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Content in Your Pocket

Scientists are studying locusts and their uncanny ability to avoid car windscreens and using that science to build collision-avoidance systems for humans. This according to a podcast from BBC's Naked Scientists (www.thenakedscientists.com).

In Chris Hoovler's year six podcast, originating from Freedom Middle School in the USA, there's a secret word hidden on the school's website. If you listen to the band podcast featuring the school's students playing at their best, you'll get the word. Give the secret word to the teacher before homeroom and earn a prize. The students sound great and I spent 10 minutes looking for the secret word—and finding out more about their very cool school (www.myfreedomband.org).

Zebras don't get ulcers. Stanford University's Dr Robert Sapolsky points out that zebras don't get ulcers, but they get lots of other things like nasty intestinal disorders. People get more odd maladies and unlike what our ancestors experienced, our diseases slowly build up over time. In a very compelling lecture originally delivered to a group of senior citizens, Dr Sapolsky tells us that lots of our problems today are caused or exacerbated by stress (http://itunes.stanford.edu).

Don't rely on the films that have been shown continuously in classrooms since 1962. Host Dan Schmit, from the College of Education at the University of Nebraska in Lincoln, encourages teachers to download and sample podcasts to spice things up. Dan runs marathons and has created "sound-seeing tour" podcasts, recorded using his mobile phone during races. On the podcast website (www.intelligenic.com/blog/), he supports the community with fundraising for the Leukemia and Lymphoma Society.

What is Podcasting?

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The Podcast Attraction

Students love podcasts because podcasts are:

- available anytime, even on the way to the shops
- more compelling than some of the other classroom activities
- great for people who learn better by listening
- > easy to access
- > changing all the time
- > easy to create and post

Podcasting is the ability to create or listen to audio or video content, called a podcast, via the web, either live or downloaded for later viewing/listening on your desktop, laptop computer, or on a mobile device like a smartphone or many MP3 players like the Apple iPod. Podcasting has been around in one form or another since 2004, when podcasts were audio-only and tough to find on the Internet. In June of 2005, podcasting jumped from relative obscurity into "the next big thing" when Apple released iTunes (v4.9) which offered fully integrated podcast support. The word "podcast" was even selected by the editors of the New Oxford American Dictionary as the Word of the Year for 2005. Overnight, finding the content and getting it on your listening device became as easy as finding the next song from U2.

Downloading a podcast is different from downloading regular audio and video files from a website because, in general, the content is routinely or regularly updated, and you can receive new content via subscription. Wikipedia provides a thorough discussion of podcasting (http://en.wikipedia.org/wiki/Podcast).

Besides the introduction of Apple's easy-to-use tools, there was also a sudden explosion in broadband connectivity, storage space and computer memory. Downloading media-rich content became the rule instead of the exception and people began to post movies and audio files all over the web. It was just a matter of time before podcasting really caught on.

Jump ahead to today and welcome the world of *time-shifted content*. Thousands of podcasts are available via the Internet, easy to find and ready to listen to whenever you need them. For students and teachers, this means you can build libraries of content and have them ready for storage, or produce your own podcasts for parents, other students or your community.

As with most technologies, especially the fun ones, you and your students have the option of moving across the spectrum of use of the technology from content consumers (those who listen to podcast content) to content producers (those who produce and distribute their own podcasts). As you learn more about podcasting, you will probably reach a point where you want to create your own. Not only because it's fun, but because it opens so many more doors to creatively enhancing your curriculum. It also speaks to other learning styles.

Podcasting offers options for learners with diverse learning needs and many learning styles. If the podcast is a video podcast, it offers the visual learner an option for review and reflection. The auditory learner can play and replay content indefinitely. The kinesthetic learner can play the time-shifted content outside of school when movement is free. Podcasts can be a boon to those working with students who have special learning needs too. Podcasts offer another alternative to engage the digital student.

The advances in technology and consumer bandwidth have also created opportunities for more mediarich content like video. Video podcasts, also called *vodcasts*, are becoming more prevalent. While this book focuses primarily on podcasts, most of the information presented about classroom use is applicable to vodcasts.

One common misconception is that you must have a mobile MP3 player (like an iPod) to listen to a podcast. Not true. All you need is a computer and access to the Internet. Many people listen to podcasts on their desktop or laptop computer.

Getting Started

The best way to start your podcast experience is to kick back and listen to a few. This book offers quite a few teacher-tested sites to get you started. If you want to try a sample before you move on to learn more about podcasting, just skip ahead a few chapters and find a podcast you like. Each podcast in the directory features a website you can visit, then click a link to listen to the podcast using your browser or download to your favourite mobile device. It's easy. Really.

Listening to an audio podcast is a lot like listening to your car radio. You just need to know how to tune in all the content out there.

The steps to getting a podcast from the provider to your eyes and ears are really quite simple. Here's a summary:



CHAPTER 3

Evaluating Podcasts for Classroom Use

s with any content you and your students find on the web, some podcasts are more useful and 🗖 appropriate for your classroom than others. It makes sense to give some thought to how you and your students will make that distinction and how you'll evaluate podcasts created by your class.

This chapter presents several ideas for examining and evaluating podcasts across the curriculum, including some teacher-tested rubrics. Based on experience, the process of reviewing podcasts can be educational and a lot of fun.