**Title:** Enhancing large-class teaching through podcasting: A Beginners Guide.

**Abstract**

This **60 minute activity** session on enhancing large-class teaching with Podcasting aims to practically introduce participants to podcasting in a higher education context. No prior experience or technical knowledge of podcasting is required as participants will be taken through the basics of downloading free software, minimal hardware requirements, scripting podcasts and integrating them with the course design, delivery and providing CA engagement to students. Podcasting is not only free (or very inexpensive); engaging in podcasting provides an additional resource to students which enables them to prepare for class in a way which aligns social media usage.

**Keywords:** Podcasting, Large-class teaching, Engagement.

Consideration will be given to participants who are either interested in using podcasting to enhance delivery and engagement in existing courses or in the design of new ones. Practical design and technical issues will be considered throughout the session, which aims to be highly interactive. The session aims to demonstrate how participants can use podcasting in their own classrooms. Handout materials and links to podcasts and screencasts specifically developed to support the session will be made available.

The Activity Session will use a traditional face-to-face classroom style, but participants will be invited to bring their own laptops or mobile IT devices so they actually record their own podcasts for class. Most of the examples and exercises used will refer to undergraduate teaching.

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**Introduction**.

‘Over the past few decades, higher education has become available around the over the world to a degree unimaginable to earlier generations. Once the exclusive preserve of elites, the “massification” of higher education has provided opportunities to an ever-widening group of youth across OECD countries’ (Usher & Cervenan, 2005: 2)(Usher and Cervenan)

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Whilst welcoming the growth of numbers participating in higher education, several commentators have expressed concern that resource restraints have meant that ‘many management education professionals who teach undergraduate students grapple with increased class sizes which further exacerbate the process of encouraging deep, critical thinking amongst students’ (Cullen, 2011: 26). At the same time, the growing ubiquitousness and affordability of portable computing and communication technology have afforded lecturers opportunities to connect with and engage students alongside traditional lecture formats which have the potential to enhance student engagement in large-class scenarios. This opportunity might not be exploited by lecturers due to lack of apprehensions about the ease of using (or learning to use) the podcasting technology and lack of knowledge how it might be used to engage students in large-classes. This activity session aims to address this by providing a user-friendly introduction to accessing and using of podcasting software and hardware and applying it in new or established courses which have large numbers of students.

**Theoretical Foundation/Teaching Implications**.

Although teaching large classes is often enjoyable, it can be difficult to engage *all* students due to the diversity of expectations, motivation and learning style within any group of students. The larger the class-size the more difficult this can be. Podcasting offers lecturers an opportunity to quickly develop and deliver audio-content to students which can not only cut down on the amount of pre-class preparatory reading which students have to do (and often don’t do!) and aids revision and assessment work. This content is easily customized to each classes needs and stage of development and can be produced and delivered in a way which is very cheap (or completely free) and easy to learn and master, even for non-technically literate lecturers (Salmon *et al.* 2008).

This session does not propose that podcasts can be used to replace traditional lectures, but instead are used in a way which enhances the students learning experience and engages students who may not enjoy the experience of participating in large classes (Giannakos and Vlamos 2013a; Giannakos and Vlamos 2013b). Podcasts have been found to be of enormous utility in large classes, particularly in assisting students to learn and revise (Evans 2008), receive and incorporate feedback into their learning, collaborate on groupwork (Powell and Robson 2014) and receive additional explanations or recommendations from lecturers (Salmon and Edirisingha 2008).

* **Learning Objectives**.

The learning objectives of this activity are to

* 1. **Introduce** participants to the concept of podcasting
  2. **Demonstrate** how to write, record, edit and distribute a podcast in an educational setting
  3. **Identify** ways podcasting can be used to enhance engagement for students participating in large classes.

**Session Description**

As this session is sub-titled ‘A Beginners Guide’ it will begin by discussing familiarity with podcasting as part of pedagogical practice. Following this an outline of who podcasts have been used to enhance learning and assessment for large classes will be provided. The bulk of the session will focus on introducing participants to the practicalities of podcasting and how they can be used in class. This will involve participants scripting, recording, editing and publishing ‘and’ broadcasting their first podcast. It will be possible to run this session with anything from 3 to 30 participants.

**Session Overview**.

* Assess level of knowledge and experience of podcasting amongst session participants (5 minutes)
* Demonstration of various ways in which it has been used to overcome engagement problems in large-class settings (10 Minutes)
* Practical activity (30 Minutes)
  + - Hardware requirements
    - Software (download)
    - ‘Scripting your first podcast’
    - Recording your first podcast
    - Editing your podcast
  1. ‘ Broadcasting’ your podcast
* Suggestions for teaching and assessment (10 minutes)
* Opportunities for Research on Podcasting (5 Minutes)

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