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## **Podcasting project**

**ePioneer: Rolf Wiesemes**

**Mentor: Mike Sharples**

This entertainment technology was explored in terms of how it might help in creating diverse and borderless learning communities. The use of i-pods and related technologies has become more widespread and has started to move into a range of learning areas and is already used by universities (e.g. Stanford University in Palo Alto/California and, indeed, the University of Nottingham). This project was an additional step towards further exploiting the use of podcasting and related technologies at the University of Nottingham.

### **Quick Gain:**

- Linking entertainment technology more closely to students' and researchers' and lecturers' learning.

### **Contribution to School/wider University e-learning development:**

- This project was envisaged as a pilot building on the existing use of technology for creating borderless communities (such as the TLO), but also taking this further by using podcasting on a more individualised level and exploiting in parallel the related use of mobile phone technologies.

### **Outcome:**

As part of developing the podcasting process I have developed a simple 5 step vod/podcasting preparation process which sums up the technical preparation for producing a pod/vodcast which include pre-recording and recording setup, turning a Powerpoint into jpegs, converting and editing audio data for MP3 format, producing a film ready for vodcasting, and finally converting a film into a vodcast. Similar principles apply to producing audio-podcasts which might in some cases be more appropriate and accessible.

The project has developed rapidly and successfully outside its original remit. In the future, I aim to develop more advanced and more interactive ways of vodcasting, which is already reflected in project funding which I have been able to access together with my colleague Gary Mills from the Centre for Integrative Learning. This new podcasting project focuses on producing pod- and vodcasts for PGCE students as a means to support and guide them in the teaching of sensitive issues. The project will integrate formal and informal learning approaches by using (audio) podcasts and (video) vodcasts as a means to support PGCE students, specifically historians, but also PGCE students in other subject areas (particularly foreign languages and geography, possibly English). The project will explore new and innovative ways of preparing new teachers for the teaching of sensitive issues such as genocide, and specifically the Holocaust, in secondary schools through the production of one monthly podcasts on the teaching of sensitive issues by a range of educational experts. This project will start in September 2008 and will contribute to mainstreaming of podcasting in the School of Education.