

# CLASSROOM PODCASTING

P. T. Jackson • 19 February 2007

American University

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# TWO CONFESSIONS



Traditionalist



Geek

# TEACHING AND TECHNOLOGY

- wrong approach: let technology drive teaching
  - “everybody uses ...”
- right approach: let teaching drive technology
  - “what do we want to accomplish?”

# PODCAST

- “a **media file** that is distributed by subscription (paid or unpaid) over the Internet **using syndication feeds**, for playback on mobile devices and personal computers” (wikipedia.org)
  - audio *or* video
  - syndication (RSS) is the key

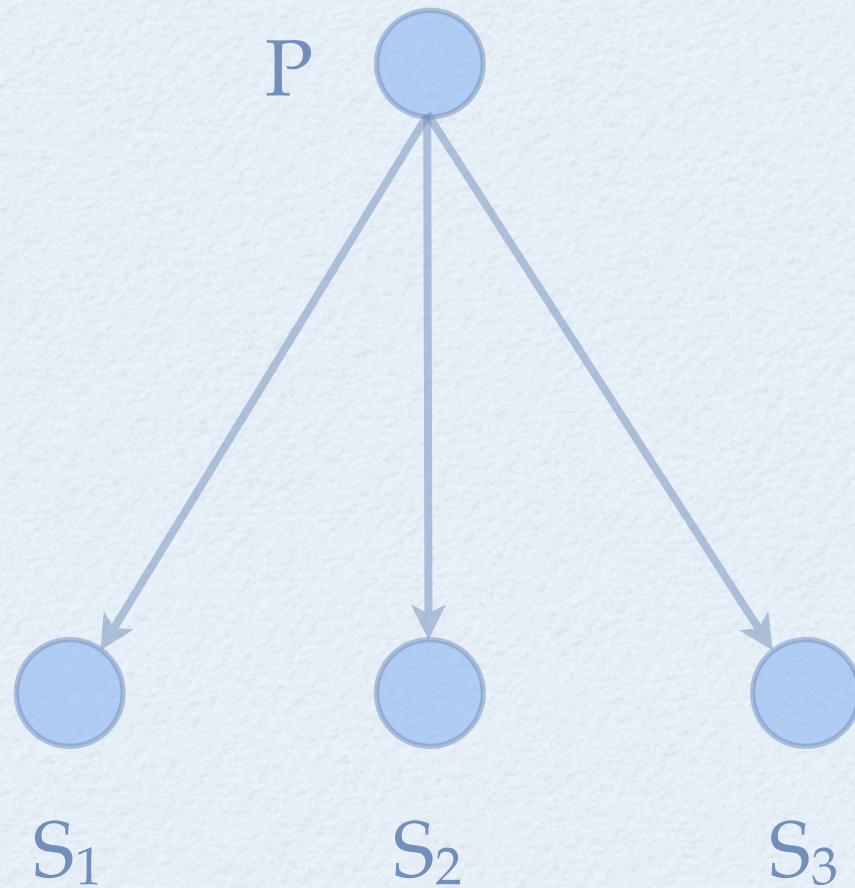
# THE WHAT

- record lectures for distribution
  - reinforcement of material
    - ESL students
  - *initial presentation* of material
    - distance learning, with a twist

# THE WHAT

- add audio content to the course
  - faculty-produced
  - publicly available
  - student-produced

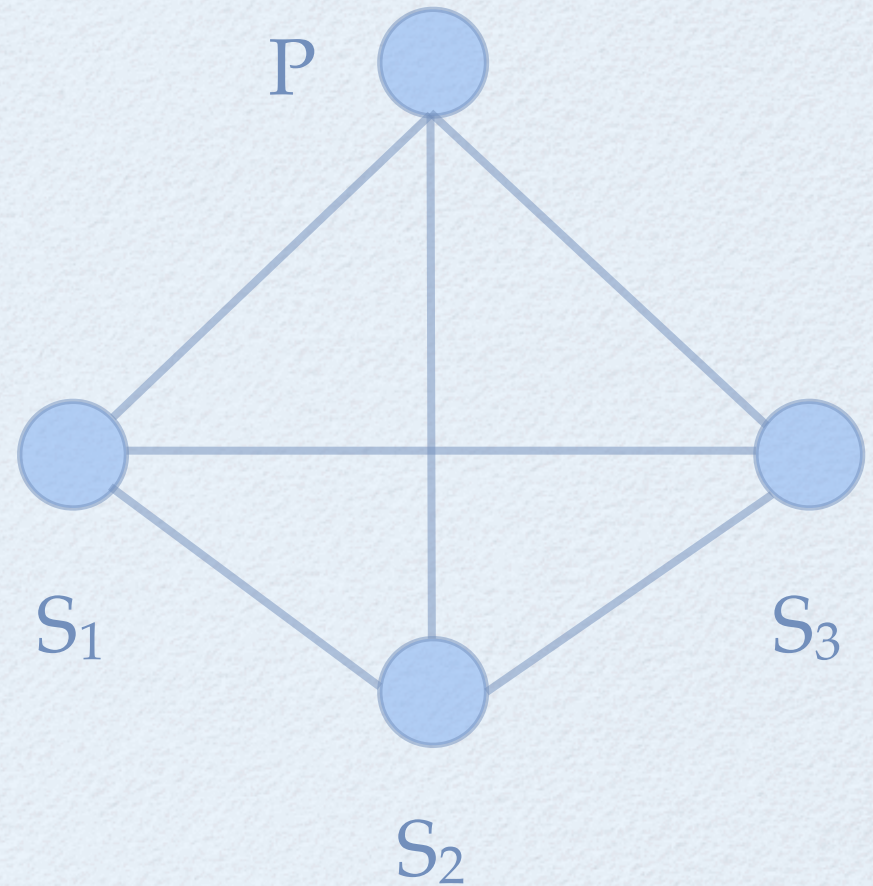
# THE WHY



- “sage on the stage” is dying
- availability of information
- cynicism about knowledge
- flawed pedagogy in the first place

# THE WHY

- better uses for “face time”:
  - discussion and debate
  - craft workshops / case conferences
  - learning communities

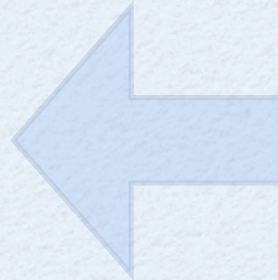




# WHY PODCAST?

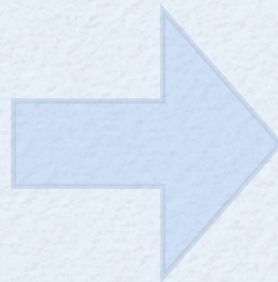
- extends the class beyond the classroom
- participates in student culture
- saves face time for more important things
- enhances interactivity

# THE HOW: EQUIPMENT



Belkin Universal  
Microphone Adapter

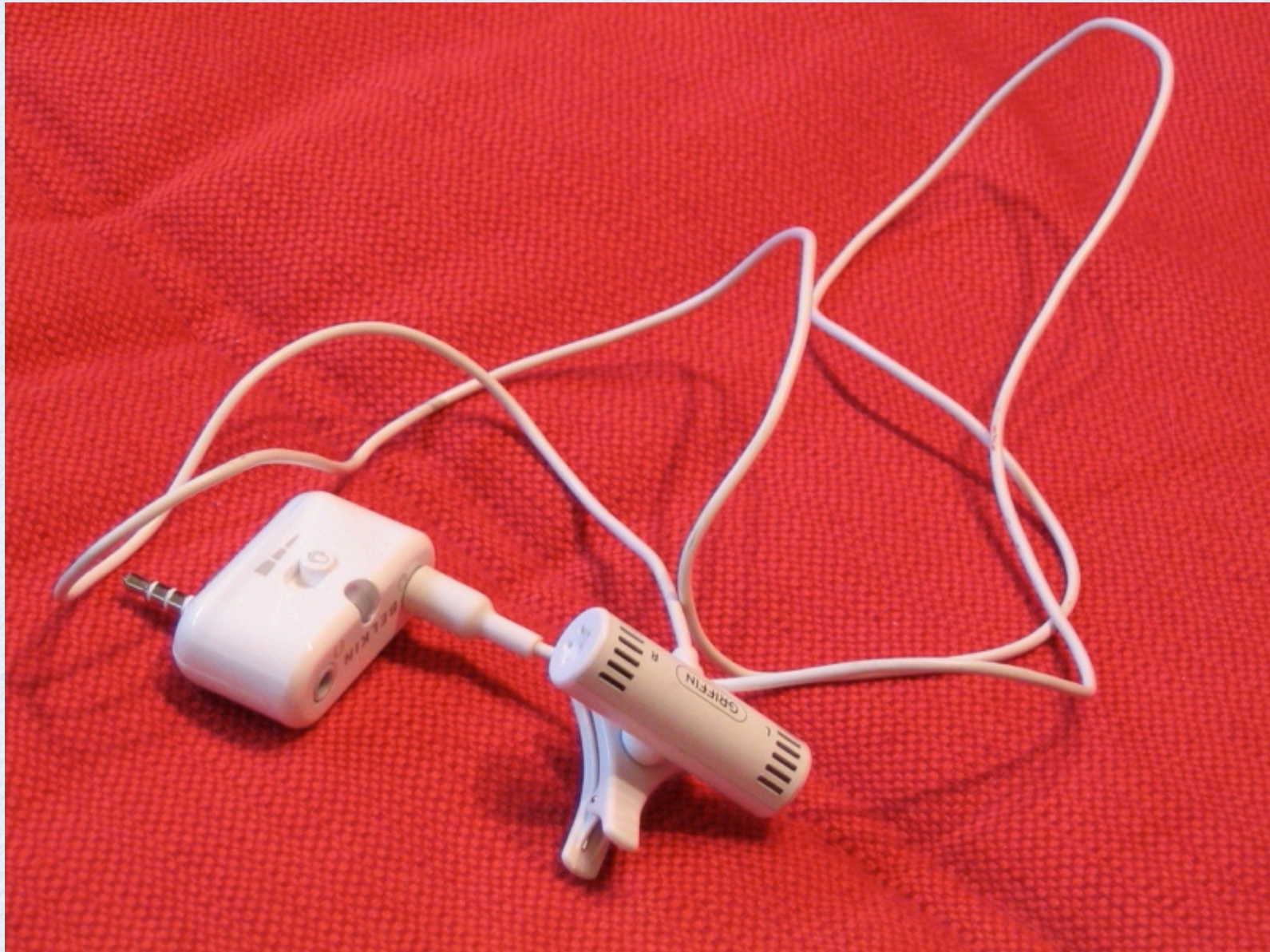
Griffin Lapel Mic



# THE HOW: EQUIPMENT



# THE HOW: EQUIPMENT



# THE HOW: TECHNIQUE



# THE HOW: FORMATS

- mp3 (.mp3)
  - audio only, but plays anywhere
- AAC (.m4a, .m4b, .m4p)
  - audio or “enhanced”; needs iTunes
- video (.mov, .mp4, .avi, and so on)
  - YMMV...

# THE HOW: SOFTWARE

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“We cannot learn deeply  
and well until a community  
of learning is created in the  
classroom.”

—Parker J. Palmer,  
*To Know As We Are Known*



MAKE THE DARN PODCAST  
ALREADY!