**Abstract**

 Podcasts are one of the top five ways students acquire knowledge outside of the classroom. Students find podcasts as a premium source of edu-tainment. They enjoy learning without feeling like they're learning. Like podcasters, professors, by trade, are simultaneously researchers and broadcasters of knowledge. This activity is designed to help both undergraduate and graduate professors create engaging podcasts using common tools that are most likely already available to most professors.

Keywords: Online, Podcasts, Asynchronous

**Lit Review**

In today’s increasingly digital-based learning environment, podcasting is a tool that can be utilized as a reasonably simple teaching device (Steventon, 2013). It warrants attention not only in the current educational world, the one where the pandemic has forced classrooms to move to the virtual environment rather abruptly, but also in the future for online, hybrid, and face-to-face classroom formats. Podcasting is flexible for all types of classroom environments, it is accessible, and it is easily utilized with little prior technological knowledge. In fact, as past research has suggested, “generating appropriate content for a podcast is typically the most time-consuming and labor-intensive part of the process” (Najafipour, Najafipour, & Raoofi, 2020:34). Seeing that all instructors must engage in the process of generating appropriate content to teach in any format, podcasting should be viewed as an alternate and valid way of disseminating classroom information.

Beyond the classroom, podcasting can assist in bringing visibility to academic work in a practical sense (Bolinches & Alonso-Lopez, 2021). This will allow the ever increasing gap between academia and practitioner realms to bridge and narrow. Professors, by trade, are simultaneously researchers and broadcasters of knowledge. Once the professor has gained a solid understanding of a subject, often through their own research pipeline, it can be a struggle to engage students in the information at a level which can be understood. Research in this area suggests that successful dissemination of knowledge entails experiential learning. Experiential learning is viewed as a form of education “which takes students into the community and helps students to bridge classroom study and life in the world to transform inert knowledge into knowledge-in-use” (Eyler, 2020). One outcome of focus in experiential learning is to allow individuals the opportunity for engagement in lifelong learning. This is where research on podcasting suggests that the relatively simplistic act of incorporating podcasts as a tool in education may be quite beneficial. In their recent piece on the emerging trend, Norsworthy & Herndon (2020) suggested that students are able to “authentically connect and engage with current media trends; thus, podcasts can allow students to more deeply connect with a curriculum” (61).

**Reference**

Bolinches, R. T., & Alonso-López, N. (2021). Podcasting as a Tool to Make Online Academic Dissemination More Visible. In *Improving University Reputation Through Academic Digital Branding* (pp. 248-261). IGI Global.

Eyler, J. (2020, December 28). The power of experiential education. Retrieved February 05, 2021, from https://www.aacu.org/publications-research/periodicals/power-experiential-education

Najafipour, S., Najafipour, S., & Raoofi, R. (2020). The Role of Podcasting in Education. *Interdisciplinary Journal of Virtual Learning in Medical Sciences*, *2*(1), 34-40.

Norsworthy, C., & Herndon, K. (2020). LEADING BY EAR: Podcasting as an Educational Leadership Tool. *Journal of Leadership Education*, *19*(3).

Steventon, G. (2013). Finding their voice: Podcasts for teaching, learning and assessment. In *Improving Student Engagement and Development through Assessment: Theory and practice in higher education* (pp. 86-98). Routledge.

**Learning Objectives:**

The learning goals for this session are:

* Show an increase in understand of why students enjoy podcasts
* Demonstrate the organization of a podcast
* Show how to use tools available on most computers and laptops to create podcasts

**Exercise Overview: Virtual Event (intended for 30 minute session), Undergraduate/Graduate**

1. (5 minutes) Jackie and I start with demonstrating the popularity of podcasts. To do this we’ll share various data points about the increase of podcasts and show how much students enjoy listening to podcasts by sharing comments from students, etc.
2. (7 minutes) We will then share with the audience a general outline of a podcast along with the pitfalls of podcasts.
	1. Too planned
	2. Let the story/stories guide the discussion
	3. Including others is fun, but takes planning.
	4. Share stories
3. (7 minutes) Next, we will talk about recording a podcast
	1. I’ll show my current setup
	2. Then I’ll discuss how I got started
	3. Show exactly what programs to use that are already available on most computers
	4. Demonstrate how to record
4. (5 minutes) How to make sure students are listening to the podcasts
	1. Discussion posts
	2. Podcast quizzes (My favorite)
		1. Details from the podcast that you’d only know from listening to the podcast
		2. Share examples from students.
5. (5 minutes) Share a finished podcast with the group so they can listen to the flow
6. (2 minutes) Summary
	1. I’m not a podcast master, but my students love my podcast.