



Centre for Decent
Work and Industry

Creating Industry Podcasts for Authentic Management Learning

Dr. Penny Williams

Dr. Jannine Williams

Dr. Melinda Laundon

Laura Peachey Burgess



SUSTAINABLE
TRANSITIONS



WORK &
EMPLOYMENT



RESPONSIBLE
GOVERNANCE

Preface

This Educational Podcasts Guide and the supporting templates have been developed by Dr Jannine Williams, Dr Penny Williams, Dr Melinda Laundon and Laura Peachey Burgess from Queensland University of Technology (QUT) who were awarded the Promoting Excellence in Learning and Teaching Grant by the Australian and New Zealand Academy of Management (ANZAM) in December 2020.

This Guide has been developed following a one year project in which the authors created a series of podcasts with industry professionals to support the learning of management students undertaking a Graduate Certificate or Master qualification in Human Resource Management at QUT. The Guide and associated templates and resources are based on a review of podcast literature and the practical experiences and reflections of the research team. More than step by step instructions or a summary of research and pedagogy, the Guide draws from recent experience in creating a successful podcast series, to provide checklists, templates and tips that users can adapt and tailor for their own needs.

Podcasts are growing in popularity, and are now frequently available to practicing managers, human resource professionals and the general public through social media outlets such as LinkedIn. While podcasts have been used as an educational tool for many years, much of the research and existing resources for podcasting in higher education are however tailored toward health disciplines. Only a few studies have explored podcasts for business students, and while these have reported positive student learning outcomes, there is little guidance available on how to develop educational podcasts for management students. This Guide is designed specifically for management educators who wish to create authentic learning resources for students studying subjects such as human resource management, marketing, international business, employee relations, strategy, finance or management. Podcasts, as described in this Guide, provide a unique opportunity to engage in direct, timely conversations with industry professionals and create a flexible authentic learning resource that can be used in the classroom, as an asynchronous resource and for many pedagogical purposes. While the Guide is aimed at management educators, anyone who is interested in creating podcasts is likely to find the contents useful.

This document has been made accessible for low vision users and people who identify as having a disability. People with low vision and many with an identified disability rely upon assistive technologies to access written material (Çakir, 2016). Screen readers are a tool that allows those who require aid to listen to a PDF document or web page read aloud (Browder, 2018). If a document is not correctly structured, people using a screen reader will find it difficult to interact with the document and understand its content (Nganji, 2015). The Disability Discrimination Act (1992) and Disability Discrimination Amendment (Education Standards) Act 2005 require institutions to take reasonable steps to ensure students can access and participate in educational provision. This includes teaching materials, course delivery modes and learning activities. We aimed to embed the same principles in this report. Instructions on replicating the steps used in making this report accessible using Adobe InDesign and Adobe Acrobat can be found in Section 1 of the Podcast Resources.

We wish to acknowledge David Concannon, AHRI QLD State Councillor and Head of People, Strategy and Insights, Employer Branding Australia and Dr Fiona Robson, Head of Discipline for Business and Management, AFG College with the University of Aberdeen for their feedback on an early draft of the report. Their insights were valuable in providing industry and academic perspectives.

Published by Australian and New Zealand Academy of Management, ANZAM Academy Office, QUT, Email: anzam@anzam.org

Authors: Penny Williams, Jannine Williams, Melinda Laundon, Laura Peachey Burgess
“Creating Industry Podcasts for Authentic Management Learning” Date: November 2021.

All right reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic or mechanical, photocopying, recording or otherwise without the prior permission of the copyright owner. Copyright rests with the individual authors.

Contents

- Preface..... 2**
- Introduction 5**
- Section 1 – Pedagogical Podcasting..... 7**
 - 1.1 What is a podcast and why use them in management education?..... 8
 - 1.2 Podcast Types..... 11
- Section 2 - Creating Industry Podcasts 13**
 - 2.1 A Case Example..... 14
 - 2.2 The Approach..... 16
 - 2.2.1 Constructively Align Podcast 17
 - 2.2.2 Develop a Podcast Plan 19
 - 2.2.3 Identify and Invite Podcast Participants 23
 - 2.2.4 Construct the Podcast..... 26
 - 2.2.5 Post Podcast 29
 - 2.2.6 Podcasts Go Live 33
 - 2.2.7 Future Relationship Development 35
- References..... 36**

Introduction

Connecting university students with industry professionals by inviting them to give presentations, guest lectures, or participate in other classroom-based activities, has increasingly been used by universities as a way of providing students with authentic learning experiences designed to improve student outcomes (Cho et al., 2017; Herrington et al., 2014; Villarroel et al., 2018). By engaging with industry face to face, students can learn directly from the knowledge and experiences they share and deepen their understanding of the application of theory in practice. Industry engagement in student learning has additional benefits for universities by developing and solidifying industry relationships that may lead to research opportunities and potential funding sources.

The rapid transition to online learning driven by the COVID-19 pandemic created an immediate need to design, develop, and implement online learning resources for students. The move to online however also changed the ways in which academics and students could develop relationships with industry and introduce industry practitioners into the classroom to provide authentic learning experiences.

Whilst initially conceived as a solution to support access to industry expertise as asynchronous learning, podcasts also provide one mechanism to respond to the pandemic dilemma. By creating digital podcasts, university educators have the opportunity to incorporate new media technologies into their teaching practice, engage industry professionals in conversations that explore their real world practice, and create an enduring authentic learning experience for students.

Podcast interviews with industry professionals provide engaging, low-cost asynchronous resources created specifically for online teaching that can support authentic learning and remain available for students to refer to again. When done well, podcasts can improve student engagement and authentic learning (Cho et al., 2017; Hargis et al., 2008).

There is, however, little practical information available to business and management educators on how to recruit industry professionals to participate in podcasts, how to structure and create educational podcasts specific to management learning, or how to embed podcasts in curriculum design.

Having just spent a year creating a series of educational podcasts with HR professionals from industry, the authors have created this Educational Podcasts Guide (the Guide) and associated resources, to assist management educators to develop podcasts for authentic online learning.

The Guide is presented in two sections. The first section provides an introduction to podcasting as a pedagogical tool, explaining what a podcast is and why to use them in higher education. We explore when and how podcasts can be used by management educators and the different types of podcasts that can be developed. The second section summarises the work of the project team in developing podcasts with human resource management and people professionals. We present the approach to our project; our reflections and learnings and we summarise preliminary findings from interviews with podcast participants and students who listened to the podcasts. Supplementary materials are also provided in a separate document to guide you in developing your own podcast series, including practical templates, checklists and tools. These resources are designed to be adapted for your own purposes.

01

Pedagogical Podcasing

Section 1 – Pedagogical Podcasting

Co-creating effective educational podcasts with industry professionals first requires an understanding of podcasts as a pedagogical tool. In this section we examine the factors that influence the effective use of podcasts in higher education (Merhi, 2015) and investigate the options for developing, co-creating and integrating podcasts for learning from a pedagogical perspective (Edirisingha et al., 2008; Sheridan-Ross et al., 2008).

1.1 What is a podcast and why use them in management education?

Originally web-based radio broadcasts that could be downloaded to an iPod (hence the term podcast) or computer, podcasts are digital media files that can be listened to online or downloaded on demand by listeners using RSS (Really Simple Syndication) technology (Almeida-Aguiar & Carvalho, 2016; Peoples & Tilley, 2011). Podcasts are usually exclusively audio (mp3) files but can also include video (mp4), known as vodcasts (Almeida-Aguiar & Carvalho, 2016; Peoples & Tilley, 2011). This Guide focusses on the creation of audio-only podcasts.

Audio is known to influence cognition and motivation, and contribute to a sense of social presence and community (Almeida-Aguiar & Carvalho, 2016; Seitzinger, 2006), and the usually short duration of podcasts aligns well with the attention span of the typical adult learner (Kaplan et al., 2020). Podcasts have been used in higher education in various ways, including as a supplement to existing course material (Bamanger & Alhassan, 2015; Hill et al., 2014); to support delivery of a flipped classroom environment (Pralash, Muthuraman, & Anand, 2017); as an alternative to written learning materials (Knight, 2010) or traditional lectures (Moss, O'Connor, & White, 2010); and as student-led or project activities (e.g., for assessment) (Abdous, Facer, Yen, 2015; Carvalho & Aguiar, 2009). Podcasts have also been used to provide feedback to students or summaries of course content or relevant information (Drew, 2017).

Podcasting can be a useful tool for management educators and for students. Like traditional lectures, podcasts deliver didactic content to learners, however podcasts offer other features that contribute to learner engagement (Kaplan et al., 2020). For example, several studies have demonstrated that podcasts can support students' interest in, understanding, and revision of course content (Allen, 2019; Collier-reed et al, 2013; Popova et al, 2014). The on-demand accessibility of podcasts gives

learners both flexibility and control of the learning experience, enabling them to engage with content when, where and how they choose (Drew, 2017; McLoughlin & Lee, 2007), and pause or replay content to aid comprehension and review material at any time (Carvalho et al., 2009; Kaplan-Leiserson, 2005). This may be particularly helpful in providing resources that meet students' varying learning approaches and requirements. When supported with written and/or visual course materials, podcasts can help accommodate the varied learning preferences of adult learners, and provide an auditory learning resource for individuals learning in a second language (Carvalho et al., 2008). To access podcasts, students rarely need to access any specialist equipment or expensive resources such as textbooks. These aspects can make podcasts an inclusive learning resource.

For educators, podcasting offers many benefits. Firstly, once created, podcasts are a relatively enduring resource that can be multi-purposed and re-used over time. This makes podcasting both time and cost-effective, and as this Guide shows, podcasts can be created with relative ease. This Guide focusses specifically on podcasts that feature conversations with professionals from industry because this type of podcast offers additional benefits. Industry podcasts can uniquely link subject topics and theory to industry practice and experience, illustrating course concepts with examples that bring workplace 'reality into the classroom' (Teckchandani & Obstfeld, 2017, p. 29). By sharing their experiences, industry representatives can directly influence the development of future professionals in their field and tangibly demonstrate a contribution to their profession. This may in turn improve their own professional profile and the profile of their organisation/ employer. There may be employer branding and recruitment benefits for industry, including access to a potential (current or future) talent pool in the students who are listening to the podcast. Indeed, in the experience of this project, industry participants sought to promote employment opportunities by providing students with links to their organisation's website career pages in the podcast profile information as well as other resources such as monthly events for people professionals or industry reports.

Podcasting is also a time efficient way for industry partners to engage with students. Rather than attending lectures or tutorials at scheduled times on campus, the podcast can be recorded at a time that suits the interviewee and made available to both current and future students on an ongoing basis. Industry experts can be located anywhere and record the podcast remotely. Students can thus hear from more industry experts than might usually be feasible in a semester, and potentially from a more diverse group of experts that they may not otherwise have had access to simply because of geography and/or schedule availability. Finally, for universities, podcasting with industry experts demonstrates direct industry engagement and alignment between pedagogy and professional practice. Prior research shows that podcasting can foster supportive collaborations and professional endeavours, and

promote professional connections (Casares, 2020; Kwok, 2019; Murray, 2019). Podcasting establishes relationships with industry that, if nurtured, may cultivate other opportunities for co-design of relevant curriculum, for consulting or for commercial research.

Podcasting is now widely used by managers in industry to support their own professional development and has been introduced by many organisations as part of a curated suite of learning and development programs for staff (Butler et al., 2021; Seitzinger, 2006). Introducing podcasts into the higher education curriculum for management students aligns well with the experiences that many can expect as graduates undertaking training in the organisations in which they eventually work.

1.2 Podcast Types

Podcasts can be used for a variety of purposes. It is useful to understand the different types of podcasts and their potential uses, as the intended use should influence both the content and approach to the podcast interview.

Proposing a taxonomy of podcasts, Carvalho et al., (2009), suggest there are six dimensions to be considered when creating podcasts in higher education; the medium (audio or video); the length (short to long); the author (lecturer, student or other person); the style (formal or informal); the purpose (to inform, motivate, reflect or enact another verb); and the type of podcast. They suggest there are 4 types of podcasts commonly used in higher education:

- Informative podcasts that present concepts, descriptions, readings, analysis or other content.
- Feedback podcasts which give comments and feedback to students on, for example, assignments.
- Guidelines which are podcasts that provide instructions for field work, group work or a task.
- Authentic materials in which the podcasts include interviews, news or stories and are not created for a specific course or group of students.

Harris & Park (2008) categorise podcasts in teaching as either augmenting teaching, facilitating student assignments, or supplementing research publications, while McGarr (2009) suggests that podcasts can substitute classroom teaching or supplement it with additional materials, or can be created by students for assessment or learning and development. Similarly, Taylor & Clark's (2010) analysis of 20 types of podcasts used in an Australian Economics and Business school, identified that podcasts were used to re-frame content (such as a textbook); complement content (for example, reinforce main points from a lecture); or supplement content with additional information that will be new to all students.

Regardless of the content, these studies suggest that podcasts in higher education are primarily used as a supplemental resource to support student learning, or a resource that is embedded into the curriculum to replace traditional content or for assessment purposes (Abdous et al., 2012). Embedding podcasts enables you to host your podcasts on a podcast platform (such as Apple Podcasts) allowing users to stream the podcast from their webpage without having to leave the site. Supplementary podcasts are often used as an additional resource to support learning (Taylor & Clark, 2010). Typically, these podcasts are non-compulsory and accessed by students to provide extended knowledge on subject-related materials.

Taylor and Clark's (2010) study found that a larger proportion of tertiary students reported listening to (and engaging with) supplementary podcasts (76%) compared to podcasts designed to complement (67%) or reframe (50%) course material. Abdous et al. (2012) also found that students who accessed supplementary podcasts were more likely to obtain higher grades than students who accessed podcasts embedded in course material. This indicates the importance of the creation and development of podcasts as a supplementary resource to engage students and help support their learning.

Furthermore, authentic learning literature discusses the need for learning resources that reflect real world professional environments (Villarroel et al, 2018).

Supplementary podcasts with industry professionals can provide management students with authentic opportunities to hear from industry representatives about how theories and models are applied to practice.

02

Creating Industry Podcasts

Section 2 - Creating Industry Podcasts

2.1 A Case Example

Between July 2019 and June 2021, the authors of this report set out to develop a podcast series targeted at postgraduate students currently enrolled in Human Resource Management courses. The series was titled “Real World HR Podcasts”.

The objective/purpose of the podcast series was to engage with industry professionals working in human resource management (and related fields) to develop a series of topic-specific podcasts that would provide real world perspectives on current issues related to human resource management, and which aligned to the learning outcomes of the program.

Drivers for the project: The Master of Human Resource Management was undergoing a process of curriculum re-design and re-alignment, providing an opportunity to consider innovative ways to deliver ‘real world’ learning experiences. QUT’s 5 year strategic plan had recently re-stated the university’s strong sense of purpose as “*the* university for the real world”, including a commitment to “real world learning experiences” for students (QUT Blueprint 6). Podcasts were considered as a potentially more engaging alternative to recorded lectures or presentations by industry professionals. Podcasts also provided an avenue to connect theory with practice through the experiences of industry professionals presented in their own words. Shortly after identifying industry professional podcasts as a pedagogical tool, the COVID-19 pandemic necessitated the move to online learning. Through Faculty meetings of academic teaching staff, two effects became apparent – student engagement was declining, and authentic ‘real world’ learning experiences had become more difficult to provide to students. This reiterated the need to explore alternative means of providing engaging materials that could be delivered online.

The aims of the project were twofold. Firstly, we aimed to develop a collection of podcasts hosted on a learning management system (Blackboard) community site accessible to all students in the Graduate Certificate and Masters of HRM (Human Resource Management) programs. The podcasts were to support student learning by supplying real world examples of how theory and concepts taught in the HRM subjects applied in contemporary practice. Secondly, we aimed to increase industry engagement, solidify existing industry relationships and develop new

relationships with industry partners that would help students, our faculty and future potential research opportunities. To this end, the project aimed to engage industry professionals in co-creating the podcast material. Beyond merely asking them to take part in an interview, industry professionals were asked to contribute ideas on content and co-design the podcast conversation, with the aim of influencing student learning in ways that may improve the capabilities and competencies required of future HRM and management professionals.

2.2 The Approach

The process undertaken to develop the podcasts is summarised in *Figure 1, Steps for Developing Industry Co-Created Podcasts*, and detailed below. For the purposes of this Guide, we have drawn from our experiences during each step to create resources such as templates and checklists. These are provided in Section 2 of the Podcast Resources.

The diagram below provides an overview of what we did and our reflections on learnings. These are converted into a project planning document to support the reader through the planning stages (Podcast Resources section 2).

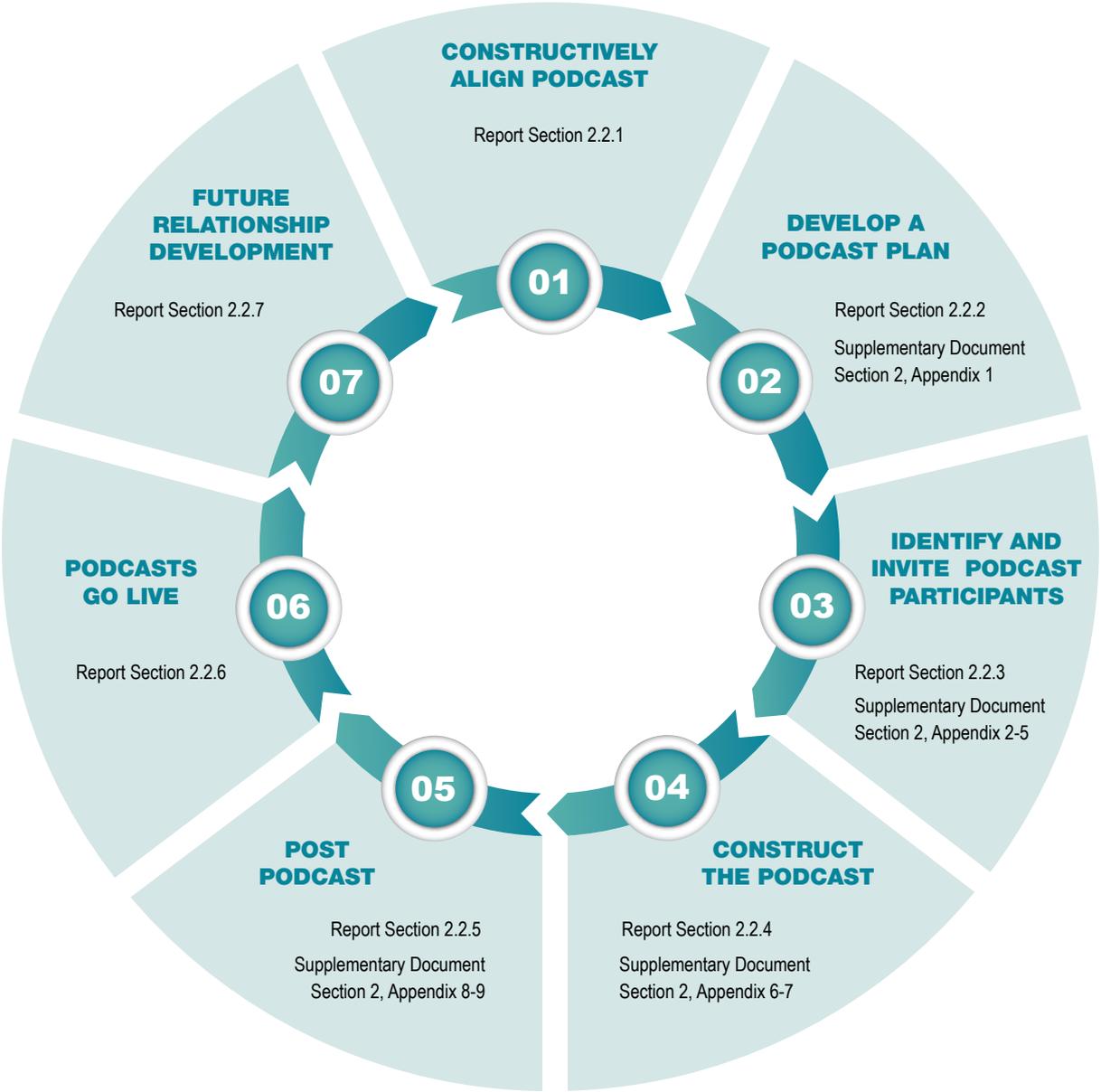


Figure 1: Steps for Developing Industry Co-Created Podcasts

2.2.1 Constructively Align Podcast

The podcasts developed for this project were designed to support student learning and teaching by demonstrating linkage of utilisation of skills and knowledge as a future practitioner. The podcasts were intended to be accessible to all students studying the Graduate Certificate or Masters of HRM. These podcasts were thus designed primarily as supplementary learning material (Taylor & Clark, 2010). Supplementary podcasts often consist of additional information for students such as content summaries, administrative content, frequently asked questions or extension content. Supplementary podcasts have been found to provide learners with a beneficial link between theory, practice and research as well as flexibility to access learning support materials when it suits the student (Fronck et al., 2016). In a study by Taylor & Clark (2010) on student reactions to supplementary podcasts, students suggested that podcasts could be improved with less formality and the inclusion of industry experts. These factors were considered in the design of the podcasts in this project.

2.2.1.1 What we did

The podcast series was underpinned by principles of constructive alignment – alignment between the expected learning outcomes, teaching and learning activities, and the way students are assessed (Biggs and Tang, 2011). We started with the course-level learning outcomes for the HRM postgraduate units. We considered how the podcast learning resources could support students to construct knowledge and develop the skills, knowledge and capabilities described in the intended learning outcomes of each unit. We also considered how the podcasts would complement other learning resources and teaching activities in each unit. Because the HRM postgraduate units cover a range of topics including HR theory, employment relations, organisational behaviour and business intelligence, a range of podcast guests and topics were needed to align with the diverse learning outcomes.

2.2.1.2 What we learned

Reflect and evaluate: We learned that developing constructively aligned podcasts is an iterative process. Reflection and evaluation is needed as new opportunities to develop new podcasts emerge. Refinements need to be made to reflect changes to content or learning outcomes in each unit over time. Communication is also needed to ensure that students understand how engaging with the podcasts will help them to demonstrate the intended learning outcomes through assessment. Embedding some podcasts as learning content encourages students to engage with the podcasts and can demonstrate the direct relevance of

the experiences described in the podcast, to the theories and content discussed in class. As a next step, the podcasts can be more closely aligned with assessment, by devising ways to link the authentic learning resources (podcasts) with authentic assessment that builds students' professional knowledge and self-evaluation skills.

Continually update content: The content covered in the suite of podcasts should be continually reviewed to ensure it remains in alignment with changes to unit content or learning outcomes, or in contemporary practice. Adding new podcasts on topical issues can assist students to contextualise their learning and see the relevance of subject content to current issues and debates. Some topics may be culturally sensitive for some students, or the sensitivity of topics or views expressed by podcasts participants may vary in response to social changes or world events. The potential for some topics to be controversial should be considered during the planning process and again as world events and perspectives change over time.

2.2.2 Develop a Podcast Plan

At the outset, the parameters of the project were agreed, and a project plan was created to guide the development of the podcast series. The steps outlined in this section are restated in the Podcast Resources (Section 2, Appendix 1) as a working document that readers can use to work through the process of establishing their own approach.

2.2.2.1 What we did

Overarching plan:

Following independent research on the use of podcasts for teaching and learning, the project team conducted a planning meeting. Using our prior research and the taxonomy proposed by Carvalho et al., (2009) (refer Section 1.2), we considered and agreed the following:

- The purpose of the podcasts – stated in Section 2.2.1.
- The target audience – postgraduate students in the Masters of Human Resource Management.
- The medium – audio only.
- The authors – co-authored by industry participants and project team members who were also unit coordinators in the Graduate Certificate or Masters programs.
- The style – an informal interview, conversational style.
- The length – approximately 20 – 30 minutes.

Prior studies found that students prefer conversational style podcasts that provide supplemental material relevant to their learning (O'Bannon et al., 2011; Kaplan et al. 2020) and that shorter podcasts are often preferred by students (Abate, 2013; Carvalho et al., (2009); Cebeci & Tekdal, 2006; McKinney & Page, 2009).

We further reflected on our own experiences listening to podcasts to note the elements that we personally found engaging and consider how we might incorporate such elements into the podcasts.

Once the purpose and core components of the podcasts were agreed, we developed a dissemination and execution plan. We agreed:

- Where the podcasts would be hosted and how students would gain access - a Blackboard community site accessible only to students enrolled in the target courses.
- Possible designs for that site, drawing on exemplars from other podcasts communities.
- When the podcasts would be made available, including how many podcasts would be required before the site could be made available, and developing a project plan to guide the creation of a sufficient number of podcasts within our target time frame.
- Resources required to develop the podcasts.
- Accessibility, privacy, permissions, copyright and ethics issues.

Community & Accessibility: It was agreed to create a podcast series targeted specifically at HRM students that would facilitate the creation of a community of industry professionals on HR topics and provide students with a sense of being part of a wider HR community. Additionally, we wanted the podcasts to be accessible to students with different learning requirements. We therefore considered it important to create a title for a series under which each podcast would nest (as opposed to naming individual podcasts by topic or content), and to create a theme for the series reflected in the language we adopted and the structure, layout and colour scheme of the host Blackboard site, as well as ensure transcripts of the podcasts were accessible to students (see below 2.2.5.2.). We reviewed the sites of other podcast series to reflect on what we liked, what engaged us and ease of use. We then enlisted the assistance of a Faculty Learning Designer to help us incorporate those elements and build the Blackboard Community site. An example of our site design is provided in Section 2, Appendix 7 of the Podcast Resources.

Copyright and Confidentiality: Noting that we were creating content that drew on the expert knowledge of others, that we would likely be discussing content related to the organisations they worked for, and we were planning to publish that content on accessible media, we sought advice from the university's legal department on the need for permission from participants (a model release) and if any potential copyright or privacy issues might emerge. Following this advice, we chose not to make the site publicly accessible (only to a defined cohort of students), and we developed a participant consent form and copyright permission request form compliant with university policy that we provided to podcast subjects (Section 2, Appendix 4 and 5 of the Podcast Resources)

Project Management: The time frame was guided by the commencement of the teaching semester, and availability of the project team members, acknowledging that access to industry professionals was a critical factor outside the control of the project team. To ameliorate this risk, using the topics identified through the process of constructive alignment, we identified industry contacts who had delivered guest lectures to students in previous semesters, and drew on our professional networks. This provided an initial list of potential topics and podcast participants that could be contacted within the project timelines. Further information on how we expanded that list and approached participants is provided in Section 2.2.3.

Resourcing: Resource requirements included access to technology to record, edit and upload the podcasts and create the transcripts, as well as human resources to create the podcast and attend to the administrative aspects of scheduling the podcast interview, booking the room and facilities to do the recording, and managing the processes of transcription and editing. A key component of the planning stage was identification of funding sources to ensure we could access the required resources and develop the podcasts within the time frame.

2.2.2.2 A pilot

To inform our planning and before seeking additional funding, we created two pilot podcasts. This process helped us to:

- Determine what information needed to be sent to podcast participants, and template those documents.
- Become familiar with the technology we would use.
- Experience the process of developing a podcast.
- Refine our approach to the interviews and to communication with the podcast participant.
- Understand the editing and publication process, including how long it would take to edit and upload the podcast, and obtain the necessary supporting information, including transcripts.
- See a final podcast.
- Gather feedback from the pilot participants to improve the experience for our industry partners.
- Gather feedback from students on the quality and usefulness of the podcasts we were creating.

The pilot podcasts were created with two industry experts who were already actively engaged with subjects in the Masters of HRM course, and who were supportive of the idea. One recent graduate and one

current HRM postgraduate student were approached by the project team and asked if they would be willing to listen to the first two podcasts and provide feedback on the aims of the podcast series, the format and structure. Students agreed with the aims and suggested adding a brief biography and photograph of each podcast participant. These suggestions were incorporated into the plan. Students also suggested varying podcast formats, by considering panel podcasts, monologues, interview and conversational style podcasts.

2.2.2.3 What we learned

Planning was critical to the success of the project. Only through thorough planning could the resource and funding requirements be identified. The project gained momentum after a (part time) research assistant was engaged to manage the administrative aspects of the project including scheduling podcasts and managing the process of editing and uploading the podcasts. This is discussed further in the next section. Having a resource dedicated to these activities (albeit part time) enabled the development of a series of podcasts within a relatively short time frame and helped to provide a professional, efficient and streamlined experience for industry participants. The need for the resource will vary depending on the number of podcasts you wish to create, the industry participants you wish to engage (more senior participants require more schedule coordination), and your experience with editing software.

Developing a **professionally designed site** on which the podcasts are hosted encourages student engagement with the podcasts, and legitimates the involvement of industry participants, supporting their own professional status and brand. A dedicated site creates a sense of community for both students and industry professionals.

The **pilot and student feedback were valuable** to assist in finalising the approach for the podcast series. Following student feedback, we refined the design of the HRM postgraduate student LMS site with a Faculty Learning Technologist and we identified the need to expand the style and format of future podcasts. The pilot also helped to identify and proactively address potential technical and resource issues.

2.2.3 Identify and Invite Podcast Participants

Popular podcasts are characterised by informative and entertaining presenters and topical, relevant content and use storytelling and narratives to support learning (Kaplan et al., 2020; Robinson, 2021; Stephen, 2021). Identifying subject matter experts is key to creating a podcast series that students find engaging. This section summarises our approach to identifying guests for our podcasts and presents resources and tips for inviting their participation and creating the content.

2.2.3.1 What we did

Identify podcast subjects: We first identified the types of professionals we wished to invite to participate in a podcast, using our proposed content as a guide. We then identified existing contacts with experience in any of the topic areas proposed during the planning stage. A participant from a relevant professional association was also contacted early to facilitate future contacts. We approached these known contacts and invited them to participate. Initially, project team members contacted their own industry networks and informally asked individuals to participate. This was followed up by an email sent from the research assistant who tracked all contact with potential industry participants and ensured they all received the required information. A copy of this email is provided in the Podcast Resources (Section 2 Podcast Resources - Appendix 2). Information was standardised, comprehensive and professionally presented.

Tracking and managing contacts: Using a snowball technique, invited participants were asked if they could recommend other potential industry experts that could speak to the other topics we proposed. Academic colleagues who also taught into the Masters of Human Resource Management were invited to suggest potential podcast participants. Finally, we identified and targeted specific participants with whom we had no pre-existing relationship, using information gained from other sources such as industry-led articles, or public seminars, and who were positioned as experts on particular subjects of interest. A list of possible contacts was maintained and updated regularly. This spreadsheet (see example in the Podcast Resources – Section 2, Appendix 3) was also used to track all correspondence so as to ensure that industry professionals were not contacted excessively or by more than one person. Non-responsive contacts were only followed up once before it was assumed they were declining the invitation to participate.

Co-creation of content: We invited participants to co-create these podcasts. We did this by suggesting a few potential topics based on the curriculum and our knowledge of their expertise and inviting them to suggest alternate topics based on their own personal interests, specialities or passions. This approach generated fruitful discussion with industry partners, appeared to increase their engagement in the process, and provided rich content for students because the interviewee spoke confidently and often passionately about the topic.

Once topics were agreed, the interviewer would develop draft questions for the podcast which the industry expert was invited to review and adjust. The extent to which industry experts changed these questions varied greatly.

2.2.3.2 What we learned

Garner Confidence: Draw on pre-existing relationships to begin. We found that once we were able to complete one or two podcasts and provide evidence of this, becoming involved in the series was viewed more favourably by the industry participants we approached. Participation of a key member of a professional association was viewed favourably by other industry participants.

Build Trust: Assuring participants that the podcast would not be public and was only available to a defined set of students for teaching and learning purposes, reassured participants of confidentiality. Some of our participants would only participate on this basis.

Tailor Approaches: Prior experience with podcasting varied widely among the industry experts we approached. Those who had not had prior experience podcasting were more likely to be concerned about the preparation time involved and were more likely to request planning meetings to finalise the questions and approach. Some industry partners with more experience were comfortable refining topics, questions and the approach in a short phone call or over email. It was essential to 1) identify any prior involvement in creating podcasts and ask about that experience; 2) listen to any concerns raised; and 3) tailor the approach to co-creation and preparation according to the needs of the individual.

Set Expectations: Prior experience or pre-existing perceptions also influenced participant expectations about how the podcast would run, the technology that would be used, and/or the quality and professionalism of the output. It was therefore essential to set clear expectations about your own experience, the approach to recording, the technology that will be used (and its limitations), and the expected outcome.

Purposefully include diverse perspectives: Build a podcast series that includes diverse perspectives. A HR professional provided feedback that it could be a powerful experience for students to hear podcasts from industry leaders they can identify with.

Administrative Management: Coordinating the schedules of both the industry participants and academics involved and booking the space to do the recording and/or the required technology can be a time-consuming process, that often involves re-scheduling and multiple reminders. Administration of this activity is very valuable. Additionally, tracking bookings, completion of recordings, transcriptions, and the receipt of documentation such as the industry experts' biography and their consent/release form is essential. We have provided a template in the Podcast Resources Section 2, Appendix 3 to help with this process.

2.2.4 Construct the Podcast

The podcasts created for this project were designed primarily as supplementary learning materials that would initially support existing content but may in future be used as embedded course content. Podcasts were not intended to be publicly available. These two factors shaped our approach to creating the podcast series.

2.2.4.1 What we did

Technology and Location: As a consequence of the COVID-19 pandemic, early podcasts were completed using the video conferencing software Zoom (with only audio saved). The benefits of this approach included reduced re-scheduling and time efficiency (no need for participants to travel to a studio), access to more participants as we were not restricted by location, and the ability to schedule more interviews in a shorter time frame. The risks associated with this approach included poorer quality audio, internet connectivity issues that interrupted the recording, inability to control background noise. Consequently, when the opportunity arose, we moved to face to face recordings undertaken in a studio.

The technology we used to record the podcasts included Zoom (via laptop and iPad) or iPhone voice memo app (or similar) and Otter.ai to produce an mp4 file. We also used the university sound studio and the expertise of a technician to produce a small number of the podcasts.

Podcasters: Our podcast series had two podcasters (both management educators), however only one per podcast. This provided variety for student listeners and allowed us to match industry experts and topics to the research expertise of podcasters. Preparation time for the podcaster could thus be minimised (if the topic aligned with pre-existing knowledge), and the total time investment required to create the series was shared. This also provided an in-built back up if a podcaster was unavailable.

Reducing nerves: Prior to the podcast, participants were sent a checklist to help them prepare. This checklist is included in the Podcast Resources Section 2, Appendix 6.

This checklist, along with the pre-meetings mentioned in section 2.2.3 above, helped participants to feel less nervous. In some cases, we also did a short sound-check by asking one or two questions and then playing it back to the participant, so they could become comfortable with the process.

Standardised elements: The introduction and the conclusion of the podcast were standardised to balance consistency with variety across the series. Following feedback from a HR industry professional, we intend to investigate including introduction, conclusion and/or background music to make future podcasts more engaging and recognisably consistent.

Acknowledgement of Country: In the spirit of reconciliation, we chose to begin our podcast series with an Acknowledgement of the traditional custodians of country throughout Australia. Noting that listeners may be in many different locations and that our podcasts were not created in one central location, we sought advice from the university equity committee on a culturally appropriate and respectful approach. Following this advice, we developed wording that reflected the diversity of listener, podcaster and podcast participant locations on the lands of various traditional custodians. We developed this and placed it at the top of the LMS page for the podcast series. Following reflection, the podcast team has decided to open every future podcast with a spoken acknowledgement of country.

Podcasts: Our podcasts were structured as follows:

- Short introduction that noted the name of the podcast series, the topic of the particular podcast, interviewer name, and the name, position title and organisation of the guest. Welcome to the guest, brief overview of their role and an invitation for them to explain their organisation and position.
- Series of co-created questions relating to the topic of interest.
- Brief summary of the key learnings given by the interviewer.
- Invitation for the guest to add final points and a nugget of career advice for students.
- Formal close using a standard script.

To begin the recording, first reiterate the process to the guest, explain to the guest what they should do if they want to re-record a response, test the technology with a short recording and playback, then check the participant is ready to begin and press record.

We aimed to complete one continuous recording however, if a mistake was made or the guest wanted to re-record a response, we would pause the recording, let them re-group, then begin the recording again and re-ask the question. To note the section to be edited out, we would either a) leave a short silence or b) clap loudly once at the start of the new recording. Both approaches would appear as easily identifiable anomalies in the audio file to be edited out.

2.2.4.2 What we learned

Be flexible. To maximise guest participation be ready to use different technologies that can accommodate their location, preferences and availability.

Technology matters: Face to face recordings in a studio provide the best quality audio. High quality audio significantly improves the listener experience and the professionalism of the output – which ultimately reflects on the creators and the guest. Investing in a good quality external microphone also improves the quality of the recording, however it is difficult to manage the quality of the podcast participants' microphones.

Plan to avoid problems: Prepare in advance for the possibility of losing an internet connection or interference with the audio. If using Zoom, to minimise audio issues, provide your guest with the checklist (Podcast Resources Section 2, Appendix 6 - Virtual Podcast Guest Checklist) and advise your guest in advance that you will pause the recording if audio quality diminishes significantly.

Explain the next steps: Immediately following the podcast reassure the guest that it went well and explain how any issues that might have arisen will be dealt with in editing. Thank them again for their time and clearly explain the next steps (outlined in section 2.2.5 below). Standardise this information and process.

2.2.5 Post Podcast

This step encompasses both technical processes to prepare the podcast for publication, and relationship management of podcast guests.

2.2.5.1 What we did

Prior to publishing the podcast, four critical steps were needed:

- Publishing Permission - all required copyright and consent materials must be obtained.
- Produce a Transcript: Process the recording to produce a transcript.
- Podcast Quality – to produce a quality podcast, the recording must be reviewed and edited to improve the listener experience.
- Accessibility of final products.

Publishing Permission: After the editing was completed, a copy of the podcast was provided to the podcast guest for review and sign off. Guests were also asked for the following (if not previously provided):

- Signed consent/release form.
- A short bio and photo that could accompany the podcast on the LMS site.
- Links to social media or organisation careers pages, or similar that they would be comfortable to share with students.

This email also provided an opportunity to formally thank participants for their involvement and recognise their contribution to student outcomes.

Produce Transcript: Zoom audio files were loaded into online transcription software Otter.ai. While the platform automatically transcribes the audio file it is essential to review the transcription to ensure the podcast is correctly represented as an automatic transcription service may find differences in accent, tone or pace, for example, less easy to translate.

To decide on how much to edit the final transcript we referred to two current podcast series. We reviewed examples from Brene Brown's podcast series 'Unlocking Us'¹ and the Chartered Institute of Personnel and Development (CIPD)² as both are popular and well-developed series. Both series offer listeners the podcast recording, links to additional

1 <https://brenbrown.com/podcast-show/unlocking-us/>

2 <https://www.cipd.co.uk/podcasts#gref>

materials and a full transcript (one member of the research team is a member of the CIPD and could access the transcript from behind the member paywall). Based on a comparison between the two series we made the decision to lightly edit paralinguistics (ums and ahs and any repeated words) in the transcript without editing the recording so that the podcast remained conversational whilst the transcript could be read and understood as a standalone document.

Podcast Quality: When the podcast interview was completed, the podcast was saved, downloaded and edited. The process for doing this is provided in Section 2, Appendix 8 of the Podcast Resources. This guide to basic podcast editing using Adobe Audition contains the following:

- How to trim the file.
- How to remove background noises.
- How to Remove paralinguistics such as mouth clicks, umms, ahhs, and pauses.
- How to fix audio distortion.
- How to remove plosives.

Accessibility of Final Products: Check the accessibility of the podcasts for the different learning needs of students. In a practical sense this involved having the podcast transcribed (as described above). To enhance accessibility and usability for low vision users, it is recommended that alternate text options for images are completed. This allows a screen reader to describe the image to the user. Additionally, a screen reader should be used to test how the content will be read to those who use this assistive software. Non-visual Digital Access (NVDA) is a free screen reader that can be used to test the accessibility of your content.

Publishing to LMS (Blackboard): Our podcasts were published to a Blackboard Community site. This process involved:

- Downloading and undertaking some basic editing on the podcast. How to complete basic editing on the podcast is detailed in Section 2, Appendix 8 of the Podcast Resources.
- Creating a HTML template to load content to Blackboard. The HTML used for the Blackboard site in our project is provided in Section 2, Appendix 9 of the Podcast Resources. We received guidance from the Faculty Teaching and Learning Advisors on this process. A different process may be required for other Learning Management Systems, therefore please seek advice on uploading content to the LMS you choose to use.

- Uploading the podcast and the supporting content. Appendix 7 of the Podcast Resources shows an example of the student view of an uploaded podcast. The podcast can be loaded onto Blackboard by adding a new item through the 'Build Content' button and utilising the HTML template provided in Section 2, Appendix 9 of the Podcast Resources.

Podcast content includes:

- The bio and photo of the podcast participant
- A brief description of the podcast
- Links to the organisation's website or social media provided by the podcast participant
- Links to organisational or industry material to extend the podcast content and support student learning
- The transcript.

As a final step we advised students of new content availability through a Blackboard announcement.

2.2.5.2 What we learned

Transcripts: Zoom can now produce a transcript. Zoom or another automatic transcription service such as Otter.ai was useful in reducing the volume and cost of transcription.

Participant Approval: Sending a copy and gaining signoff as soon as possible after the recording is recommended. This can prevent delays in processing the recording and keep podcast participants engaged.

If participants are slow in responding to produce photographs and biography details, we searched for content and sent this as a proposed draft. This prevented further delays.

Accessibility: Reviewing other professional podcast series to assess how they edit materials (such as for paralinguistics) was useful. We decided to adjust the transcript by reducing paralinguistics to make the documents more reader friendly. We also drew on formatting guidance to increase the accessibility of the transcript Word documents. Guidance on this can be found at: [Accessibility guidance from University of Washington](#)

Links are valued: Podcast participant-provided links were appreciated by students interested in the podcast content. Feedback suggested they followed up links to expand their understanding of topics. We plan to investigate functionality such as adding time-stamped text references (e.g., to participant-provided links or relevant readings).

Prepare participants to minimise editing: Sending and emphasising the checklist to prepare podcast participants can help to reduce post podcast production, particularly the editing required.

2.2.6 Podcasts Go Live

The final step is “Go Live” - making the podcasts available to your intended audience. This section provides some simple tips for dealing with technical issues and to get your audience listening.

2.2.6.1 What we did

First Release: We created multiple podcasts on a variety of topics related to teaching content before making the series available to students. This gave the students options to engage with topics of interest or immediate relevance to them and legitimised the site as a “community of industry experts” and place that students could return to, to support their own learning.

Iterative Releases: Additional podcasts were progressively uploaded as completed, giving students a reason to return to and re-engage with the site.

Student Access: Students were made aware of the site by the Unit Coordinator and Lecturers of HRM postgraduate units. In our project, we developed a Blackboard community site to host the podcasts and enrolled all current HRM postgraduate students.

Using the Podcasts to Support Learning: In some units, podcasts were integrated into tutorial activities or replaced or supplemented reading material. In other units, the podcasts were simply promoted as a useful supplementary resource for student learning.

2.2.6.2 What we learned

Streamline the Process: To continually update the site, it is essential to establish a process and protocols that are consistently followed (and outlined in this Guide). By streamlining and following the same process of recording, editing, obtaining permissions, transcribing and posting the podcasts, and using one consistent method to track where each podcast is in this process, updating the site becomes a matter of opportunity rather than an administrative overhead. That is, your focus moves to identifying opportunities for new podcast material or new podcast guests rather the process of making the podcast. Knowing we have seamless process in place has allowed us to invite new guests in the moment.

Institutional Support: If you intend to extend the number of podcasts or maintain their currency through regular updates, support from the Faculty or School is essential, which may take the form of administrative support,

funding or teaching workload adjustments, and access to suitable recording technology. Prior research has shown that timely support mechanisms are essential to ensure institutional scalability for podcasting in higher education (Middleton, 2016).

Design for the Future: As your podcast series begins to grow, it may be necessary to group or categorise the podcasts into content areas for ease of access. Consider this in the initial stages in your design to ensure the LMS (or hosting) site can accommodate grouping podcasts together. Consider how different experts may be able to provide alternative perspectives on the same topic. You might also like to consider how your podcasts could be embedded in the curriculum and adjust your content appropriately. Our future podcasts will be published with details on the date the podcast interview was recorded to provide context and situate each podcast in a particular point of time.

2.2.7 Future Relationship Development

One of the key aims of our podcast series was to use the series to develop and solidify relationships with industry partners. Following publication of the podcasts, we developed a strategy to maintain regular contact with our HR professional community to fulfil this critical part of our vision.

2.2.7.1 What we did:

Virtual Connections: COVID-19 restrictions prevented us from engaging participants in events that we had planned, so we took some very simple steps to maintain regular contact. These included:

- Connecting the community via LinkedIn.
- Inviting our guests to subscribe to updates from relevant QUT Research Centres.
- Providing them with an update at the end of the semester on student engagement with the podcasts, and throughout the semester on any student feedback we received regarding their podcast.
- Inviting them to webinars and online seminars we were hosting and offering to speak in their organisations on topics of interest to their management team or workforce.

2.2.7.2 What we learned:

There is a myriad of ways in which you can continue to engage with the industry professionals who participate in your podcast program. Some further ideas include:

- Have a conversation with your Head of School and relevant research centres to identify ways to connect podcast participants with other opportunities within the faculty/university.
- Acknowledge and celebrate the contribution of podcast participants, e.g., through a launch party for the series, or invitations to faculty or university activities such as keynote addresses.
- Consider ongoing opportunities to further develop podcast participants' connections to university students and graduates, e.g., through work integrated learning or career teams.
- Consider publishing (with podcast participants' agreement) a public acknowledgment of their contribution or expertise on LinkedIn or via university communications channels.

References

- Abate, K. S. (2013). The effect of podcast lectures on nursing students' knowledge retention and application. *Nursing Education Perspectives*, 34(3), 182-5. doi: 10.1097/00024776-201305000-00010
- Abdous, M., Facer, B. R., & Yen, C-J. (2012). Academic effectiveness of podcasting: A comparative study of integrated versus supplemental use of podcasting in second language classes. *Computers and education*, 58(1), 43-52. doi: 10.1016/j.compedu.2011.08.021
- Abdous, M., Facer, B. R., & Yen, C-J. (2015). Trends in podcast download frequency over time, podcast use, and digital literacy in foreign language and literature courses. *International Journal of Distance Education Technologies*, 13(2), 15-33. doi: 10.4018/JIDET.2015040102
- Allen, J. L. (2019). Teaching with narrative nonfiction podcasts. *Journal of Educational Multimedia and Hypermedia*, 28(2), 139–164.
- Almeida-Aguiar, C., & Carvalho, A. A. (2016). Exploring Podcasting in Heredity and Evolution Teaching. *Biochemistry and Molecular Biology Education*, 44(5), 429-432. doi: 10.1002/bmb.20965
- Bamanger, E. M., & Alhassan, R. A. (2015). Exploring Podcasting in English as a Foreign Language Learners' Writing Performance. *Journal of Education and Practice*, 6(11), 63-74.
- Biggs, J. and Tang, C. (2011) *Teaching for Quality Learning at University. What the Student Does UK*: McGraw-Hill
- Browder, R. (2018). Scanning Print to PDF: Opportunities and Obstacles for Screen Reader Accessibility. *Library Technology Reports*, 54(4), 23–27. <https://web-s-ebscobost-com.ezp01.library.qut.edu.au/ehost/pdfviewer/pdfviewer?vid=1&sid=6b6bc9d8-197a-49f5-8cc9-efe11faa7be9%40redis>
- Butler, A., Camilleri, M. A., Creed, A., & Zutshi, A. (2021). The use of mobile learning technologies for corporate training and development: A contextual framework. In *Strategic corporate communication in the digital age*. Emerald Publishing Limited.
- Çakir, A. (2016). Usability and accessibility of portable document format. *Behaviour & Information Technology*, 35(4), 324–334. doi: 10.1080/0144929X.2016.1159049

- Carvalho A. A., & Aguiar, C. A. (2009). Impact of podcasts in teachers' education: from consumers to producers. In I. Gibson, R. Weber, K. McFerrin, R. Carlsen & D. Willis (Eds.), *Proceedings of SITE 2009--Society for Information Technology & Teacher Education International Conference* (pp. 2473-2480). Charleston, SC, USA: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/31004/>.
- Carvalho, A. A., Aguiar, C. A., Carvalho, C. J., & Cabecinhas, R. (2008, November). Influence of podcasts characteristics on higher students' acceptance. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 3625-3633). Association for the Advancement of Computing in Education (AACE).
- Carvalho, A. A., Aguiar, C., & Maciel, R. (2009). A taxonomy of podcasts and its application to higher education [Conference Paper]. *International Conference for the Association for Learning Technology*, Manchester, UK. <http://hdl.handle.net/1822/10040>
- Casares, D. R. (2020). Embracing the Podcast Era: Trends, Opportunities, & Implications for Counselors. *Journal of Creativity in Mental Health*, 1–16. doi: 10.1080/15401383.2020.1816865
- Cebeci, Z. & Tekdal, M. (2006) Using Podcasts as Audio Learning Objects. *Interdisciplinary Journal of Knowledge and Learning Objects*, 2(1), 47-57.
- Cho, D., Cosimini, M., & Espinoza, J. (2017). Podcasting in medical education: A review of the literature. *Korean journal of medical education*, 29(4), 229. doi: 10.3946/kjme.2017.69
- Collier-Reed, B. I., Case, J. M., & Stott, A. (2013). The influence of podcasting on student learning: a case study across two courses. *European Journal of Engineering Education*, 38(3), 329–339. doi: 10.1080/03043797.2013.786026
- Drew, C. (2017). Educating audio: An exploration of education podcast design possibilities. *Educational Media International*, 54(1), 48- 62. doi: 10.1080/09523987.2017.1324360
- Edirisingha, P., Salmon, G., & Nie M. (2008). Developing pedagogical podcasts. In G. Salmon & P. Edirisingha (Ed.), *Podcasting for Learning in Universities* (pp. 153 – 168). McGraw-Hill Education, 2008. <http://ebookcentral.proquest.com/lib/qut/detail.action?docID=369506>.
- Fronek, P., Boddy, J., Chenoweth, L., & Clark, J. (2016). A Report on the Use of Open Access Podcasting in the Promotion of Social Work. *Australian Social Work*, 69(1), 105–114. doi: 10.1080/0312407X.2014.991338

- Hargis, J., Schofield, K., & Wilson, D. (2008). Fishing for learning with a podcast net. *Journal of Educational Technology*, 4(4), 33-38. <https://eric.ed.gov/?id=EJ1097806>
- Harris, H., & Park, S. (2008). Educational usages of podcasting. *British Journal of Educational Technology*, 39(3), 548–551. doi: 10.1111/j.1467-8535.2007.00788.x
- Herrington, J., Reeves, T. C., & Oliver, R. (2014). Authentic learning environments. In *Handbook of research on educational communications and technology* (pp. 401-412). Springer.
- Hill, J., Nelson, A., France, D., & Woodland, W. (2014). Integrating Podcast Technology Effectively into Student Learning: A Reflexive Examination. *Journal of Geography in Higher Education*, 36(3), 437-454. doi: 10.1080/03098265.2011.641171
- Kaplan, H., Verma, D., & Sargsyan, Z. (2020). What traditional lectures can learn from podcasts. *Journal of Graduate Medical Education*, 12(3), 250-253. doi: 10.4300/JGME-D-19-00619.1
- Kaplan-Leiserson, E. (2005). Trend: Podcasting in Academic and Corporate Learning. http://www.learningcircuits.org/2005/jun2005/0506_trends.htm
- Knight, R-A. (2010). Sounds for study: Speech and language therapy students' use and perception of exercise podcasts for phonetics. *International Journal of Teaching and Learning in Higher Education*, 22(3), 269-276. <https://search-ebshost-com.ezp01.library.qut.edu.au/login.aspx?direct=true&db=eue&AN=67214852&site=ehost-live&scope=site>
- Kwok, R. (2019). How to make your podcast stand out in a crowded market. *Nature*, 565(7739), 387–389. doi: 10.1038/d41586-019-00128-7
- McGarr, O. (2009). A review of podcasting in higher education: Its influence on the traditional lecture. *Australasian journal of educational technology*, 25(3). doi: 10.14742/ajet.1136
- McKinney, A. A., & Page, K. (2009). Podcasts and videostreaming: Useful tools to facilitate learning of pathophysiology in undergraduate nurse education? *Nurse Education in Practice*, 9(6), 372-376. doi: 10.1016/j.nepr.2008.11.003
- McLoughlin, C., & Lee, M. (2007). Listen and learn: A systematic review of the evidence that podcasting supports learning in higher education. In C. Montgomerie & J. Seale (Eds.). *Proceedings of ED-MEDIA*, 1669-1677. Chesapeake, VA: AACE
- Merhi, M. I. (2015). Factors influencing higher education students to adopt podcast: An empirical study. *Computers and Education*, 83, 32–43. doi: 10.1016/j.compedu.2014.12.014

- Middleton, A. (2016). Reconsidering the role of recorded audio as a rich, flexible and engaging learning space. *Research in Learning Technology*, 24(1), 28035–13. doi: 10.3402/rlt.v24.28035
- Moss, N. D., O'Connor, E. L., & White, K. M. (2010). Psychosocial predictors of the use of enhanced podcasting in student learning. *Computers in Human Behavior*, 26(3), 302–309. doi:10.1016/j.chb.2009.10.012
- Murray, S. (2019). Coming-of-age in a coming-of-age: The collective individualism of podcasting's intimate soundwork. *Popular Communication*, 17(4), 301–316. doi: 10.1080/15405702.2019.1622117
- Nganji, J. T. (2015). The Portable Document Format (PDF) accessibility practice of four journal publishers. *Library & Information Science Research*, 37(3), 254–262. doi: 10.1016/j.lisr.2015.02.002
- O'Bannon, B. W., Lubke, J. K., Beard, J. L., & Britt, V. G. (2011). Using podcasts to replace lecture: Effects on student achievement. *Computers & Education*, 57(3), 1885-1892.
- Peoples, B., & Tilley, C. (2011). Podcasts as an Emerging Information Resource. *College & Undergraduate Libraries*, 18(1), 44-57. doi: 10.1080/10691316.2010.550529
- Popova, A., Kirschner P. A., & Joiner, R. (2014). Effects of primer podcasts on stimulating learning from lectures: How do students engage? *British Journal of Educational Technology*, 45(2), 330-339. doi: 10.1111/bjet.12023
- Pralash, S. S., Muthuraman, N., & Anand, R. (2017). Short-duration podcasts as a supplementary learning tool: perceptions of medical students and impact on assessment performance. *BMC Medical Education*, 17, 167-181. doi: 10.1186/s12909-017-1001-5
- Robinson, B. (2021, May 26). What Makes a Good Podcast – 6 Pro Tips for Success. *Wired Clip*. <https://wiredclip.com/what-makes-a-good-podcast-tips/>
- Seitzinger, J. (2006). Be constructive: Blogs, podcasts, and wikis as constructivist learning tools. *Learning solutions e-magazine*, 31, 1-12.
- Sheridan-Ross, J., Gorra, A., & Finlay, J. (2008). Practical tips for creating podcasts in higher education. *SIGCSE Bulletin*, 40(3), 311–311. doi: 10.1145/1597849.1384354
- Stephen, A. (2021, May 14) What Are Five Essential Things That Make A Good Podcast?. *Forbes*. <https://www.forbes.com/sites/quora/2021/05/14/what-are-five-essential-things-that-make-a-good-podcast/?sh=613ed67d581e>

- Taylor, L., & Clark, S. (2010). Educational design of short, audio-only podcasts : the teacher and student experience. *Australasian Journal of Educational Technology*, 26(3), 386–399. doi: 10.14742/ajet.1082
- Teckchandani, A., & Obstfeld, D. (2017). Storytelling at Its Best: Using the StartUp Podcast in the Classroom. *Management Teaching Review*, 2(1), 26–34. doi: 10.1177/2379298116674696
- Villarroel, V., Bloxham, S., Bruna, D., Bruna, C., & Herrera-Seda, C. (2018). Authentic assessment: Creating a blueprint for course design. *Assessment & Evaluation in Higher Education*, 43(5), 840-854. doi: 10.1080/026029