PODCASTING

A TOOL FOR BLENDED LEARNING IN THE HIGH SCHOOL ENVIONRNMENT

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I'M LISTENING – TEACH TO LISTEN

Figure 1 – Listening is an age-old skill – it is the influence of podcasting technology that teachers and students perceive as a valuable gateway for learning (McGarr, 2009).

WHY PODCASTING?

The school environment has drastically changed in the past few months due to COVID restrictions yet reflects a long-standing undertone necessary in reassessing the impact of current teaching practice. Online learning models have existed in the BC Education K-12 system for many years, but the current crisis illustrates the need for educators to seek innovative methods for reaching learners with meaningful learning.

However, it is the combination of re-designed curriculum, technology, and future social demands indicating that this is a pivotal moment of growth for education. This is especially evident in *how* learners are taught - not content and skills only, but the application of student knowledge for real-world scenarios. Hence, podcasting is a representation of modern learning providing meaning learning through a variety of modalities in a society where learning takes place anytime, anywhere (University of Buffalo, 2017). Thus, podcasting becomes a practical form of *blended learning*.

BLENDED LEARNING AS A SUCCESFUL APPROACH TO EDUCATION

Blended Learning as an Interaction Enhancer

Blended Learning as a combination of face-to-face and digital interaction provides an augmentation of the learning activity, as students relate with content and skills on-demand and repeatedly, enhancing learning (Popova & Edirisingha, 2010). Thus, learners consume information as it suits their learning style and processing.

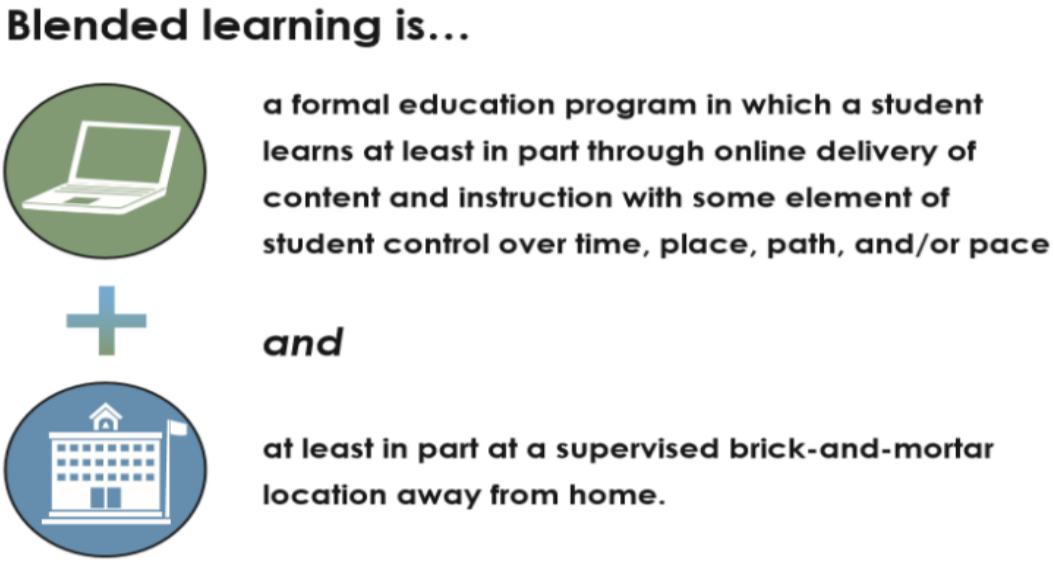

Figure 2 – The definition of Blended Learning redefines the learner's interface with knowledge – podcasting as a reflective tool of critical thought curating student thinking within the digital structure (Horn & Stalker 2012).

Blended Learning as a Collaboration Medium

Due to the nature of podcasting being a conversational medium, not just monologue-driven, this defines active learning through a team creation, participation, and collective reflection model (Downes, 2005) for learners. Moreover, the emphasis is put on to the learning process rather than quality of podcasts (Downes, 2005). Using this learning tools, students are encouraged to work with greater autonomy and empowerment.

Blending Learning as a Participatory Learning Tool

Podcasts by their nature require a connection to an audience, therefore, the grater learning community. The personal elements of a podcast, feedback from their audience (asynchronous or synchronous), and social connections increase student ownership and pride due to broader visibility of their work (Sprague & Pixley, 2008).

WORKING WITHIN THE CURRICULUM

As per the BC Curriculum re-design, technological applications are part of the expression of learning for any subject (BC Digital Literacy Framework 2014). Educators are encouraged to reinvigorate their practice through the infusion of technological elements through a movable scale (Substitution, Augmentation, Modification, and Redefinition – SAMR).

Podcasting is a recognized form of technology that moves learning along the SAMR model of transforming education. Focusing on the "4C's" (Creativity, Collaboration, Communication, Critical Thinking) while using the SAMR model falls under the guiding framework of BC's Digital Literacy Reference for use in every class and grade level as per the redesigned curriculum (see Figure 4).

Podcasts Work in Every Subject and Grade Level

Samples listed below for Grade 8-12 subject:

Research -
locates, organizes, analyzes, evaluates, synthesizes, and ethically uses information from a variety of sources and media (Gr. 10-12)
Critical Thinking, Problem Solving, and Decision Making -
uses digital technology to identify and define authentic problems and significant questions for investigation. (Gr. 6-9)
Creativity and Innovation -
understands how meaning is produced through multimedia (text, images, audio, video) and how culture is produced through the Internet and social media in particular. (Gr. 10-12)
Digital Citizenship -
can identify and participate responsibly in online networks that foster positive community. (Gr. 10-12)
Communication and Collaboration -
uses digital media to be part of a community. (Gr. 10-12)
Technology Operations and Concepts -
transfers current knowledge to learning new technologies. (Gr. 10-12)

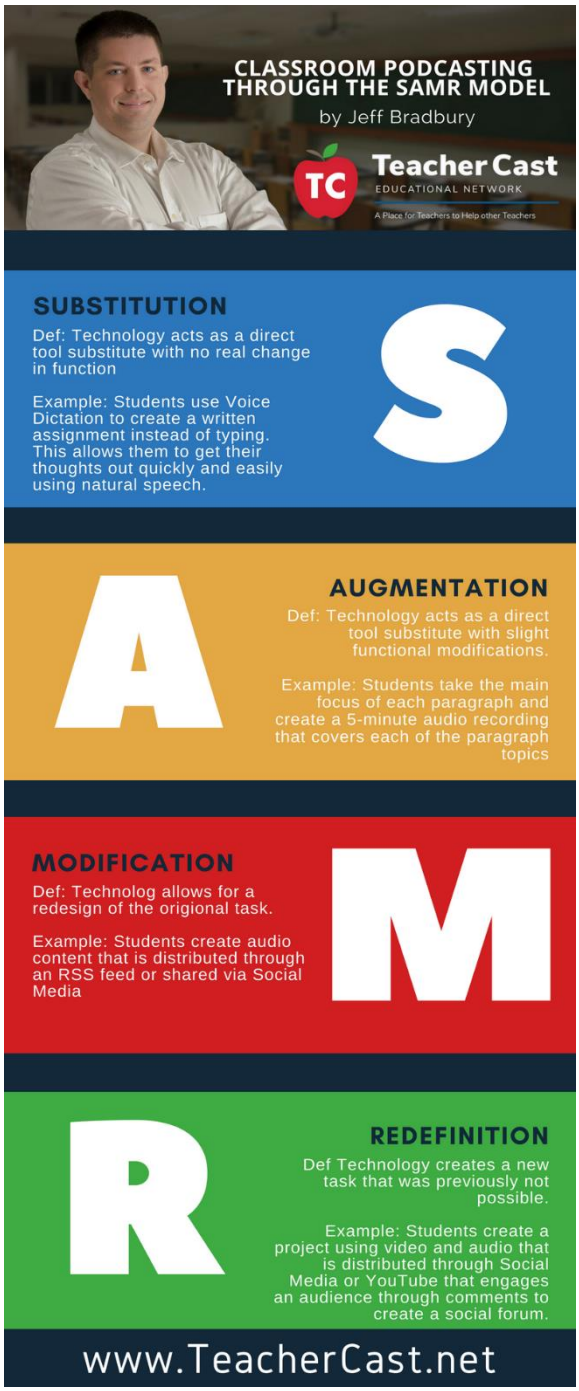

Figure 3 – SAMR model demonstrates how educators and learners can re-vision their learning process through Digital Literacy.

PHE 10 –	Foundations of Math 11 –	CLC –
Explore and describe personal identities including social and cultural factors through a conversational podcast show.	***Explain and justify mathematical ideas and decisions in many ways by creating a panel of "specialists" to discuss the math topic.***	***Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of learning journey, as an episodic interview podcast.***

Figure 4 – BC-s Literacy Framework is the "how' and "why" for educators incorporating Digital Literacy.

EQUITY IN ACCESS FOR ALL – THE LIBRARY AS A PLACE FOR PODCASTING

The library is a natural fit for podcasting as a creative, productive component of learner engagement with research and production evidence *of* and *for* learning. Moreover Podcasting, listening to information is in alignment with creating UDL implementation in classrooms.

Precedent has been set for libraries to engage their patrons in using digital literacy as part of the library programming (virtually or face-to-face). Examples of modern technology integration can be found at the Vancouver Public Library Inspiration Lab.

Teaching students to podcast empowers them to share their unique perspectives and fresh ideas with the world

The *Walnut Grove Library Learning Commons* is an ideal location for an open-access podcast studio. Outside of COVID-designated areas, any educator, class or student can book the space for production and post-production work in a safe and well-monitored environment. The library would create podcast workshops for educators and learners to understand how to create a podcast and how it differs from simply recording your voice.

A bookable calendar system would allow users to book the space through the library and decide on the level of additional assistance they need. Podcasts can be posted on the Walnut Grove Library site (behind a password-protected wall if necessary), on a TEAMs channel for sharing in classes or across the district, or on a third-party online site for non-school or educator-only content.

WORKING PODCASTS INTO CLASSROOMS

Working with the library, a podcast library available through the library website would include shows developed by students and educators, but also third-party podcasters from around the world. The intent is to provide as globalized a collection of shared podcasting shows as possible.

The library would directly promote the use of the podcast booth through workshops and collaboration to demonstrate its uses, how-to's, and advanced video/podcasting (vodcasting) techniques and pedagogy.

Assessment of this studio will include annual audits on use and future expansion.

There are many types of podcasts and techniques that could work into any classroom scenario:

Educator/Leaner developed podcasting:

- **Delivering Supplemental Information** – extra lectures to fully comprehend a topic
- **Deliver Project Presentation** – video podcasting of actual presentations or podcasting with video recording
- **Creating a library for future learners** – developing a library archive of podcast shows for educators and learners using podcasts as learning tools (tips, tricks, advice, etc.)
- **Interview a Speaker or an Expert** – recording time with an expert either face-to-face or virtually
- **Creating Real-life Observation Documentaries** – recording discovery-type documentaries either in-studio or in-field
- **Newsletter Distribution** – adding podcasts to newsletters for parents/staff/students embedded into pdf documents or in the school website.
- **TTOC notes** – teachers leaving a lecture or other important instructions through TEAMS
- **Responsive Education** – allowing a personal connection, listeners can send in questions for the podcaster(s) to respond to in a following episode.

Third-party podcasts:

Engaging information – learners being updated with current, topical information and insights for classroom use
Professional development – educators using podcasting as part of professional development through self-directed or administration-suggested options.
Breadth and depth of content – podcasting can provide information in further depth and over cross-disciplinary lines interviewing experts

Appendix A – Suggested Podcast Resources

Teaching Podcasting:

Teaching Podcasting: A Curriculum Guide for Educators
https://www.npr.org/2018/11/15/662116901/teaching-podcasting-a-curriculum-guide-for-educators

Educational Podcast Structure
https://improvepodcast.com/educational-podcast/

CBC Podcasts in Class
https://www.cbc.ca/radio/podcastnews/cbc-podcasts-in-class-new-resources-for-teachers-1.5264962

Appendix B – Suggested Educator Podcasts

Canadian Content

Teachers on Fire – roundtable of educators on current educator topics
https://www.youtube.com/channel/UCFDPjkAn7lZb-rahyVDttKA

The Cult of Pedagogy – strategies for teaching, classroom management, education reform, educational technology.
http://www.radio-canada-online.com/podcasts/the-cult-of-pedagogy-podcast

MindshareLearning – Technology and Education
https://mindsharelearning.ca/

American Content

Teach Better Podcast – a general educator channel
https://teachbetter.co/

Dave Schmittou – reflecting on our teaching practice
https://anchor.fm/david-schmittou

Joshua Stamper – increasing leadership capacity
https://joshstamper.com/

Adam Welcome – Educator giving resources to become an inspiring educator
https://mradamwelcome.com/

Additional Podcasts
https://www.weareteachers.com/must-listen-podcasts/

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