

Can you hear me now?

Audio Enhancing Your Courses

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Can You Hear Me Now? Audio Enhancing Your Courses

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Agenda

- Podcasting overview
 - Uses and benefits
 - Examples
 - Demo
- Voice Over IP (VoIP) overview
 - Uses and benefits
 - Examples
 - Demo
- Q and A

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2

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MP3 Players



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3

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Podcast Audience*

- 53% of podcast listeners are under 35
- Students are 23% of podcast audience
- Approximately 27 million have listened to podcasts
- Podcast listeners spend over 16 hours per week online

*Statistics from Edison Media Research

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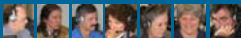
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Podcast Defined

- File (usually audio or video) placed on Internet
- Term may be combination of **iPod** and **broadcast**
- Or, **P**rogram **O**n **D**emand
- Vodcast → **V**ideo **O**n **D**emand
- Automatic updates to users via a “**feed**”

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5

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Podcast Definition



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Low Tech Equipment

- Microphone or digital voice recorder
- **Free** recording and editing software
 - Audacity (Windows)
 - Garageband (Mac)
- **Free** conversion / compression software
 - iTunes - <http://www.apple.com/itunes/>
 - Jodix – <http://www.wma-mp3.org>

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Digital Voice Recorders



- 8 hours of high quality recording
- USB connection
- convert to MP3
- \$60 - \$100 price range

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8

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High Tech Equipment



- Podcasting "kits"
 - USB audio mixer
 - **Condenser** or **dynamic** microphones
 - Headphones to monitor volumes
 - Sound studio software
- \$250 approximately

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9

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Podcast Uses

- To **distribute mini** or **full lectures**
 - full lectures hard to navigate
- To **provide short content reviews** and **practice exercises** (foreign language, music, esl, poetry, drama)
- To **interview** experts/people of interest to students

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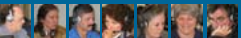
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Podcast Uses Con't

- To make **class announcements** to online students
- To share **industry news**
- To **record sounds** important to an occupation
 - heart beats for nurses
 - engine or brake sounds for mechanics
- To **engage** students in projects

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Podcast Benefits

- Allows **visually impaired or dyslexic students** to get course content
- Appeals to **auditory learners**
- **Borderless classroom** – take content anywhere / repeat as desired

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12

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Podcast Benefits Con't

- **Time-shifting of content** – listen when it is convenient
- **24/7 availability**
- Support **tech savvy students** information needs and style

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13

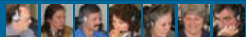
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Podcasting @ U of Washington*

- Students used podcasts to
 - study for exams
 - clarify / expand lecture notes
 - make up for missed class
- Class attendance did not decline
- Podcasts accessed on computers more than MP3 players
- Class discussion, visuals missed

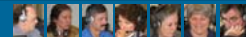
*Podcasting at the UW: An Evaluation of Current Use (Jan 2006)

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UW Recommendations

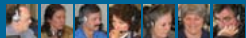
- provide audio “roadmap” of lecture
 - announce outline of lecture and transitions to new topics
- post course materials online
 - PowerPoint slides to view while listening
 - reference slide numbers if using PowerPoint

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UW Recommendations

- repeat student questions before answering
- podcast lectures can free class time for active learning
- give students podcasting projects
 - creates “peer effect”
 - student work improves due to expanded audience

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1st Best Practice for Instructional Podcasting*

- **Appropriate length**
 - between 2 - 10 minutes
 - chunk content if necessary
 - too short – perceived as a waste of time
 - too long – interest lost before podcast is finished

*Source: Rob Reynolds from www.Xplanazine.com

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2nd Best Practice for Instructional Podcasting*

- Use **informal tone and high energy**
 - helps keep students engaged
- Avoid formal presentation style
 - don't make podcast sound boring
 - include “bumper” music to add interest

*Source: Rob Reynolds from www.Xplanazine.com

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3rd Best Practice for Instructional Podcasting*

- Important to **include context and review**
 - begin with clear context for info being presented
 - end with review of most important things to remember

*Source: Rob Reynolds from www.Xplanazine.com

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4th Best Practice for Instructional Podcasting*

- Include **options for different learning style preferences**
 - offer optional transcripts and/or images
 - transcripts essential for accessibility

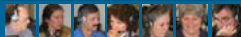
*Source: Rob Reynolds from www.Xplanazine.com

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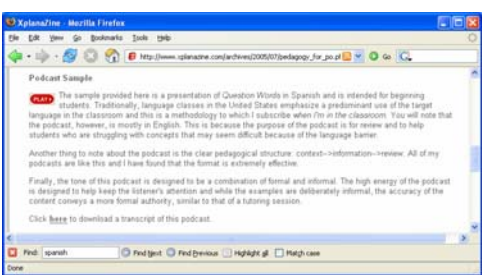
5th Best Practice for Instructional Podcasting*


- Include **flexible delivery options**
 - make available through more than one subscription method (iTunes, RSS, Blog, etc.)
 - create an archive of all episodes

*Source: Rob Reynolds from www.Xplanazine.com

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Question Words in Spanish



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IT 111 Podcast




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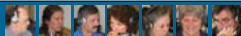
dansmathcast



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Psychology Interview



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PVCC Student Life Podcasts



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26

Grammar Girl

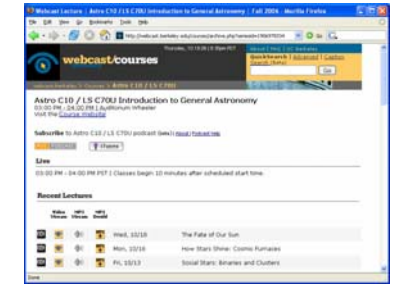


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27

webcast.berkeley



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28

TED TALKS



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29

World Beyond the Headlines



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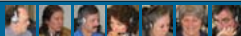


30

Demo

- I record and edit with **Audacity**
- I always use a script (becomes the transcript)
- I always add “legal” music
 - <http://www.royaltyfreemusic.com>
- I post podcast, transcript, “show notes” and images to blog
- I use Feedburner (free) for RSS feed

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31

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Voice Over IP

- Voice conversations sent over Internet instead of phone lines
- Use computer as a phone
- Several choices for free VoIP software
 - Skype
 - Gizmo Project
 - Google Talk

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Minimum Equipment



- Microphone
 - headset with mic
 - USB or standard jacks
- \$35 or less


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Skype (Free*)




***When calling computer to computer**

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Gizmo Project (Free*)




***When calling computer to computer**


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Google Talk *



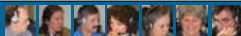
***Free but must have Gmail account**

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VoIP Uses

- **Communicate** with online students (answer questions/solve problems)
- **Hold office hours** with conference call feature
- **Leave voicemail messages** with feedback on assignments/homework

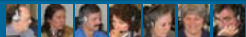
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VoIP Uses

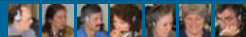
- **Record student calls** (with permission) to develop audio FAQs
- **Collaborate** with coworkers
 - work online together to plan a project, review a document, etc.
- **Record interviews** for podcasts

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VoIP Benefits



- **Provide** “just-in-time” support
 - few students used Gizmo
 - more important for teacher
- **Reduce** time spent typing email
- **Multitask** without getting a stiff neck

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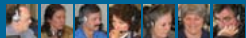
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Examples

- Student question answered*
- Podcast interview*

*Recorded and used with permission.

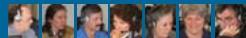
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Q and A

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Workshops Web Site
<http://faculty.seattlecolleges.edu/jkent/workshops/>

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