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## **A Podcasting Initiative at the Center for the Enhancement of Learning, Teaching, and University Assessment at Miami University (Ohio)**

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*During fall 2009, a series of podcasts were developed in conjunction with the Center for the Enhancement of Learning, Teaching, and University Assessment (CELTUA) at Miami University (Ohio). This podcasting initiative created a series of podcasts to serve as a resource for Miami faculty, staff, administrators, and teaching assistants (both graduate and undergraduate). By providing a mobile, on-demand form of faculty and professional development, CELTUA has the ability to reach a demographic that they previously had not engaged. In this article, the author provides background information on the decisions revolving around podcasting at the Center, the methods and evaluations utilized in producing the podcasts, as well as the future goals of the newly adopted form of faculty and professional development at Miami University.*

### **Needs Assessment**

During the fall semester of 2009, I met with the director of the Center for the Enhancement of Learning, Teaching, and University Assessment (CELTUA) at Miami University (Ohio) to conduct a needs assessment of the faculty outreach provided by the Center. The result indicated that the Center lacked a short-term form of teaching advice / tips. We decided, then, that to enhance our short-term professional development efforts, we

would create a series of podcasts based on previously video-/ audiotaped CELTUA seminars. "Podcasting," as McCarty writes, "includes Webcasting, where people listen to files through their computers, but podcasting takes the next step of pushing sound files to subscribers with portable MP3 players such as the iPod for listening on the go" (McCarty, 2005, p. 2). Since 2004, CELTUA has been videotaping center-sponsored seminars. Following the face-to-face seminar, the video is converted to a web format and posted on the CELTUA website for viewing by any Miami University employee. The CELTUA seminars usually are 50-90 minutes in length and are held at various times during the week or month.

During the needs assessment meetings, discussions surrounded the time and resources of faculty. Our staff determined that if faculty do not have time to attend a seminar of this length, then they will most likely not have time to watch a video of similar length. Furthermore, reproducing these seminars in their entirety would restrict users to watching them on a computer. Faculty, like other professionals, are always "on the go." Therefore, creating material that was not available in a mobile medium would be detrimental to our outreach efforts. In the Center's effort to gain participation from a higher percentage of faculty, we decided to create a series of audio podcasts. These podcasts would be of a shorter length and converted to a more "mobile" medium, such as streaming online or accessible from a smartphone device (BlackBerry, iPhone, and the like). Enhancing faculty development through the use of mobile mediums has not been explored previously at Miami University.

### **Literature Review**

As part of my work on the needs assessment for the podcasting initiative, I conducted a literature review on the uses of podcasting in higher education. As a result of the literature review process, I came to the conclusion that the concept of podcasting is far too new for there to be a substantial amount of research already completed on the topic. More specifically, the use of podcasting in faculty development is a concept that has rarely been explored.

While conducting my review of literature published thus far, I contacted colleagues from around the country via the e-mail listserv for the Professional and Organizational Development (POD) Network in Higher Education. This organization serves as a network of faculty developers from various institutions of higher education. I sent the following request to the POD listserv:

I am currently working on my master's thesis in the field of Instructional Design and Technology and am looking for some

research help. Does anyone know of research that has been done on the use of podcasting with regards to faculty development? I've seen research which focuses on students as the audience, but am having a hard time finding anything with faculty as the target audience for the podcasts. Any help you can provide would be greatly appreciated (M. Evins, personal communication, October 5, 2009).

Shortly after this request was made, I began receiving responses from various faculty developers. Many of the responses showed an interest in the research I was conducting; however, I noticed a recurring theme—no one had tried podcasting for faculty development at their own institution.

In discussing the published literature on podcasting, it is important to consider where podcasting technology came from. The concept of podcasting is relatively new, having been created in the early 2000s. Adam Curry and Dave Winer, the “creators” of podcasting, thought that since people were already downloading music, it would be possible to download other forms of media. During this time, many individuals still had dial-up internet connections, which made downloading large audio and video files difficult. Through podcasting, Curry and Winer hoped that individuals could download media to their computer based on subscriptions, and listen/watch the media while their computer was not connected to the internet. While Curry and Winer came up with the idea of podcasting, the term “podcasting” was not introduced until 2004 by Ben Hammersley (Guthrie & Soe, 2007, pp. 182-183).

Podcasting falls within two larger categories, web 2.0 and distance education. Much like RSS feeds, another form of web 2.0 technology, podcasting is controlled through an aggregator and a form of code that communicates with iTunes or other “podcatchers” (Cebeci & Tekdal, 2006, p. 47). Additionally, podcasting provides entertainment and education outside of a face-to-face environment. Because of this, podcasting is also considered a form of distance education. Though I have come across many articles revolving around distance education, I have found conflicting definitions of this topic. In many sources, distance education involves a high level of interactivity between the instructor and student(s). While this may be true in using a learning/course management system, it is not *always* the case. Podcasting, for example, is a distance learning medium, but it provides for no interaction between the teacher and learner. Podcasts can function in one of two formats, video and audio or audio only. One benefit to using audio in education is that it enables a “large degree of learner control” (Chan & Lee, 2005, p. 63) because of the mobility of audio

files. Additionally, “podcasting provides a low-cost, low-barrier tool for disseminating content across the Internet” (Chan & Lee, 2005, p. 65), and it does not require the large amount of bandwidth that is necessary when playing streaming audio and/or video.

Many scholars believe that the use of podcasting in education began at Duke University in 2004; however, as McCarty (2005) explains, the first institution to use iPods in education was actually Osaka Jogakuin College in Japan. In April 2004, this women’s college distributed 15-gigabyte iPods to all 210 incoming students with the intention of helping them learn English. Guthrie and Soe (2007) explain that there are many uses of podcasting in education, including lectures, interviews, student-generated content, audio books, and video podcasts. The shortcoming with many of the articles revolving around the use of podcasting is that they all consider students, both in high school and college, to be the audience. Because adults are also beginning to use podcasting, it is important not to omit them as a potential audience. As stated in an article by Terry, Doolittle, Scheer, and McNeill (2004), “as colleges and universities strive to integrate technology into online teaching and learning environments, the need arises for educators to investigate how current research in human learning, pedagogy, and instructional technology can foster more effective instruction” (p. 87).

Through the use of various distance-learning environments, it is very likely that the new technologies can foster effective teaching and learning—not only applicable to high school and college students as learners, but also to faculty in professional development opportunities. New technologies implement an array of delivery methods, therefore attracting a variety of learning styles. The modality principle, as explained by Terry et al. (2004), is defined as “individuals learn, retain, and transfer information better when the instructional environment involves auditory narration and animation, rather than on-screen text and animation” (p. 97). There are seven principles in all, each defining the theories behind using multimedia in instruction. These principles can prove useful when considering the different kinds of podcasts that can be created (audio, video, enhanced PowerPoints, and others).

While I was unable to find literature regarding the use of podcasting in faculty development, I did find various articles on podcasting in courses as well as the increased desire to develop forms of distance education at colleges and universities. From an instructional design standpoint, some of the articles involved conducting needs assessment and formative evaluations. Brittain, Glowacki, Van Ittersum, and Johnson (2006) report on a case study conducted at the University of Michigan around the creating

of podcasts. This case study involved formative evaluation, in which an advisory group was appointed to determine the process to conduct this project. The advisory group designed a set of questions that should be investigated before determining whether podcasts were the appropriate medium given the circumstances. These questions align with those that were considered when I met with Miami University's Director of the Center for the Enhancement of Learning, Teaching, and University Assessment to conduct a needs assessment:

1. What is the best media format in which to review lectures?
2. What is the best method to acquire the media?
3. What is the best way to disseminate the media?
4. Which courses would students benefit from having recorded?
5. What are the support costs in terms of staff time and workflow?
6. Does the number of students participating warrant the cost of the project? (Brittain et al., 2006, p. 26)

When taking into consideration the questions posed by Brittain et al. (2006) during the needs assessment, I began thinking about various learning styles. In my experience as a student in the field of education, educators almost always learn about Gagne and the various learning styles of students. Taking this into consideration, I came across an article by Campbell (2005) that provides a hypothetical situation in which podcasting helps provide an additional medium for providing educational opportunities:

It's midweek at Anywhere State University. Jenny rolls out of bed at about nine a.m., as usual, and thinks about breakfast and her first class. As she's dressing and getting ready to go out, she fires up iTunes on her laptop and checks her podcast subscriptions. There's a new show from Adam Curry at *Daily Source Code*, another one from Cody at *Vinyl Podcast* ("fair use of forgotten music"), and three audio feeds from her classes. She doesn't notice that the classroom material and the leisure-time entertainment are coming through the same medium and desktop utility; for her, it's natural that school stuff would mingle with other aspects of her daily life. (p. 33)

While it is true that students in the 21<sup>st</sup> century are very technologically savvy, it is also true that faculty members are beginning to appreciate and make use of technological advances. This begs the question, "If students can learn through podcasts, why can't faculty?" In the results of a study conducted at California Polytechnic State University, 22% of the respondents indicated that they were likely to engage in distance education in the next year (Freberg, Floyd, & Marr, 1995, p. 150). While this study was a good indicator of those professors who plan to teach using distance education, a form of teaching and learning that moves away from traditional face-to-face classes, there is no telling whether these respondents planned to use distance education as a learning experience for themselves. This study is important, however, in showing that not all faculty are against the concept of distance education. The results of this study were published in 1995, and with the advancements in technology since then, I would hypothesize that the percentage of faculty who currently use or plan to use distance learning in the next year is much higher than 22%.

Finally, the literature search revealed that podcasting technology is accessible to virtually all educators. The creation of podcasts involves low-level system requirements included with all new computers. Even older computers have the capability to play music and simple videos, so this is not a typical concern with regards to podcasting in most cases. One of the things to take into consideration that Richardson (2009) brings up is that "cracks and pops, obscure music, and 'ums' and 'ahs' are all a part of the podcast genre," and therefore the most up-to-date equipment is not necessary in producing a podcast. Richardson then goes on to explain all of the technical requirements required to create a podcast recording. In summary, he indicates that \$100 and an Internet connection is all that is necessary to begin creating podcasts (Richardson, 2009). While there may be some money involved in the podcast creation process, I think that \$100 may be on the high end, since most computers now come with built in microphones. Even without a built in microphone, there are free services online that allow you to leave a voice-mail-like message after dialing a phone number provided by a website, and the host will e-mail you an MP3 of the recording. This proves that anyone can create a podcast, even without a computer.

## **Method**

### *Podcast Creation*

While creating the first few podcasts, I determined that each could be

divided into three parts. These parts, the musical interlude, introduction, and the content, could be completed individually and then spliced together in the final steps. Breaking down each podcast into these three parts made it easier to produce the podcasts at an efficient pace.

In an effort to make the podcasts more attention grabbing as well as to provide a standard, recognizable opening to each podcast, I decided to include a musical introduction for each. When discussing the possible music selections with the CELTUA Director, we decided that it would be beneficial to use an original performance so as to avoid concerns over copyright laws. Since I have a bachelor's degree in Music Education, I decided that it would be easiest to record myself playing my saxophone and use that as the standard introductory audio clip. This decision resulted in two initial complications. The most prominent issue involved adjusting the volume levels. Audacity, a free, music editing software, has built in volume-control and equalizer settings that can be adjusted post-recording. However, the microphone that is built into Apple computers is meant for vocal, not musical input. The result was a very harsh-sounding audio clip. I soon discovered that if the raw audio file has mixed volume levels and static from the loud input setting, it is very difficult to edit using any software. The solution to this problem involved lowering the input settings on the built-in microphone as well as recording the selection at a lower dynamic level. The second problem that I encountered when recording the audio clip was that my own performance quality was not as high as it had been in the past. The music that I recorded was being brought down by my lack of practicing. This aspect was not as hard to correct, as I ended up spending time working on the selection without recording to ensure that the notes, rhythms, and style were adequate prior to recording. After several attempts at recording a worthwhile "performance," I was able to narrow down the possible musical selections to a 10-second audio clip.

Following the musical introduction, the podcasts include a 15-30 second introduction giving a synopsis of the presentation and how each podcast fits with the goals /mission of CELTUA and Miami University. In the podcast "Assessment Basics," presented by Cecilia Shore and Beverley Taylor of the CELTUA office, for instance, the introduction is as follows:

Hello, and welcome to this podcast by the Center for the Enhancement of Learning, Teaching, and University Assessment. At CELTUA, we seek to promote the reflective practice of teaching. Reflective practice is the process of setting goals, designing learning activities, assessing effectiveness, and reflecting on results. In this podcast, Beverley Taylor and Cecilia Shore of the CELTUA office describe the process of setting learning

outcomes and choosing the appropriate methods of assessing student progress towards these goals. These segments are from a talk given in September 2009, titled "Assessment Basics." The video of the whole session can be viewed online at the CELTUA website. Thank you for listening.

The bulk of each podcast contains one or more excerpts from the original presentation mixed together into a podcast of 10-30 minutes, depending on the content. The excerpts from any given presentation were chosen based on the material offered by the presenter and the amount of audience interaction during the original presentation. For example, if a presenter offered a 15-minute lecture and then had the audience collaborate in groups for a period of time, the time spent in groups would not be included in the podcast. Additionally, if there was a period of time towards the end of the session where the presenter explained what the groups would be doing, that section was also omitted from the podcast. Additionally, it was a strategic decision not to make any single podcast long enough to deter the audience from wanting to listen to the segment. For example, three podcasts were created around a single presentation given by Terry Doyle, Ferris State University, on the topic "Helping Students Learn in a Learner-Centered Classroom." Instead of having a single, hour-long podcast, we decided to break up the presentation into three subtopics. The first, a 9-minute excerpt from Doyle's presentation, is centered around "What is learner-centered teaching?" The second podcast of this series, titled, "Why do students resist learner-centered teaching?" is 36 minutes long. "How do you help students learn independently?" the third part in Doyle's series, is a 17-minute podcast. Combining all three of these important topics into a single podcast would have been too long to hold the audience's attention.

All three parts of the podcasts are considered equally important in ensuring that the final product holds the attention of the audience and efficiently conveys the important material from the presentation selections. With the musical selection providing a standard opening to each podcast, the introduction setting the stage on the importance of the topic as well as a glimpse into the original seminar, and excerpts from the original presentation providing insight, advice, or teaching tips to the intended audience, the podcasts are intended to be an integral part in reaching out to a new audience of faculty at Miami University. After developing the three parts independently, Audacity was used to merge the parts into a single track. By splicing, fading in and out, equalizing audio levels, and exporting the result as an MP3 file, a single audio podcast was created. The finished product was then added to the CELTUA website as well as

iTunes U for access by faculty.

### *Podcast Evaluation*

The evaluation process of this initiative was conducted in two stages. First, those faculty who have been active in CELTUA programming over the past year were asked to provide formative feedback during the process. After the first draft of podcasts were completed, an e-mail was sent to these instructors, asking them to listen to one or more podcasts in either of the two locations (iTunes U server or CELTUA website), and then provide feedback via e-mail. After this feedback was collected, I made adjustments to the draft podcasts to enhance the final products.

Following the completion of the podcasts, an announcement was made in the *Miami University e-Report*, a daily e-mail sent to all faculty, staff, and administrators with events and important information happening at the institution. The announcement made employees aware of the initiative and invited them to complete a survey about the new service. This survey included questions about the technical aspects of the production, as well as a way for participants to suggest new topics for future podcasts.

## **Results**

The evaluation process utilized two forms of evaluation—formative and summative. Upon completion of the first draft of the podcasts, the CELTUA Director contacted members of the Graduate Student Teaching Enhancement Program (GSTEP) as well as the New Faculty Teaching Enhancement Program (NFTEP) to help provide a formative evaluation of the podcasts. During this time, I received feedback about the overall process as well as specific podcast episodes. Some of the feedback received included the following:

- I listened to the Podcast titled *Learning Communities Journal*, and it seemed like you were talking a little fast during this one, and some things you said were hard to follow.
- In general, it seemed that the intro. music played at the beginning of the podcast was significantly louder than your voice when you started speaking. I would recommend decreasing the sound for the intro. music.
- I like that you introduce each speaker, and I like that you say the purpose of CELT.

- The *Helping Students Learn in a Learner Centered Classroom: Why Do Students Resist Learner-Centered Teaching?* podcast ended really abruptly. I enjoyed listening to this podcast, and it seemed to me that the presenter had just started a new train of thinking, but it cut off, so it left me wondering.
- The sound quality was good, and the edited excerpt was good. I really liked that you pulled out some key areas rather than putting up a 45-minute audio file. Perhaps a brief statement indicating what the excerpt is focusing on would be helpful. I listened to assessment basics, and it focused on what assessment is and writing good learning objectives initially. You had good subheadings as questions for 3 [of the excerpts] with the label of learner centered classrooms; something similar with other excerpts from longer programs would help.

Following this formative feedback, I made changes to some of the podcasts in order to improve them before publicizing them to the general community. Because some of the formative reactions contradicted each other, I had to make decisions as to whether changes needed to be made. Additionally, I had to take into consideration the fact that podcasting is not always a professional quality product, and as stated in the literature review, “cracks and pops, obscure music, and ‘ums’ and ‘ahs’ are all a part of the podcast genre” (Richardson, 2009, p. 113). Many of the original recordings had echoes or were hard to understand in certain areas, and these issues were pointed out in the formative evaluation. I made the decision that because this initiative was a trial, I was not going to rerecord those podcasts that contained such flaws.

After the podcasts were revised based on the results of the formative evaluation, the online survey (see the Appendix) was sent out to members of the CELTUA listserv. This group of over 2200 individuals has been involved in the Center’s programming over the last 10-20 years. CELTUA has found that the response percentage to such formative assessments is traditionally very low, and this survey followed the trend. There were seven responses to the online survey, which was anonymous, and, therefore, the demographic of each participant is not available. The survey showed that 57.1% of respondents have accessed iTunes U since the beginning of the fall 2009 semester. Eighty-five percent of the participants listened to the CELTUA podcasts on their computer, while the other 15% used an iPod. Because most iPods are not able to access podcasts

without having them downloaded to a computer, it is safe to assume that they were downloaded to a computer and then transferred to the iPod prior to listening. Two of the participants listened to at least 50% of all 12 podcasts; the other five respondents listened to less than one half of the podcasts. Looking at one of the reasons for creating the podcasts, one of the participants indicated that he or she was driving while listening to the podcast, while others were eating, reading mail, or browsing the Internet as they were listening.

Regarding the technical aspects of each podcast, 85.7% of the respondents indicated that all of the podcasts were audible and equalized. The respondent who answered “no” to this question listened to only one podcast, making that reaction specific and nongeneralizable to all 12 podcasts. The participants also indicated by a surprising majority (85.7%) that the musical introduction was enjoyable and that the vocal introduction provided an adequate summation of the information that they were about to hear. Most importantly, 100% of the participants indicated that the topics covered were relevant to their professional development.

There were many positive comments regarding the podcast initiative. The one negative comment came from the individual who listened to only one podcast. This participant indicated that the seminar listened to was not appropriate for an auditory-only format due to its reliance on visual materials. Finally, a majority of the participants indicated that they would recommend the podcasts to a colleague and that they themselves would continue to listen to podcasts if the initiative were to continue.

## Discussion

Through the podcast initiative, many lessons were learned to help further the project.

### *Difficulties/Concerns Encountered*

#### **Poor Sound Quality**

Poor sound quality is an inevitable problem, especially when converting existing recordings to podcasts. Many of the podcasts that were created involved converting prerecorded seminars, which makes the audio quality a high concern. There are many possible solutions for long-term audio enhancement, such as re-narrating the audio using a transcript. The downside to this solution is that there is no way to reproduce the audience involvement, if any, during the original recording. I also felt, due to the time constraints around completing the project as well as the

project's unknown future, that using transcripts was not a viable option. Thus, in the event that the original audio was not of high quality, I recommended to the CELTUA Director that *that* seminar not be converted into a podcast.

### **Publicity of Podcasts**

During the podcast creating process, I worked with the CELTUA Director on ways to publicize the podcasts to the Miami community. We discussed where on the CELTUA website the podcasts should be located in order to maximize their potential. Additionally, the podcasts were publicized in the *CELTUA Newsletter* as well as the *Miami e-Report*. Despite these opportunities, the concern remains that the podcasts will not be viewed enough to warrant the work needed to create them.

### **Topical Considerations**

In addition to the technical difficulties of creating the podcasts, topical considerations also must be made. Each Center can determine appropriate topics for podcast creation based on the needs of your faculty. However, through the experience gained by creating these podcasts, our staff determined that seminars or presentations that actively engage the audience are more engaging in an audio podcast format than, say, presentations that follow and rely on a PowerPoint presentation. The online survey yielded many suggestions regarding future topics to be covered by the CELTUA podcast initiative. Such topics included the following:

- Online learning
- Student intellectual development
- Faculty and professional learning communities
- The Top 25 Project<sup>1</sup>
- Using writing to enhance learning
- Course evaluation seminar series
- Faculty acceptance and use of technology in learning

It seems that the trial run of the CELTUA podcast initiative was a success and that the program should continue. Modifications should include the posting on the CELTUA website of handouts from presenters' sessions alongside their podcasts, as that will help enhance the listeners'

understanding of the context in which the podcast was created. The biggest challenge, however, will continue to be publicizing the podcasts and encouraging instructors of all types to use this free service provided by the Center.

### *Final Thoughts to Consider*

A number of concerns must be taken into consideration when making the decision to create podcasts around faculty development topics. Furthermore, many questions remain pertaining to the pedagogy around the use of podcasts in higher education. I present some of them here.

1. Who is the intended audience? By taking the target audience into consideration, the Center can better understand the potential topics that might be relevant to faculty. For example, what topics are geared toward adjunct faculty versus full-time faculty? The intended audience may also assist in determining the appropriate formats of podcasts (audio only or audio and video).
2. What topics will be covered? A diverse list of topics can attract interest from a larger audience. Consider topics that involve classroom management, promotion and tenure, grading, students with disabilities, and the like. Additionally, if podcasts are being created from previously recorded seminars, it is important to ensure that the topics and presentations are appropriate to the format of the podcast. For example, a presentation that relies heavily on PowerPoint may not be appropriate for an audio-only podcast.
3. Do podcasts mark a particular institutional history and help future teachers join/add to the conversations about pedagogical matters?
4. Do podcasts help important pedagogical conversations to be carried out, and do they create room for new conversations about other matters to begin?

## **Conclusions**

To follow up on the status of the podcast project at Miami Univer-

sity, I engaged in a phone conversation with Cecilia Shore, Director of the Center for the Enhancement of Learning, Teaching, and University Assessment. The primary topic of our discussion revolved around the additional podcasts that were created beyond the pilot. In addition to the CELTUA seminars that have been recorded since December 2009, the Center has worked with undergraduate students to create a set of four podcasts revolving around the University's Top 25 Project, three interviews of instructors who had been nominated for teaching awards, as well as presentations offered by various departments around campus.

I also spoke to Dr. Shore about any additional issues or concerns regarding the future of the podcast initiative. There were concerns, for example, about the terminology, specifically about using the term "podcasts." This concern stems from a perceived meaning of the word "podcast," because podcasts are traditionally broadcast on a regular basis. I asked Dr. Shore if the Center had given any thought to producing "regular" podcasts. She responded that, due to the time commitments as well as the high priority of other projects, the Center is unable to commit to a regular podcast series, and for the time being it intends to produce selected episodes as they arise.

Dr. Shore was happy to report that the existing podcasts are being advertised not only to faculty and staff, but also to undergraduate students. This increased publicity is especially true with the episodes relating to the Top 25 Project, as undergraduate students can be directly impacted by the content in the series. In the future, Dr. Shore has hopes of increasing collaboration in the podcast initiative with other University offices, such as the Office of Disability Services and the Office of Community Engagement. In the words of Dr. Shore, the podcasts "have been and will continue to be an important method" of faculty and professional development at Miami University.

### Footnote

<sup>1</sup>An initiative established by the President of Miami University, "the TOP 25 Project aims to develop learning models that are inquiry driven, call for active learning, and place the student at the very center of the learning experience. Through redesign of high enrollment courses that are departmentally owned and operated, the project aims to create systemic change in undergraduate learning at Miami" (*The Top 25 Project*).

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Appendix  
**Post-Project Survey**  
**(a post-study survey administered online**  
**after the podcasts were completed)**

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**Consent to Participate in a Qualitative Research Study**

Title: Podcasting Initiative by the Center for the Enhancement of Learning, Teaching, and University Assessment

Investigators: Matthew Evins, Instructional Design and Technology Master's student, under the direction of Dr. James Swartz.

Description: In the efforts of reaching out to new faculty and offering new methods of faculty development, the Center for the Enhancement of Learning, Teaching, and University Assessment (CELTUA) has launched a podcast initiative. This project converted existing recorded seminars as well as new topics into short podcasts and made them available through the CELTUA website and the iTunes U service provided by Miami University. This survey is to gauge the use and impact of the podcast initiative.

As a participant in this study, you will be asked to complete a series of questions pertaining to your knowledge of and use of the podcast initiative, provided by CELTUA.

Risks and benefits: The benefits of participation include the determination of whether the podcast initiative has been used and is an effective tool in creating new faculty development opportunities. This usage survey will be voluntary and anonymous, also providing minimal risk to the participants.

The responses you provide today are being collected with online survey software that is designed to secure your data and provide you with confidentiality. Nevertheless, despite these safeguards, there is always a remote possibility of hacking or other security breaches that could compromise the confidentiality of the information you provide. Thus, you should remember that you are free to decline to answer any question that makes you uncomfortable for any reason.

Voluntary participation: Your participation in this research is completely voluntary. Participants will not be compensated for participating in this study.

Confidentiality: Survey results will remain anonymous and the information you provide will not be associated with your name, including the researcher. The results will be stored on a flash drive, which will be kept in a locked desk drawer at my home for a period of 6 months. No one will have access to the results at any point during the study.

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Appendix  
**Post-Project Survey**  
**(a post-study survey administered online**  
**after the podcasts were completed) (continued)**

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Right to withdraw: You are free to refuse to participate in this study or to withdraw from this study at any time. Your decision to withdraw will bring no negative consequences, no penalty to you.

Informed consent: By clicking the 'Next' button on this form I am hereby granting my consent for inclusion in this study. I am also verifying that I have read this Information Form for this project and am aware that my participation is voluntary. I am aware that I may decline to answer any questions, and I have been given the opportunity to ask any questions that I may have about the project. I am also verifying that I am at least 18 years of age or older.

If you do not consent in participating in this study, please close your browser window.

If you have questions about this research study, please contact Name/ phone/ e-mail of researchers. If you have questions about your rights as a participant in a research study, please contact the Office for the Advancement of Research at Miami University at 529-3600 and [humansubjects@muohio.edu](mailto:humansubjects@muohio.edu).

1. Since August 2009, have you accessed the iTunes U service provided by Miami University? (YES / NO)
  2. Have you listened to any of the seminar podcasts made available by CELTUA on either the CELTUA website or from iTunes U? (YES / NO)
  3. If you have accessed the podcasts on either the iTunes U service or the CELTUA website, which medium did you use to view the clips? (iPOD / SMARTPHONE / COMPUTER / OTHER MP3 DEVICE / OTHER / N/A)
  4. If you have accessed any of the CELTUA podcasts, please indicate what percentage of each of the podcasts you have listened to. (Matrix with each podcast title; 0-25%, 26-50%, 51-75%, 76-100%, None)
  5. If you have accessed the CELTUA podcasts, please indicate what, if anything, you were doing when listening to the audio. (NOTHING / WATCHING TELEVISION / CHECKING E-MAIL / FACEBOOK OR OTHER SOCIAL NETWORKS / INSTANT MESSAGING / OTHER)
  6. Were the podcasts easy to listen to / audible? (YES / NO)
  7. Did the musical excerpt provide for a nice introduction? (YES / NO)
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8. For the seminar podcasts, was the vocal introduction explaining the podcast help in understanding the context in which the recording was taken? (YES / NO)
  9. Were the volume levels even between the musical intro, the vocal intro and the seminar topic? (Was one louder or quieter than the others?) (YES / NO)
  10. Is there an adequate variety of podcast topics provided by CELTUA? (YES / NO)
  11. Are the topics that have been offered thus far been relevant to your professional development and use in your classroom? (YES / NO)
  12. What other topics on student learning / faculty development / assessment would you like to see created into podcasts? (OPEN-ENDED QUESTION)
  13. Would you recommend the CELTUA podcasts to a colleague? (YES / NO)
  14. Would you continue to listen to the CELTUA podcasts if they continue to be created? (YES / NO)
- Additional Comments? (OPEN-ENDED QUESTION)
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