TIPS FOR LECTURING WHILE PODCASTING

WELCOME STUDENTS WHO ARE VIEWING THE PODCAST

- Specifically address students watching the podcast by greeting them, welcoming them to the lecture.

- Provide a roadmap to the lecture. If there will be a CPC or polls, be sure to explain to those watching podcast that they will be able to participate in the polls even though the session is over, and that they may request poll results or a revised version of the presentation with a display of results may be available and where to access it.

- Please do not say anything that might make students feel negatively for preferring to watch podcasts over attending lectures in person.

LOGISTICS

- Logo placement - Please do not put any material in the lower right-hand corner of the presentation screen. This is where the logo appears during podcasts and students will not be able to view the content.

- Font size - Use 24 pt. font size on your slides so the text is clear.

- Images - Do not crowd images.

- Animations - Do not animate objects or slide transitions at rapid speed or fancy transitions. If you are using animations (e.g., objects or images appear and disappear or appear in sequence), please allow time for these objects to be viewed and understood.

- Camera view - If you want the students watching you in podcast to see you for any reason, please step forward onto the mat in front of the projector screen. The mat contains a sensor that activates the camera to capture you instead of the projector screen.

INVOLVE PODCASTING STUDENTS IN INTERACTIVE LEARNING

- Use audience response software, such as Poll Everywhere, to engage students in decision-making and problem-solving as they respond to questions during lecture concerning content or case-based scenarios.

- Create polls that invite students to articulate reasoning as well as multiple choice items. Invite the students watching on podcast to think through the questions before viewing the display of results.

- Display the "private link" (permanent link) to the poll in your in-class presentation to enable students watching the podcast to participate in the poll.

- Use "Discourse Questions" with a permanent link to include podcasting students in the process of learning what issues or questions remain after watching the session. This can be helpful in planning for a subsequent related lecture or in suggesting specific content for inclusion in future lectures on the topic.

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GET TO KNOW STUDENTS LEARNING PREFERENCES

- Administer exit survey (with persistent link to poll everywhere poll) to explore how students prefer to engage.

- Include podcast students in quick polls to find out how they prefer to learn. Obtain feedback on the content and process of instructional methods used in lecture time, such as when you use case-based scenarios, small group methods or think-pair-share.

LEARN HOW STUDENTS WHO WATCH PODCASTS LEARN

- Invite students who watch podcasts to tell you how they use podcast lectures to:

  - Prepare for class

  - Study for exams

  - Extract relevant medical knowledge to apply to CBI cases.

- The purpose is to understand how the podcast is used to improve how the lecture is delivered so its use by in-class and podcast students can be maximized.

Please tell us your tips for podcasting and we'll share them on our new website for Faculty instructional development!

Click here to share your podcast tips!