

Pause, Rewind, Repeat: Podcasts as A Dynamic and Versatile Learning Tool

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Abstract

This paper investigates the various ways in which a podcast can be employed as an effective pedagogical tool. Much of the literature in this area considers both the potential benefits and challenges of using podcasts in the context of using a podcast for student learning. This paper examines the way in which podcasts can also be used as student learning, considering student generated content, storytelling, and audience engagement. Focusing on an employability podcast called Legal Directions as an example, this paper scrutinizes its transformation from a podcast listened to by students to a podcast created by students. Over a period of 18 months the project-leader collaborated with five groups of students, observing their interactions and performance as they hosted episodes of this podcast. Through this observational approach, the project-leader was able to reflect on the students' collaborative processes, communication, and problem-solving strategies. It became clear that by utilizing podcasts in this way, students not only develop their organizational, communication and entrepreneurial skills but also increase their confidence in connecting with employers and disseminating knowledge to other students. The Legal Directions project has been used as a template to assist other departments within the University of Liverpool in developing pedagogical tools to support students in improving their employability skills.

Keywords: Collaborative Learning; Employability Skills; Higher Education; Storytelling; Student Generated Content