conduct formative and summative assessment of course contents. Students might rate course contents.
7. Break course into manageable chunks or units.




  
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### Advice and Guidelines


8. Leave space for new units or topics.
9. Consider storing online content in a personal server or personal space.



  
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### Advice and Guidelines

10. Check the procedures for saving or archiving content with your CMS. How long is the content saved and portable to newer versions of the course by the CMS? How do you move or reuse it? You do not want to lose important forms, tests, resources, and other documents.



  
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### Advice and Guidelines

11. Determine the policy of your institution regarding taking and reusing the content you create in new environments.



  
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### Advice and Guidelines

12. Check out other courses in your area or discipline that are archived.
13. Perhaps write to author or owner of such courses for permission to use that content.



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## Open Yale Courses

The screenshot shows the Open Yale Courses website interface. At the top, it says 'Open Yale courses'. Below that, there's a navigation menu with 'Home', 'Courses', 'About', 'Terms of Use', 'Feedback', and 'Help'. The main content area features a course titled 'Principles of Evolution, Ecology and Behavior with Professor Stephen C. Stearns'. There is a video thumbnail of Professor Stearns and a sidebar with links for 'Course Contents', 'Principles of Evolution, Ecology and Behavior', 'Evolution', 'Class sessions', 'Downloadable', and 'Summary'.

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## Advice and Guidelines

**14. Explore courses archived or made available at the Internet Archive, MIT OpenCourseWare, Open Yale, Open Educational Resources (OER) Commons, the National Repository of Online Courses (NROC), etc.**

The slide includes two small illustrations: one of a person in a small boat on water, and another of a green frog sitting on a lily pad.

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## Internet Archive (Founder, Brewster Kahle)

The slide shows a screenshot of the Internet Archive website with a 'Wayback Machine' logo at the bottom. To the right of the screenshot is a portrait of Brewster Kahle, the founder of the Internet Archive.

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## Open Educational Resources (OER) Commons

The screenshot shows the OER Commons website interface. It features a search bar, navigation tabs for 'OER Materials', 'OER Community', and 'My Portfolio', and a main content area with the slogan 'Learning Is Sharing'.

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## National Repository of Online Courses (NROC)

The screenshot shows the NROC website for an 'Introductory Calculus II' course. It includes a video thumbnail of a professor, the NROC logo, and introductory text about the course.

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## Archive! Update! Reuse!

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The slide features three stickers: a yellow 'Archives' sticker, a yellow 'UPDATE' sticker, and a green 'Reuse!' sticker.

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