

Podcasting in a Writing Class? Considering the Possibilities

Episode 6: Tip, Resources, and Conclusion

By Jennifer L. Bowie

Transcript of the Podcast

<http://kairos.technorhetoric.net/16.2/praxis/bowie/episode6.html>

Welcome to “Podcasting in a Writing Class? Considering the Possibilities” a multimodal project exploring podcasting as a part of a writing class. You are listening to Episodes 6: “Tip, Resources, and Conclusion.” This is a six episode podcast series with an interconnected webtext published in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. A full transcript of each episode is available on the website.

I am Dr. Jennifer L. Bowie, your host for this series and a Senior Usability Research Analyst for The Home Depot website. I am also a podcaster, with a variety of podcasts including *Screen Space*: A podcast about creating usable, accessible, effective, and efficient web, blog, and digital media design for the everyday (and non-expert) designer. This article draws from my experience as an Assistant Professor at Georgia State University. Inside and outside the academy, I teach and research podcasting, digital media, writing, usability, and rhetoric.

In this episode, I will first present a quick tip, then introduce resources for incorporating podcasts, and conclude the series. Without further ado, let us begin Episodes 6: “Tip, Resources, and Conclusion.”

[Musical transition]

A Quick Tip

Before I close this podcast article, I have one quick tip for teachers considering adding podcasts to their writing classrooms. The tip is simple: consider asking a local podcaster to come in and speak to your class. I have done this each semester I have taught podcasting and it has worked out very well. Students love the “real” podcaster and often end up quite excited about podcasting afterwards. Each semester I have received thanks

for this immediately after the guest visited, in my end-of-semester evaluations, and in emails after that class period and at the end of the semester. This seems to make podcasts seem more real and legitimate to them and less like yet another assignment. Many podcasters I have worked with or interviewed enjoy talking about podcasting to others. Also, most podcasters seem to just love talking, which makes sense since they podcast. Many podcasters are very enthusiastic and fully believe “everyone” should podcast and this enthusiasm is contagious. Since there are many podcasters out there, finding a local should be fairly easy. Check if your area has a podcamp or if there is a local podcast meetup and consider asking presenters or those who attend the meetup. See if there are local media conferences or science fiction/fantasy conventions, which often have new media and podcasting tracks. If local businesses or organizations have podcasts, consider asking those podcasters. Many universities have non-class podcasts, for alumni for instance, and thus you could possibly even find podcasters at your university. If you know a non-local podcaster they may know some podcasters local to you. Or you could even ask if a non-local podcaster will be in your area and willing to speak. I highly recommend asking a podcaster or two to come in and talk to your writing class. You could even record it and put it online as a podcast for your students to refer to. Chances are the podcaster may record it anyway to possibly podcast it. We tend to do that.

[Musical transition]

Resources

On the webtext component of this multimodal text I have several resources available to aid with the development of incorporating podcasts into your writing classroom:

Recommended externally-produced podcasts: These are podcasts I have successfully used in some way in my classes. I also offer ways to find more.

Music resources: Since I have begun teaching and producing my own podcasts I have developed a list of good Creative Commons podsafesafe music resources. This can be helpful for your students or **your** own use.

Podcast tutorials: I have a list of podcasts, books, websites, and white papers on how to make a podcast.

Recommended texts: I have included a list of recommended texts to use in your classes for teaching podcasting. I have also included a list of peer reviewed articles for reference or for use in **graduate** classes.

These resources should help you get started.

[Musical transition]

Conclusion

Podcasting is certainly a media we should consider teaching in our writing classrooms. While there are digital divide and technological literacy concerns, many of these can be overcome with thoughtful planning, and in some cases podcasts may be more advantageous than other options. Any of the main types of podcasts can easily be incorporated into our classrooms: from teacher- and student-produced podcasts to externally-produced podcasts. Many writing and composition teachers will likely want to include podcasts in richer and more meaningful ways than having **students** simply listen to others' podcasts, so I have included several possible podcast assignments for student-produced podcasts. Many of these assignments I have tried and loved teaching in my own classes, such as the Week in Review, and I have included some samples in Episodes 2–5 to illustrate some of the possibilities. If you are considering incorporating podcasts, do not forget my quick tip—invite a podcaster to speak in your class. As a podcaster, researcher of podcasting, and a writing teacher, I highly recommend integrating podcasts into our writing classrooms, especially our digital writing **classrooms**. As I discuss in the companion piece, “Rhetorical Roots and New Media Future,” I have found that students who podcast reconsider the five rhetorical canons and other rhetorical concepts in new ways and often end up not only creating rhetorically savvy podcasts, but also improving their writing skills in a variety of media. Podcasting is a great fit in our digital writing classrooms.

[Musical transition]

Thanks for listening to Episode 6: “Tip, Resources, and Conclusion” in the multimodal text “Podcasting in a Writing Class? Considering the Possibilities.” If you have not already, tune in to the earlier episodes where I cover everything from advantages of podcasts to several assignments. This concludes this podcast article.

Do check out the companion piece, “Rhetorical Roots and Media Future: How Podcasting Fits into the Computers and Writing Classroom,” on [Kairos](#) where I discuss how I have seen students apply and reconsider the five canons along with audience, purpose, context, and tone in new and ancient ways and how this has impacted their other writing favorably. I also provide an extended definition of podcasting and a literature review of podcasting in educational areas.

This multimodal text was published in [Kairos: A Journal of Rhetoric, Technology, and Pedagogy](#). Please check out the full webtext on *Kairos*. Full reference information, transcript, and links are available in the webtext and also in the lyrics field of the MP3. The music used in this podcast is “6” off *Ghosts I* by Nine Inch Nails, which is available under an [Attribution-Noncommercial-Share Alike Creative Commons License](#).

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Thanks for listening!

[Music fadeout]

Album Art

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