

Pol-casting: The use of Podcasting in the teaching and learning of Politics and International Relations

Jason Ralph, Naomi Head, Simon Lightfoot

School of Politics and International Studies

University of Leeds

Esther Jubb, School of Social Science, Liverpool John Moores University

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Introduction

Podcasting is the newest development in elearning, offering a novel mechanism for delivering materials and facilitating learning (see Swain, 2006). The term 'Podcasts' is derived from 'iPod' (which is the portable multimedia player from Apple) and 'broadcast' (Lim, 2006). It is now used to describe audio (MP3) and video (MP4) files that are accessible via an internet connection. Whilst material that is relevant to learning and teaching in Politics and International Relations (PIR) is increasingly available as podcasts, limited discipline-based pedagogic research has been carried, something this project aims to correct.

This paper summarises the findings of a research project that explores the use of podcasts in the learning and teaching of Politics and International Relations at two UK Higher Education (HE) institutions. It sets out to answer, within a strategy of blended learning on campus, what added value can the consumption and production of podcasts bring to the learning process? It also aims to go some way towards identifying the 'perfect blend' of podcasting and traditional methods which can support student learning of Politics and International Relations in the 21st century media rich environment.

The paper has three main sections. The first explores some of the pedagogic issues associated with the use of podcasts. The second highlights examples of good practice for using podcast material in lectures/seminars. Finally, and perhaps most importantly, it outlines student attitudes to the use of podcasts within learning and teaching.

Pedagogic Background

So what is podcasting and how can it be used to support student learning? As we discovered podcasting is not just putting audio files in a powerpoint, on the portal or on the internet! This is a common misconception. This is not to say there is anything wrong with this method, it is just that for purists it is not podcasting. A podcast involves placing audio files on the Internet in conjunction with a 'Really Simple Syndication Feed' or 'RSS Feed'. The RSS Feed enables files to be automatically download to a personal computer the moment they are uploaded to another website. So, in our context, the moment a lecturer uploads a file to a module website the RSS can make certain that it is automatically downloaded to a students PC. An RSS feed is usually a simple website address and, again in our context, it could be the website of the address where we host our educational material.

The RSS feed also works alongside what is called an aggregator. Perhaps the most well-known aggregator is iTunes. The aggregator allows students to subscribe to a podcast series in the same way that academics subscribe to

journals. It is, if you like, your electronic pigeon hole where the podcasts you have subscribed to are delivered. To subscribe to a podcast you simply insert the RSS feed into a box on the aggregator that will usually say 'subscribe'. The aggregator will then automatically download the podcasts that are uploaded to the website you have subscribed to. We believe this technology has much potential for changing the way we communicate with students.

The current pedagogic research that exists (Beldarrain, 2006; Campbell, 2005; Huann & Thong, 2006; the IMPALA project) highlights several potential benefits and drawbacks with the use of podcasting. The first is that it appeals to the digital natives (Prensky, 2001). Prensky argues that 'our students are no longer "little versions of us". They are native speakers of technology, fluent in the digital language of computers, video games, and the Internet. Many expect technology to be used in HE, having been exposed to it whilst at school or college.

Podcasts can also map onto the chronological nature of typical HE teaching. The majority of courses are structured on a weekly basis with a different learning activity planned each week. Supporters argue that there is an advantage for students being able to get the automatic downloads rather than logging on to get the most recent resource. In addition podcasts are relatively easy and low cost to create and distribute. Many Virtual Learning Environments (VLEs) now have recording tools as do mobile phones! Therefore the staff, many of whom may be 'digital immigrants' (Prensky, 2001), could integrate the technology into their teaching relatively easily.

There is considerable research that highlights that students have different learning styles (Visual, Auditory, and Kinesthetic) but some of these learning styles are not normally favoured by traditional teaching methods in Higher Education. Although they do not focus on the above styles, Fox and Ronkowski (1997) have demonstrated that students in political science courses use a variety of learning styles and they suggested that instructors expand their teaching methods to address a broader number of learning styles. This finding is supported by Sims and Sims who argue that course design needs to accommodate this diversity of styles (Sims and Sims, 1995).

Podcasts clearly appeal to auditory learners, those who learn best through hearing things (Meng, 2005). One problem with traditional lectures is that you only get one chance to hear it. If you learn best via listening rather than reading this creates problems. You can re-read a text until you understand it. That option is not open to auditory learners. Podcasting lectures or seminars gives these students a choice about where and when to access digital material and how many times they wish to repeat it (Low, 2006). As Gribbins argues 'Recorded lectures distributed via podcast can allow students to "re-attend" class' (Gribbins, 2007).

An issue here is whether podcasting would change the balance between auditory learning and reading. In the traditional Politics and International Relations course the emphasis tends to be on the latter and there is perhaps a danger that the use of podcasting may raise the false expectation that a

student can do well in a module without doing the necessary reading. Indeed some are now arguing that e-technologies appear to be leading many students to use “lowest common denominator” information, with some arguing that e-technologies are more damaging to the undergraduate research and learning processes than they are worth (see Dolowitz, 2007).

It could be argued, however, that the traditional course does transfer knowledge through the lecture and that most examiners are familiar with the “lowest common denominator” effect in courses that do not employ e-learning technologies. This suggests that this kind of poor student performance is not necessarily a consequence of technology and e-learning and it further suggest that the emphasis should be on *how* the teacher uses this kind of technology. Clearly the undergraduate research and learning process in PIR courses requires wide-ranging and intensive reading. To the extent that students on these courses do use auditory learning techniques then it is possible that podcasting audio material can enhance their experience. The teacher who does not wish to inadvertently change the balance between auditory learning and reading can in fact tailor the podcast (just as they can tailor the traditional lecture) to inspire further reading and to avoid creating the impression that the MP3 player is a substitute for the library. Podcasting is merely a means of delivering teaching material, it does not dictate the nature of that material or its educational value.

Podcasts then do appeal to the auditory learners and the argument here is that used correctly they can enhance this aspect of the student’s experience without inadvertently changing the student’s expectation of what is required to do well in a PIR module. This potential benefit is particularly relevant as University’s seek to increase their intake of international students. By enhancing that aspect of the module that relies on the auditory learning capacities of students, podcasting can assist those who are studying through a second or sometimes third language. While no-one is claiming that podcasting is a substitute for contact hours, the student’s opportunity to ‘re-attend’ the class is particularly valuable for those who may have struggled to pick up everything the first time around.

Furthermore, there is evidence to suggest that the traditional 50 minute lecture is far from the most effective way of making use of the average student’s attention span (need ref). Lecturers support these findings with anecdotal evidence of ‘losing’ the students in the second half of the lecture. This might suggest a teaching timetable of shorter, more intensive, learning slots rather than dividing the traditional 8 hour day into 8 learning slots. Alternatively, it suggests providing the students with a means of ‘re-attending’ the lecture in their own time, or at least having the capacity to revise those points that may have been delivered at a point beyond their attention span.

In this way, podcasts potentially have many benefits allowing students to listen to audio material in a wide variety of contexts (Chinnery, 2006). Other benefits include allowing students flexible access to teaching materials and adding variety to the learning experience. For staff the novel aspect of

podcasts raises student interest and encourages engagement with the materials.

The pedagogic issues associated with podcasting include the fact that not all students will have access or be familiar with the technology, students with some disabilities will have difficulty using podcasts, and listening to podcasts could be a passive learning activity (see SDDU 2007). In addition, the use of technology raises issues of technical support from university instructional technology departments (e.g., server space, bandwidth, maintenance), and faculty member buy-in of the use of the technology (see Gribbin, 2007).

Whilst, all these issues will be explored, it is worth noting that this project aims to examine how best to make the most of resources that are accessible to students using existing university infrastructure. Unfortunately, the funding for the project did not extend as far as those available to others. For example Duke University gave iPods to 1600 1st year students. Their survey found similar responses from students about the pros and cons of using iPods as a learning and teaching tool (Duke, 2005).

Primary research question

Within a strategy of blended learning on campus, what added value can the consumption and production of podcasts bring to the learning process within PIR? Inspired by Lim's categorisation of current practices this project focused on two parts of the same process; 'consumption' (i.e. using podcasts that are already 'out there' on the internet) and 'production' (Lim, 2006). Innovative work has already been done in the area of production by academic staff, especially on the question of how students respond to the podcasting of the traditional lecture (see Draper, 2007; Read, 2005). This project examined the models offered by Impala and developed additional applications by discovering the manner in which students can and do interact with this new technology and whether it can help address the learning and teaching needs of the PIR community. Perhaps the most innovative aspect of the project was the engagement of students in the production of their own podcasts.

In particular we planned to:

- a) assist PIR students and teachers in 'consuming', podcasts by raising awareness of what is 'out there' and the possibilities of tailoring that material to meet their specific requirements.
- b) engage PIR students on their use of podcasts as part of a 'blended' learning strategy that will enhance their learning experience, increase their learning flexibility and nurture their transferable skills, including presentational skills via the production of podcasts.
- c) offer a centralised point (a project webpage hosted by the School of Politics and International Studies at the University of Leeds) which brings together material identified by the project as being pedagogically useful and offering resources to other PIR teachers wishing to consume.

- d) assist participating PIR teachers in the production, storage, cataloguing and use of subject relevant podcasts.
- e) identify 'success/fit for purpose criteria' for use of podcasts in teaching.
- f) produce 'using podcasts guidelines' for PIR staff and students and make these 'top tips' available to the PIR community via C-SAP, thereby helping academic staff 'to develop awareness and familiarity with elearning tools' (C-SAP website).

Background

The project is currently ongoing. It is based in two HEI in the UK: the University of Leeds and Liverpool John Moores University. It focuses on two modules- PIED3402 American Foreign Policy taught by Dr. Ralph at the University of Leeds and SSCPL2105 US Politics and Society taught by Dr. Jubb at LJMU. These are excellent test cases because the use of podcasting as a medium for the conduct of politics and teaching and learning in higher education is particularly pronounced in the United States (Windham, 2007). Using students from two different HE institutions (one pre-1992 and one post 1992 university) will ensure the project outcomes have greater resonance within the broad PIR community.

Initial Project Plan

The initial project plan was to cover the following:

- Create a pod library
- Survey all PIR staff
- Survey PIR students at Leeds and LJMU and conduct focus groups

In this period Drs.Jubb and Ralph were to trial several models of using podcasts for teaching PIR. These models will include (Trial 1) replacement of traditional lectures (Trial 2) enhancement of traditional lectures (Trial 3) enhancement of traditional tutorial (Trial 4) enhanced communication between teachers and the students in the space between traditional contact time.

Trial 1: substitution of traditional lecture

1. A podcast lecture will be produced. This will be a 'standard' lecture to the extent that it will only include a recording of the lecturer's voice and powerpoint slides. Students will be asked to listen to the podcast in their own time rather than attend a timetabled lecture. They will, however, be expected to have listened to the lecture as part of their preparation for the tutorial/seminar on the related topic.

Trial 2: enhancement of traditional lecture

1. A lecture that 'consumes' podcast material will be produced, whereby material will be integrated into powerpoint slides and presented by the lecturer in the normal way and at the scheduled time in the student's timetable. Rather than act as a substitute for the lecture, the idea here

is to use the podcast content as an enhancement of material within the face to face lecture.

Trial 3: enhancement of traditional tutorial

1. Students from the focus groups will work with the PA to produce their own podcast. These podcasts will act as an alternative to the traditional student presentation, which can often eat into discussion time. The idea here is that the students who are charged with the task of leading the discussion will produce a presentation before the tutorial and that presentation will be podcast over the module website (transcripts will be available if needed).
2. This discussion will examine how students would feel if the archived material was (a) assessed, (b) made available to the wider community on platforms such as the proposed LUTube - Leeds University's take on the popular YouTube <http://www.youtube.com/> (c) used as a resource by students at other universities (d) used as a resource by students on the same module the following year.

Trial 4: enhancement of communication

1. A podcast or "podule" will be produced that will enhance communication between lecturers and students in the space between traditional contact times. Again all students on the relevant modules will be expected to subscribe to the class podcast and listen to it.
2. At the end of the module students will be asked fill in a questionnaire on this aspect of the module and with the project team will convene the fifth and final student-centred focus group to discuss feedback on Trial 4. A feature of this discussion will be whether these podcasts added anything to traditional forms of communication such as noticeboards, email alerts, internet discussion rooms or SMS text messaging.

What we did

Our first task was to survey staff and student opinion on podcasting and its possible uses in the learning and teaching of Politics and International Relations. On the advice of our sponsors we dropped the full staff survey as C-SAP itself had only just carried out such a survey and we did not want to overload the PIR community. Fortunately we were able to access the data C-SAP had obtained to discover staff attitudes to using podcasts. This survey asked respondents if they make use of different "Web 2.0" tools for teaching, and if so, how teachers assessed their value. Overall, the majority of respondents did not use each of the "Web 2.0" tools described, with podcasting enjoying the highest use rate (30%). Those respondents that did use some of the tools mentioned tended to see their use as having only modest value for teaching, with approximately 75% of respondents to each question answering between 1 and 3, with 1 signifying that the tool was of no value and 5 indicating that the tool was of high value. The pattern of overall responses was reflected when the same questions were broken down by subject area. We did however continue with the plans to survey PIR student opinion across the two participant Universities. The findings of which are given below (C-SAP, 2007).

The survey results from our student survey were available to Jason Ralph towards the end of semester one and based on these results he decided to drop the idea of a substitute lecture. As the results below confirm, this was overwhelmingly rejected by the students as a suitable way of using the technology. However, we did decide to proceed with the “podule” as an enhancement means of communication. Podules are small files that are produced by the project to summarise the key point of the lecture, highlight a particular issue or act as a guide to further reading or listening. These were produced weekly and therefore were able to be set up for an RSS feed. This follows the model of ‘Profcasting’ trialed by the IMPALA project (Edirisingha & Salmon, 2007) and the model employed at the University of Sydney (see Clark, Taylor & Westcott, 2007).

We also asked students to produce their own podcast summaries of the seminar discussion. This mirrors work elsewhere which has produced favourable feedback (see Chan, Lee & McLoughlin, 2006). Asking students to summarise seminars can be seen as them participating in their own learning or active learning. Active learning is a key element of encouraging a deep approach to learning (see Ramsden, 1992).

Early on in the project we also realised that our plans for posting these audio files on a website would not satisfy purist definitions of podcasting. As noted these require full automaticity. In other words, once an audio file is uploaded to a website by a lecturer it can be automatically downloaded to the student’s aggregator (for instance iTunes) where they can then either listen to them on their PC or transfer them to a portable device. Student’s would first have to subscribe to the module website by pasting an RSS feed into their aggregator.

These initial developments and adjustments to our plans benefited from discussion among colleagues at Leeds University’s annual learning and teaching conference. In particular we were inspired by Dr. Matt Rubery’s work in the English Department. Using LeedsBlogs, an educational network site Leeds staff and students, Dr. Rubery had hosted student produced readings as part of his research project, ‘Sensation Novels of the 1860s’. Following this model we decided to host our podule files on a module blog. We would also “tag” these files so that they would be picked up by the student’s aggregator and automatically downloaded for the student when they subscribe to the module blog.

We also created of a version of the pod library. Copyright laws prevent the uploading of material downloaded from another source. In other words, you can only podcast to students what you or the students themselves have produced. This of course is the same principle as distributing written material though a journal. Our solution was to use a social bookmarking site grazr. Social bookmarking allows those interested in a particular topic to in effect create a link to a relevant site which like-minded individuals can follow. Our podlibrary, in other words, is a collection of links to websites that host podcasts rather than a collection of files that have been downloaded and then uploaded again. In addition, the social bookmarking site potentially allows us



to create a 'community of practice' whereby we can share information with other users, which includes other users posting relevant files.

Initial findings: Student Attitudes

Our survey was sent to all POLIS students and all LJMU students studying Politics and International Relation. It was managed via the Bristol online survey tool using questions already asked of medics (see Sandars, 2006). An incentive was offered to take part in the survey. Response rate was approx ????.





As Table 1 demonstrates our survey found that of the respondents 92% had access to MP3 player and used them on a regular basis. There is a suspicion that these are the 'digital natives'. Our survey correlated with existing studies (Lane, 2006, Atkinson *et al*, 2007) that showed despite having MP3 players or phones, the majority of students listened to podcasts on their personal computers

Table 1:

Do you have a digital media player, often called an ipod or MP3 player ?			
Yes:		92.0%	80
No:		8.0%	7

Our survey findings also correlated with existing studies on how students would like this technology to be used (see IMPALA project; Clark S, Westcott M and Taylor L 2007). The overwhelming majority of students rejected the idea that pre-recorded lectures could be used in place of the traditional lecture that required attendance. As Table 2 shows, there is a clear indication that students would prefer to use downloadable audio files as a way of reinforcing, reviewing or revising what had been discussed in the lectures. Only 1 respondent said they would not use the downloadable material.







Table 2:

If downloadable audio files (MP3 files and podcasts) were available to support your studies, when would you most likely use these educational materials? Please only choose one option.			
In place of attending lectures:		6.9%	6
As a way to reinforce or review what has been discussed in a lecture:		60.9%	53
As a revision aid before exams:		31.0%	27
Not at all:		1.1%	1

As noted above, this evidence led us to change one aspect of the planned trial. Neither student opinion, nor previous research, had demonstrated any appetite for using podcasts as a substitute for replacing the lectures, so that

aspect of the trial was dropped. When it came to what kind of material students would prefer to see, there was not clear preference. As Table 3 demonstrates there was support for the idea of a full recording of a lecture, as well as the planned use of podules and audio-visual material to enhance powerpoint slides.

Table 3:

If downloadable audio files (MP3 files and podcasts) were available to support your studies, what kind of material would you find useful?			
Audio only -- a full recording of each lecture provided on the course:		n/a	48
Audio only -- a short collection of the key learning points related to a specific topic:		n/a	44
Audio only -- a short journalistic style interview with an expert on a specific topic:		n/a	42
Audio-visual material -- audio material and powerpoint slides:		n/a	62
Audio-visual material -- audio material and video footage.:		n/a	44
Other (<i>please specify</i>):		n/a	6

We also gathered material from focus-groups made up of final year students. Two focus groups were convened at the start of the semester two trials. The main points from these groups were:

- Students owned MP3 players and would use them mainly to listen to music. However, they would occasionally subscribe to programmes including political podcasts.
- Students had a variety of learning styles but did not see podcasting as a replacement for traditional learning methods.
 - *“I quite like going to lectures. I like listening to people. I like going to seminars as well. I like talking to people and interacting with people. Actually I like getting a broad range of resources. It makes it more interesting if you’ve got a range of stuff to go to.”*
 - *“I think it would be a welcome addition but I would concentrate primarily on the reading.”*
 - *“It depends on how it is used as a learning resource. I think it’s quite a good idea as an additional learning resources if it’s going to be a brief summary of what’s already happened. But it is*

difficult because if they were going to be half an hour or an hour then it could replace the lecture or make the lectures pointless...but as a brief summary of what's already happened I think that's a great idea."

- Students welcomed a range of learning resources particularly if they reiterated points that had been stressed in the lecture.
 - *"I think it [a podcast] would be good because sometimes if the lecture goes too fast you can't actually take down the main point, so if you can pause it and play it whenever you want to then you can kind of note down the points at your own pace."*
- There was an appreciation of the additional flexibility but a rejection of the idea of the podcast as a substitute.
 - *"I don't know if I would listen to it in my bedroom when I'm revising. I think I would listen to it for example on the way into uni or into town...so I can kill two birds with one stone."*
 - *"There's plenty of time to kill on the bus... time's not an excuse not to listen particularly to a 5 minute summary".*
 - *"I think it's another useful resource but I don't think I would replace what I already do with that."*
 - *"[Would you like a full podcast integrated with the powerpoint slides?] ... There'd be no point going to the lecture. You might as well sit at home and watch it."*
- Students expressed a preference for a podcast using an RSS feed and thought this would make it easier and therefore more likely that they would use the additional material. However a place separate from the aggregator is required.
 - *"It would be easier if it came to you on iTunes rather than having to seek it out every week".*
 - *"...it's nice to have it delivered to you, to use when you want."*
 - *"Students should log on to the portal. I don't use iTunes."*
- Students thought podcasts could be made part of a structured learning process and in fact this was preferable rather than an addition to the normal processes. Otherwise students would find it too easy to ignore.
 - *"...it's the habit you could get into, just listening to the summary before you walk into the seminar or walking on your way to the lecture. If you listen to the summary first you know what he is going to talk about and then you could maybe take it in a bit better."*
 - *"It depends if it's made a part of learning process as well. If it is left as an additional resource then you have an option to use it or not, then people won't make it part of their habits. But if in every seminar there's a reference to last week's podcast ... then everyone would use it. But if it's unnecessary then I don't think people will use it."*
- Students expressed some doubts about whether they would listen to other student's podcasts. However there was enthusiasm for learning about the process of making podcasts and indeed integrating it into an assessment strategy
 - *'for getting information, the lecturer's podcast would be more appealing, but the student one for me anyway would be – not*

- fun to listen to – but something different, to see what other opinions are in other seminar groups’.*
- *‘...even if they [student podcasts] are not as coherent or knowledgeable, it would still be useful because you can draw other ideas from what people are saying.’*
 - *‘...it’s much more beneficial for the people that do the podcast than those that don’t, but the way to resolve that is that everyone has to do one...[make it] compulsory, everyone becomes engaged in the process...give 10% of the mark maybe as well.*
 - *‘...it’s part of growing up and learning new skills at University. Particularly because podcasts now are so widely used.’*
 - Students believed that the task of producing a podcast would force them to concentrate on taking traditional skills such as note taking, writing and presentation skills to a different level. Time, however was an issue.
 - *‘I think it may be even better than a seminar presentation because there you are maybe reading for ten minutes ... a script, whereas this [ie a report on the seminar discussion] you are taking notes, you are contributing and then afterwards you are making a presentation that everyone is going to hear....It’s much more demanding, it’s a good idea....It’s exercising skills that you don’t really use that much.’*
 - *‘As much as I’d like to do it I simply don’t have the time to do a podcast ... especially at this time, 3rd year, people are applying for jobs, doing their dissertation...There is the time to do this perhaps in 2nd year....I don’t know if you can ask people to do it on top of the work they’re already doing, but it can take the place of say a presentation, so it becomes integrated into what you’re already doing and not necessarily adding extra work’.*
 - Students who had produced the initial podcasts were already reflecting on the different kind of presentation skills.
 - *‘You’ve got to be able to speak quite slowly and be coherent....Presentations where people actually see you is very different because it’s kind of more personal’.*

The module blog

The University of Leeds side of the project centred on the PIED3402 American Foreign Policy community blog at <https://elgg.leeds.ac.uk/obama/>. It is perhaps too early to reflect on student and teacher experience as we have not reconvened the student focus groups. A few impressions can be made. There is a small core of students who are very enthusiastic. They have produced weekly podcasts of varying quality. However, the majority seem rather apathetic and have not (despite the reminders) really engaged with the project. This suggests that unless the module is totally restructured around the use of podcasting there will be little uptake of the additional material provided. This tends to confirm the student comments as made in the initial focus groups. However, the technology has clearly worked and it

has revealed the potential for, in particular, directly integrating student podcasts into the structure of the module. There is, it seems, no obstacle to either replacing or supplementing the traditional student presentation with a student podcast. Making this compulsory and assessing it would obviously increase student engagement with this practice. From our perspective and based on our initial impressions these trials have clearly demonstrated that the technology can be used to assess presentation skills. Furthermore, the technology provides a record of presentations that can be consulted by external examiners in ways traditional classroom presentations cannot.

From the perspective of those producing podcasts (the lecturer, students and project assistant) the software and technology was relatively straightforward to use. We used Audacity to produce podcasts. With this you can easily edit out the pauses, repeated points and any other habits that might be OK in a live setting but sound bad when recorded. However, we found that people tended to adopt their own styles. For instance, Jason Ralph's lecturing style tends to be relatively free-wheeling, using prompts on the powerpoint slide to structure his delivery. He felt, however, uncomfortable doing this when producing the 5 minute podule and chose instead to write out what he wanted to say and record it in (almost) one take. A comparison of the styles is on the community module blog. One lecture was recorded in its entirety and this can be compared to the shorter podules.

There is a technical issue about hosting a full lecture as clearly the file is much bigger, but we were able to resolve this fairly easily. We have not yet received feedback from the students on the question of how useful they found this in comparison to the short summaries or podules.

Conclusion

As noted this is work in progress. We plan to reconvene the focus groups, integrate findings with the experience of the School at Liverpool John Moore's and take-stock of the project as a whole once the semester has ended. It is, however, safe to say that our enthusiasm for podcasting has not been dampened by our initial inquiry into student attitudes or by the student and lecturer experience in producing podcasts. We are conscious of the fact, however, that the present project is running *alongside* a module and in this respect students see it as something in addition to, rather than as an integral part of, their education. This has tended to put some students off fully engaging with the project, particularly those third year students who tend to look at this part of their degree rather instrumentally. What we have discovered, however, is that it is both possible and desirable to take the next step and think of ways of integrating the practice of producing podcasts into the learning methods and objectives of PIR modules. We believe that the student act of producing podcasts can concentrate student mind on refining presentation and broader academic skills as well as enhancing their general learning experience.

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