

## How might you use podcasts in a course?

Bring pre-produced podcasts into the classroom or coursework

- Assign episodes of a podcast as you would chapters in a text
  - See the online French curriculum developed by the Dept. of French and Italian at the University of Texas  
<http://www.laits.utexas.edu/fi/>
- Play excerpts of podcasts as supplements to a lecture
- Bring in “virtual” experts via audio or video
- Assign narrated e-books as a supplement to readings

Student-produced podcasts

- Student reports  
For examples, see
  - The University of Vermont's English 005: The Great White North  
<http://pwmartin.blog.uvm.edu/005/>
  - The University of Minnesota-Twin cities' World History since 1500  
<http://blog.lib.umn.edu/arend011/pst1251/>
- Language pronunciation practice
- Students explain or teach a concept, or detail problem-solving methods
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  - University of Washington-Bothell's Calculus I course,  
<http://courses.washington.edu/cusp124/stiber/podcasts.shtml>
- Students summarize readings or lectures as a study aid to other students
- Students produce a project as a service-learning or public engagement activity
  - See Marymount Manhattan college's Organizational Communication project, “Art Mobs”  
[http://mod.blogs.com/art\\_mobs/](http://mod.blogs.com/art_mobs/)

Instructor-produced podcasts

- Produce multi-media podcasts as supplements to course units or topics
- Use podcasts to provide feedback on work to students
- Create lab demonstrations or screen casts as study aids
- Create short overviews of lectures for preview and review by students
  - For an example, see The University of Connecticut's General Psychology, <http://icube.unconn.edu/precasts.html>