

Podcasting your lectures: A "hybrid" course

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Abstract

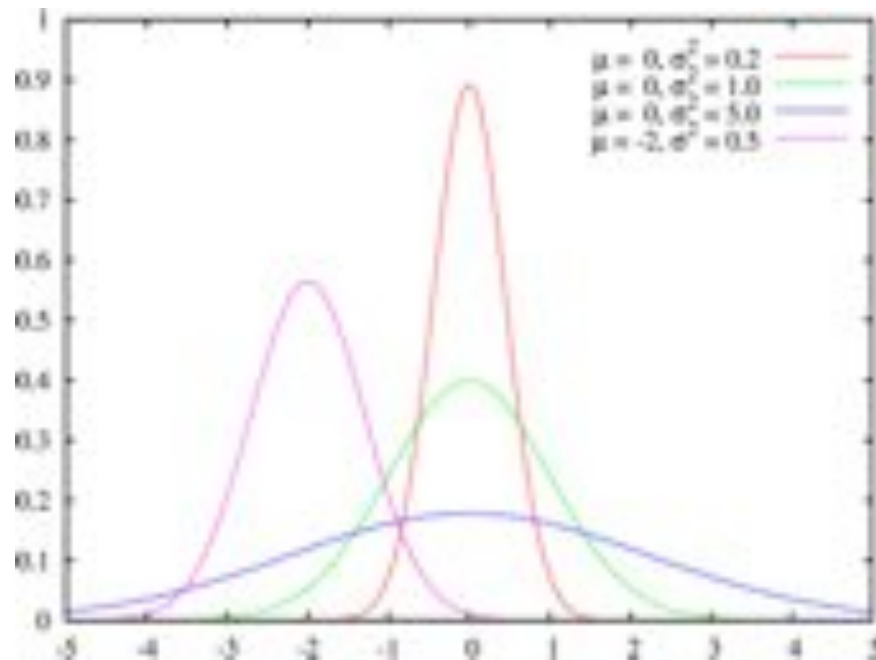
- Online teaching has come a long way in the past two decades, but challenges still remain. For those of us who enjoy the classroom but hope to enrich the experience for students unable to attend in person, the question of how we can build on established methods (e.g., the taped lecture) but enhance them with tools from online distance education. This paper describes the development and test deployment of a "hybrid" approach to teaching in a course about the internet. Hybrid approaches involve the use of online and face-to-face techniques at the same time, simultaneously delivering a digital and an analogue (classroom) experience. This need not be twice as much work, and it is possible to create an environment in which both 'sides' of the classroom benefit rather than compromises being made in both directions.

Agenda

- Classic “lecture” course practice, drivers of change
- Recent practice with internet supplements
- What is a “hybrid” course - in principal
- What does it look like in reality?
- What are the risks and benefits?
- Final thoughts/questions/comments
- Acknowledgments

What's normal?

- In my university, a 'normal' course for undergraduate lower division (1st and 2nd year) students is typically a 2hr lecture (75-300 students) and a 1 hr tutorial (15-20 students).



Internet “supplements” are widespread

- It is commonplace for the instructor to have a web site with course outline, syllabus, reading list/readings.
- It is also normal to have a course mailing list, which is supported by the university’s common email service.
- A WebCT course management system is available to faculty for assignment submission, discussion forums, etc.

Why change?

- Fee increases. Booming economy.
- Growing number of part time students, older students, students with children and jobs.
- Technological capacity in the instructor and the student is increasing.
- Curiosity, boredom...



Is there a market?

- A growing number of “distance” students are, in fact, in the same city as their classes - but they cannot attend in person for a variety of reasons, suggesting there is a market for remote delivery of normal lecture materials.
- Experience with simultaneous streaming of lectures suggests that a significant number of students enjoy/prefer/make use of this form of delivery either regularly or on an occasional basis.
- “Full Course Turn-aways” from classroom lectures suggests there is a pent-up demand for courses, even when seats sit empty because of students missing lectures (for whatever reason).

The concept

- Take elements of in-class, face to face lecture and elements of distance education and combine them using new tools, new capabilities, new knowledge, new skills.
- Build on the skills/strengths of the in-class lecturer, don't devalue them or force them into a new and unfamiliar way of working.
- Keep the “overhead” low in terms of post-production.

The recipe

- Not really a final version. More like our first attempt or “Lectures beta”.
 - Start with the regular lectures
 - Add a dash of web site and sprinkle of mailing list (as before).
 - Combine with a dollop of streaming audio and “flipping” video (slides),
 - Include a pinch of chat room.
 - Top with a heaping portion of podcast.

Break down the ingredients...

- Lecture...



Ingredients

- Web site

The screenshot shows a web browser window titled "FrontPage -- 253". The page header includes a logo for "cmns 253 Introduction to Information Technology: THE NEW MEDIA" and a search bar. Below the header, there are navigation links for "accessibility" and "contact". A breadcrumb trail indicates "you are here: home → frontpage". The main content area is titled "FrontPage" and is last edited 2 weeks ago by admin. It features an "Explorer Menu" with several sections: "Outline", "Lectures", "Tutorials", "Evaluation", "Email", "Links", "Plagiarism", "Help", and "Admin". Each section contains a brief description of its content.

FrontPage -- 253

accessibility contact

cmns 253
Introduction to Information Technology:
THE NEW MEDIA

you are here: home → frontpage

view subscribe

actions add to folder history related pages wiki contents wiki changes issue pages

last edited 2 weeks ago
by admin

FrontPage

Explorer Menu

- Outline**
This is the outline made available by the department. The detailed outline, or syllabus, is contained within this wiki. Click the other links on this page and start exploring.
- Lectures**
Each week I provide a set of additional links including the readings, the material covered in the lecture but not present in the lecture slides, the lecture slides themselves, the PodCast, iTunesU and eLive links, and ancillary bits and pieces of information.
- Tutorials**
There are plans for each of the tutorials, the TAs will fill you in on those and we will provide details here. Each tutorial has its own wiki page, too. We also have a page for StudentPages.
- Evaluation**
There is an in-class writing assignment in the first lecture and the regular assignments are due in week 4, week 6, week 9, and week 13. There is a midterm in week 7 and a final exam. Full details on all of those in this page.
- Email**
Late-breaking news will come to you via your SFU email address. Please check it regularly or visit this web page for an archive of those messages.
- Links**
Useful links to outside sources, broken into categories. See also Topics.
- Plagiarism**
More information on the scourge of plagiarism. NOTE: You must complete the
- Help**
Use this page to ask for and receive help using the wiki. This is also the place to
- Admin**
A page for the site maintainer (Richard).

Ingredients

- Mailing list

cmns253w-d100 by threads

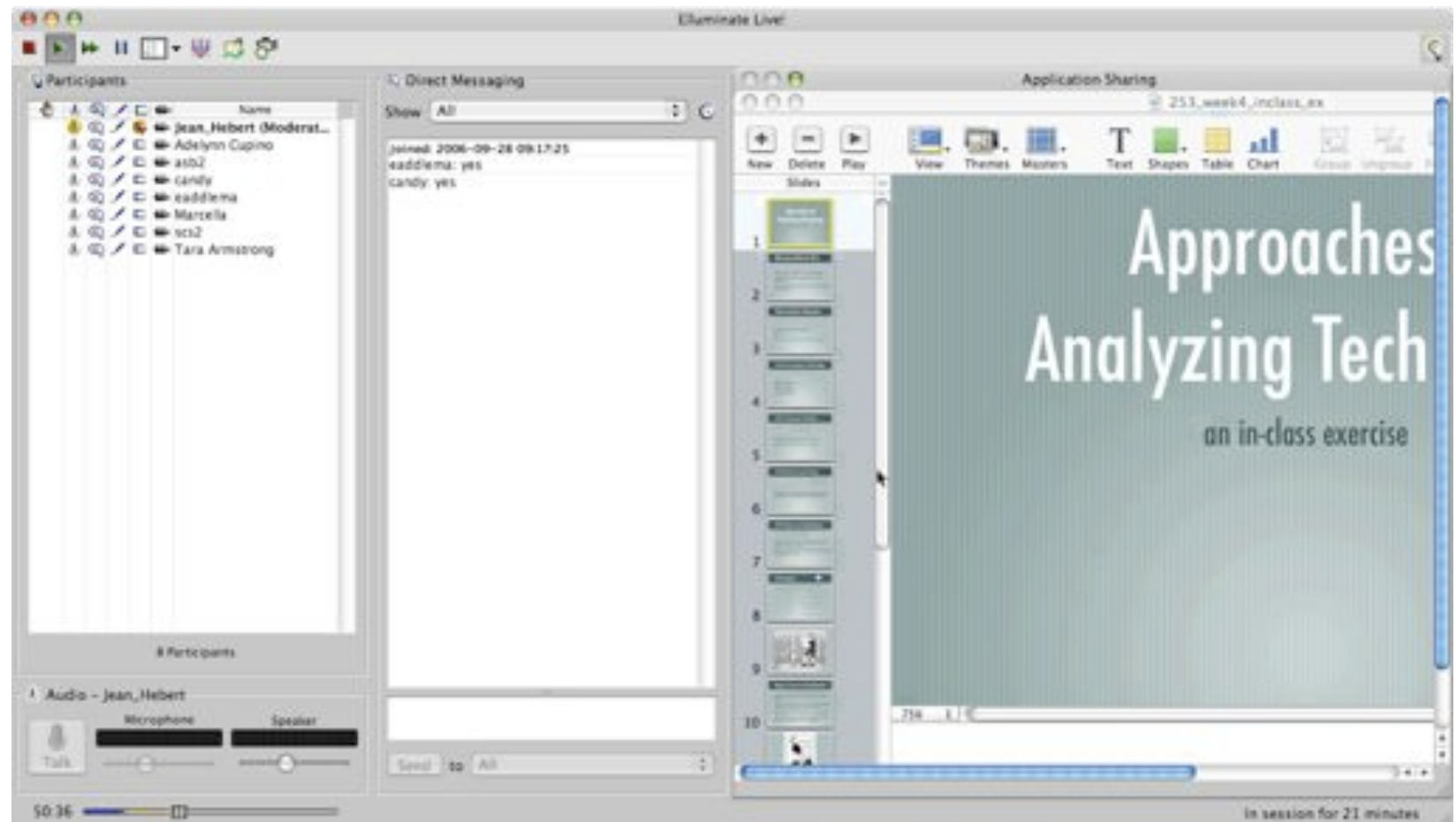
- [Date Index](#)
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- [\[253\] Plagiarism tutorial](#), *Richard Smith*
 - [Welcome to CMNS 253 mailing list archive](#), *Richard Smith*
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Mail converted by [MiltonArc](#)

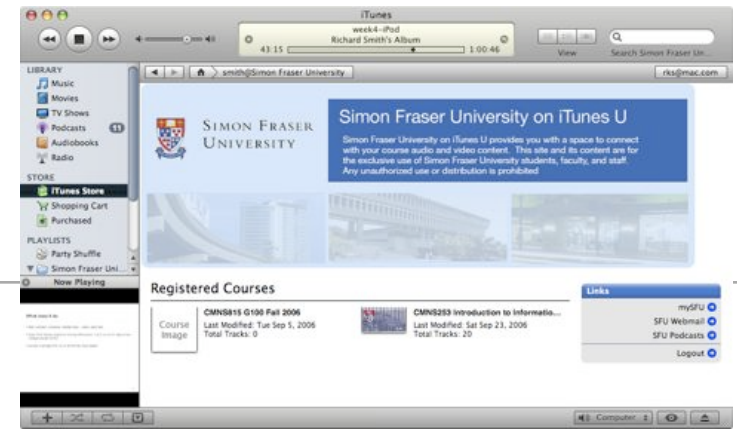
Ingredients

- Streaming audio and “flipping” video with a chat room - via “eLive”



Ingredients

- Podcast: ProfCast, iTunes U, iTunes



CMNS253 Introduction to Information Technology: The New Media

Move Selected Tracks To:

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Name	Artist	File
<input type="checkbox"/> Pitch for Podcast Course	Richard Smith	Replace File
<input type="checkbox"/> ascienficevolution	Simon Fraser University	Replace File

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Richard Smith's Album
43:15 1:00:46

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Simon Fraser Uni...
Now Playing



smith@Simon Fraser University

rks@mac.com



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Simon Fraser University on iTunes U provides you with a space to connect with your course audio and video content. This site and its content are for the exclusive use of Simon Fraser University students, faculty, and staff. Any unauthorized use or distribution is prohibited.

Registered Courses

Course Image	Course Name	Last Modified	Total Tracks
	CMNS815 G100 Fall 2006	Tue Sep 5, 2006	0
	CMNS253 Introduction to Informati...	Sat Sep 23, 2006	20

Links

- mySFU
- SFU Webmail
- SFU Podcasts
- Logout

Computer

iTunes

week4-iPod
Richard Smith's Album

44:14 1:00:46

View Search Simon Fraser Uni...

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- Radio

STORE

- iTunes Store
- Shopping Cart
- Purchased

PLAYLISTS

- Party Shuffle
- Simon Fraser Uni...
- Now Playing

smith@Simon Fraser University CMNS253 Fall 2006 - Welcome rks@mac.com

 **CMNS253 Introduction to Information Technology: The New Media**

Last Modified: Sat Sep 23, 2006
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Welcome Lectures-Audio Lectures-Videos PDFs

	Name	Time	Artist	Album	Price
1	Pitch for Podcast Course	6:52	Richard Smith	Richard Smith's Alb...	GET SONGS
2	ascientificrevolution	0:12	Simon Fraser Unive...	CMNS253 Fall 200...	GET SONGS

2 songs Computer

CMNS253 Introduction to Information Technology: The New Media

Move Selected Tracks To:  

Add Track(s) Return to iTunes

Welcome Lectures-Audio Lectures-Videos PDFs Trash

Name	Artist	File
<input type="checkbox"/> Pitch for Podcast Course	Richard Smith	Replace File
<input type="checkbox"/> ascientificrevolution	Simon Fraser University	Replace File



Results...

- So far, so good:
 - Students like it
 - Students use it
- BUT
 - Students tempted to MIS-use it (procrastination)
 - Doesn't ADD
 - Concerns about performance
 - Production issues

Unexpected benefits

- Classroom students use the chat room DURING the lecture.
- Remote students run searches and feed information back to local students
- Students use the archived stream and podcast for study purposes

Next steps

- Use the podcast to distribute lecture content BEFORE the class
- Use the podcast to distribute lecture content AFTER the class
- Use the time in class for different things
- One trial so far
 - Looking good...

Gotchas

- Don't just make an "enhanced podcast" - convert to MP3
- Don't *assume* the students are listening: look at the logs, assign quiz material, whatever you have to do to make sure that they close the loop.
- Beware the technology trap - it can confuse, distract, detract from the classroom experience. Make sure you practice beforehand.
- Have a backup. All the lectures are also recorded on audio tape!

Feedback

- Using the PRS, tell me what you think of podcasting a lecture
 - 1 - it is a fad and it won't last
 - 2 - it might be a good idea but it takes too much work
 - 3 - you're on to something here - let's talk
 - 4 - my answer doesn't fit these categories.

Acknowledgments

- I would like to thank the following people who have made this work possible:
 - Simon Fraser University's eLive team, especially Amy
 - Simon Fraser University's advanced technologies team, especially Mike
 - Lionel Tolan director of SFU's academic computing services
 - Frances Atkinson, SFU ACS
 - Apple Canada and the iTunes U group
 - My patient and tolerant teaching assistants

Questions, comments, follow-up

- This is just the first stage, of course, and refinements are coming, suggestions most welcome.

Thank you



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