


LISTEN AND LEARN:  
PODCASTING FOR  
CONTENT DELIVERY  
IN HYBRID/ONLINE  
CLASSES

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A night sky filled with stars, framed by the silhouettes of evergreen trees. The trees are illuminated from below, creating a warm, golden glow against the dark blue night sky. The stars are scattered across the sky, with a few brighter ones standing out.

I am a visitor on Tk'emlups te Secwepemc territory within the unceded traditional lands of Secwepemcúl'ecw (Secwepemc Nation), where learning has taken place since time immemorial.

WELCOME!



Tell me about what brought you to this session today.



What are your favourite podcasts to listen to? When do you listen?

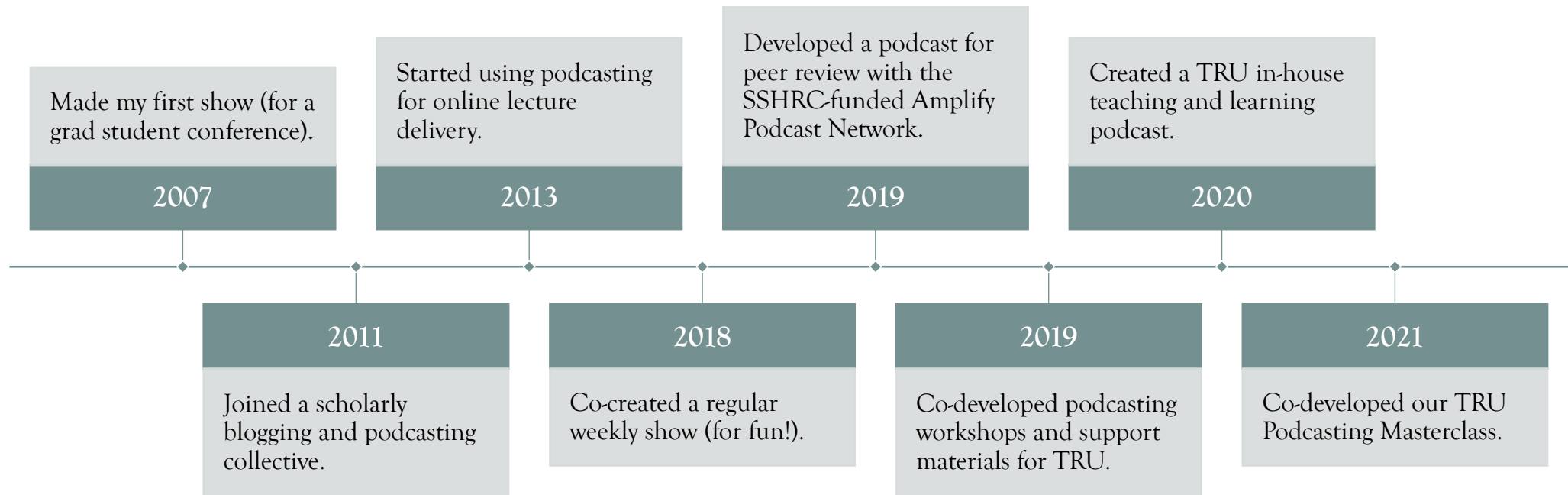


In what ways do you think you might use podcasting?

## ABOUT ME

- Nine years as English faculty before transitioning to faculty support.
- I get to help people use podcasting to tell their teaching and research stories.
- I am a podcast fanatic and I listen to about forty podcasts a week!
- The last five podcasts I listened to were: **Red Flags Pod** (Formula 1 racing news), **Commotion** (pop culture news), **Scamfluencers** (white collar true crime deep dives), **Citation Needed** (media criticism), and **Canadaland** (media criticism).
- I listen while I do housework; answer emails; exercise, fall asleep.

# MY PODCASTING STORY





# TODAY'S AGENDA

- Nuts and bolts of podcasting.
- Collecting and finding audio.  
**Time to play!**
- Introduction to audio editing.  
**Time to play!**
- Using the OpenETC for  
podcast distribution.
- Classroom practice with audio.
- Questions!

SO, LIKE,  
WHAT IS A  
PODCAST?

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Audio file (with supplements like transcripts, show notes, etc).

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Typically offered as a series to which people can subscribe (the “cast” piece).

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Can be fixed-length or ongoing.

# WHY PODCASTING?

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Open knowledge mobilization opportunity controlled by you.

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Connect with people beyond your discipline or institution.

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Intimate, involved mode of storytelling.

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Portable, accessible, and engaging.

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Low barrier to entry (though like anything: easy to do, hard to do well).



# CULTURAL CONVENTIONS OF PODCASTING

## Intimate

- meet people in their private spaces.

## Collaborative

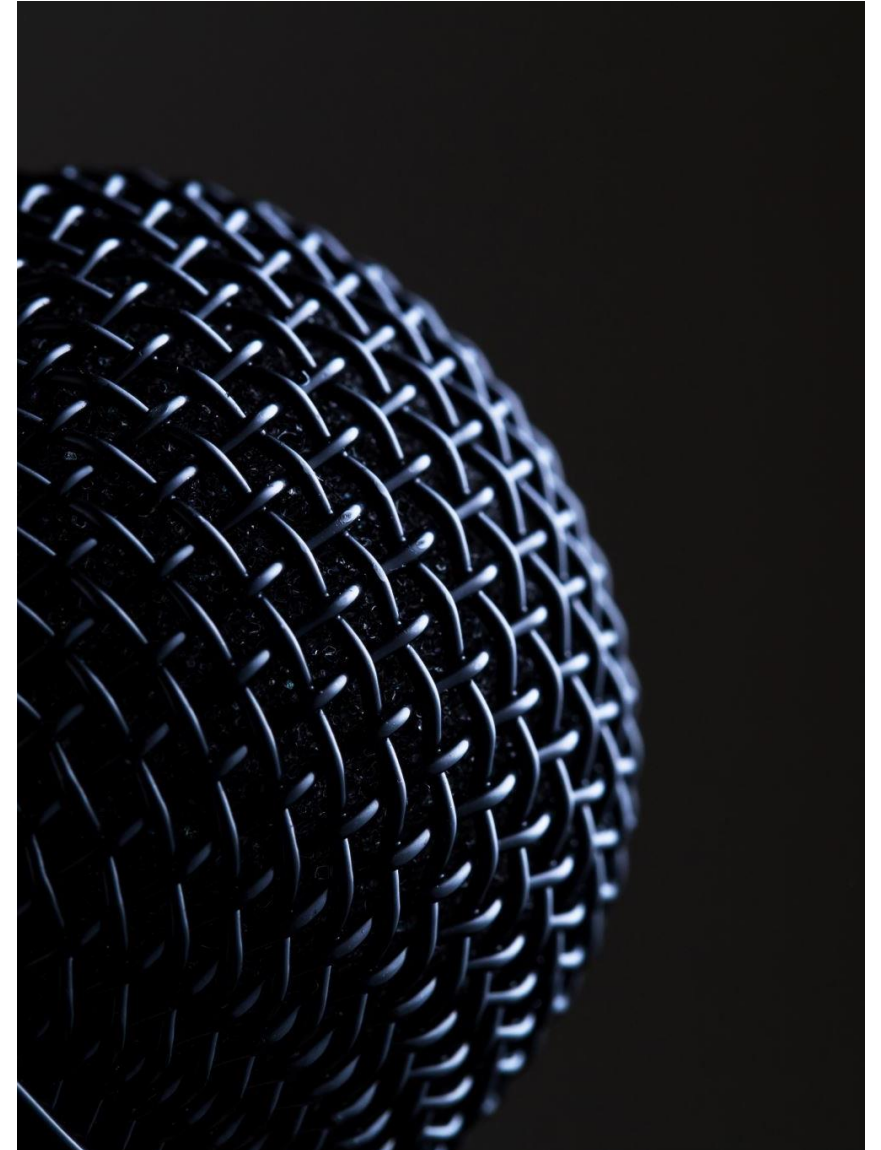
- invite a community to contribute.

## DIY

- learn to produce your own audio and maintain control over the finished product.

# WHAT YOU NEED TO GET STARTED

- A microphone (or more than one for interviews).
- Good headphones (to isolate sound).
- A recording platform (your computer or a device).
- Editing software (Audacity, Garageband, Hindenburg).
- And...
  - A quiet place to record.
  - A plan!



# SETUP TIPS



Select the microphone in your recording app.



Keep microphone close but not too close.



Listen to the space (near sounds and far).



Listen to a test recording.

# WE'RE GOING TO TAKE TEN MINUTES TO COLLECT SOME AUDIO NOW. YOU CAN...



... record your voice onto your phone's voice memo app, an app on your computer, or into a browser app like Rev.



... use your phone or another mic to record a sound in your environment.



... go exploring for openly licensed audio files at [freesound.org](https://freesound.org) or [freemusicarchive.com](https://freemusicarchive.com) (accounts are required) or Wikimedia Commons.

LET'S CHECK OUT WAVACITY  
AND PLAY WITH AUDIO  
EDITING

<https://wavacity.com/>



## BUT WHAT ABOUT DISTRIBUTION?

You can DIY your podcast distribution at the  
OpenETC!

## CLASSROOM PRACTICES WITH AUDIO

Podcasting your course content for flipped classroom design.

Podcast assignments for group projects.

- Creative: interview the characters from a novel or historical figures.
- Community resource: interview people working in the field; create a documentary about a social issue.

Audio files for feedback.

# AUDIO AND SOCIAL PRESENCE

- From the registration questions: “I would like to hear about the role of the facilitator in using different technologies - how do we foster social presence with each new tool?”
- Audio has the capacity to be human-scale and humanizing.
- Meet learners in very different spaces/places than the classroom.
- Audio as intimate (parasocial relationships).







## ACCESSIBILITY REMINDER!

- Transcribed audio is added accessibility for Deaf and Hard of Hearing learners, those with audio processing difficulties, those for whom English is an acquired language, and for those who simply prefer text.
- If your institution uses Kaltura, you can use its auto-captioning function to generate transcripts ready to edit.
- For large, funded projects, consider an organization like Academic Audio Transcription.

THANK YOU FOR  
YOUR TIME TODAY.  
I CAN'T WAIT TO  
HEAR WHERE AUDIO  
TAKES YOU!

We can use the rest of our time together  
for questions and discussion.

Follow-up: [bgray@tru.ca](mailto:bgray@tru.ca)

