Podcasting to amplify the College EFL Curriculum

by Steve McCarty
Professor, Osaka Jogakuin College
President, World Association for Online Education

a JALT 2006 workshop
Kitakyushu International Conference Centre
Room AIM I, 10:55-11:55, 3 November 2006
What this workshop will & won’t cover (1)

- Not much introduction but a technical definition of podcasting and then illustrations to familiarize participants with the technologies, which require working with Web html or blog source file code.
- Podcasting in the Osaka Jogakuin College curriculum in terms of ESP and bilingualism theory.
- iPods and recording podcasts in the office or on the go, like this workshop.
- Explanation of the iTunes program.
- Example podcasting blog “Japancasting.”
- Elements of a podcast.
- Example podcast lessons. There are so many uses and types of podcasts that just some representative examples that take suitable advantage of the media are presented here.
- A lecturer utilizes podcasting for a Chinese as a second foreign language course.
- An English-Japanese-Chinese multilingual podcast that the presenter organized as a student performance.
What this workshop will & won’t cover (2)

- Web services for podcasters (cf. JALT CALL Journal article online).
- Example of a podcasting directory to input or find educational podcasts.
- Free podcasting repository and hosting site Odeo.
- Coursecasting Bilingual Education – lectures of a semester course in a podcasting blog.
- Online presentations – this one to be posted soon – utilizing podcasting and flash players embedded in source files so people can listen to a live presentation later while watching the .ppt slides on the same Web page or blog entry.
- iTunesU offered by Apple, in the U.S. thus far, as a next-generation audio-visual Learning Management System (LMS).
- Dimensions of podcasts: stakeholders, scope, and technological approaches. Coursecasting as a major application to education.
- Coursecasting issues in the EFL curriculum.
- Usefulness of podcasting for each type of college stakeholder.
- For further investigation.
- Questions about what was or was not covered, such as how to achieve a certain result with podcasting.
A definition of podcasting

[A] podcast is content such as a radio show that is recorded in the ubiquitous MP3 format and broadcast (or more accurately, published) on a web site for download by anyone who cares to listen to it on a mobile device or a computer. Through the use of RSS (Really Simple Syndication), information about the web site and the podcasts (or other content) that is available on the web site is provided in a lightweight XML format. The RSS files, or “feeds,” can be harvested by content aggregators designed for podcasts, such as iPodder or iPodderX, or by other aggregators, such as iTunes, all of which can download “subscriptions” either on demand or at predetermined intervals.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>OJC EFL Curriculum</th>
<th>ESP Theory</th>
<th>Bilingualism Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 3 weeks</td>
<td>Core Curriculum (1st year Discussion Reading &amp; Writing units integrated)</td>
<td>EGAP (Jordan, 1997)</td>
<td>BICS (Cummins, 1979)</td>
</tr>
<tr>
<td>4th week</td>
<td>Content-based EFL</td>
<td>EAP</td>
<td>“Immersion-like” (Genesee, 2006)</td>
</tr>
<tr>
<td>through the 2nd year</td>
<td>Making podcasts of course-related materials, events; faculty-student performances, interviews &amp; presentations; coursecasting lectures; sharing expertise outside the institution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd-4th years</td>
<td>Coursecasting example: Bilingual Education</td>
<td>EPP</td>
<td>“Language-driven content-based” (Genesee, 2006)</td>
</tr>
<tr>
<td></td>
<td>Podcasting example: Chinese as a 2nd FL</td>
<td>QML</td>
<td>“Balanced language-driven &amp; content-driven” (Genesee, 2006)</td>
</tr>
</tbody>
</table>

**Overview of Podcasting in Curriculum & Theory**

OJC = Osaka Jogakuen College; EGAP, EPP = English for General Academic, Professional Purposes; BICS = Basic Interpersonal Communication Skills, CALP = Cognitive-Academic Language Proficiency
Recording podcasts in the office or on the go

How to: two alternatives. Below the iPod is an MP3 format digital voice recorder with a retractable extension to connect to a computer through a USB port and upload sound files (lower arrow) – a small, light and handy Japanese gadget 😊.
iTunes is a browser, but only of the Apple iTunes Music Store. It is also a media player of audio, video (MP3/MP4 variants) & Internet radio stations. It is free, and needed to “synch” files to an iPod, such as purchased music or free podcasts. The above example “Japancasting” is configured through a podcasting blog hosted at Blogmatrix to appear with this description & logo. Find podcasts by keyword or category searches; subscribe to XML/RSS feed.
Presentation at Macquarie University in Sydney

"Interfaces of Bilingual Education, Japanese Socio-culture and Podcasting Technologies," a presentation at the International Conference on Diversity and Community in Applied Linguistics. Interface, Interpretation, Interdisciplinarity, at Macquarie University, Sydney, Australia, on 21 September 2006. View the presentation in another browser window as a slide show (only works with MS IE, but even if PowerPoint is not installed), or download the presentation to listen while viewing the slides. Live Internet was used during the presentation, so the listener may refer to the following sites besides Japancasting in other browser windows: Podcasting, Coursecasting, and Web 2.0 Technologies for Research at the Podcasting in EFL Wiki - TESOL Electronic Village Online (EVO) and the online library Bilingualism and Japanology Intersection.

Web 2.0 Technologies for Research

This is a welcoming address of about 25 minutes to the 2006 World Association for Online Education (WAOE) Annual Members' Meeting. After hearing this you can talk back just by plugging a microphone into your computer and using Odeo's voice message function. Send me a Message. This talk mainly introduces some of the new Japancasting recent entries. Links to related sites, outlines, ppt slides, or transcripts for EFL learners to read while listening. Add gadgets such as Google Maps. $100/year.
Podcast Elements and Example Lesson Entries

- MP3 sound file
- Title
- Annotation
  - Description
  - Directions (e.g., how to read while listening)
- Tags (metadata keywords for categorizing & searching)
- Comments (BBS messages)
- Links
  - for further research
  - to a transcript for EFL learners
  - to an outline/summary
  - to questions for class discussion
  - to a presentation (download or Website)

---

Reincarnation or What? Stone-Hand Temple and the Pilgrimage of Shikoku

This is a gripping tale for those interested in Japanese culture, and it could serve as a college lesson on the psychology of religion, Japanese Buddhism or the Pilgrimage of Shikoku. The question is whether this legend is a proof of reincarnation or serves some unstated purpose. You can read the script while listening and follow links for further reading here or open another browser window and paste the following URL into its address box:

http://www.waoe.org/president/podscripts/psychology_of_religion.html

---

The Woman Diver: Discovering Deep East Asian Values

A most ancient Japanese legend became a temple chronicle and then a Noh play. Here it is translated from Japanese and reveals the quintessence of traditional East Asian womanhood. With her life at stake, what values prove to be uppermost? You can read the script while listening and follow a link to a journal article analyzing the legend by clicking here or open another browser window and paste the following URL into its address box:

http://www.waoe.org/president/podscripts/woman_diver.html

---

attachment.details: 1.19 Mb · media · torrent

Tags:
- Shikoku
- pilgrimage
- religion
- psychology

# · 01:08 · Steve McCarty · comments (0)
Podcasting Chinese as a 2nd FL @OJC

九州と東日本よく知られている地名を読んでみてください。

Dōng Rìběn
Dōngjīng
Héngbīn
Mínggǔwǔ
Běihǎi dào

I’m not making this up!

Kyushu in Chinese 😊 中国語による九州
スライドショー機能を活用（1授業の前）

フラッシュカードの代わりに、iPod 5Gのスライドショー機能を利用する。

1. **Power Pointでカードを作る**
   作り上げたPPTファイルごと画像（JPG）として保存

例1: 生字拼音卡

例2: 時間概念の説明

Wǒ yè shì jīngdū rén.

～続きを見る～

2006/10/06

中秋快乐

「今天10月6日，是中秋节。」
音楽にあり甘い歌は好きではありませんが、今日は月餅を食べたくなってきました。

テレサ・テンの新しい分かの歌ですが、月見の時にも相応しい歌ですね。

Left: PPT to JPG iPod slide show.
Right: iTunes subscribing; video.
Multilingual podcast – teacher & students’ performance

Thursday, 01 September 2005

Similar Proverbs in Chinese, Japanese and English?

This may be one of the first multilingual podcasts. At a women’s college in Western Japan teaching an intensive course on translation, there were two Chinese and two Japanese students, so I had them each explain in English as well as in their native language. Five proverbs were selected, and the question was if there was a similar way of thinking in the three cultures. Intercultural researchers usually focus on cultural differences, but the existence of similar proverbs arising independently in the East and the West would point to universally human wisdom. The five proverbs are: 1) Actions speak louder than words, 2) Advice when most needed is least heeded, 2) Look before you leap, 4) Penny wise, pound foolish, and 5) Ignorance is bliss.

Tags:
- Chinese
- Japanese
- English
- multilingual
- proverbs
- wisdom

link · 03:01 · Steve McCarty · comments (0)

Wednesday, 24 August 2005

Questions about Japan from Developing Countries

- japan_questions.mp3 media (8.84 Mb) · torrent

Navigate BlogMatrix:
- Home
- Support
- Products
- Company
- My BlogMatrix (steve)
  - Weblog
  - Directory
  - Manage your account
  - Post and Upload
  - Quota and Payments
  - iTunes Publishing
  - Statistics
  - Logout

About this Podcast:
Podcast Name:
Japancasting
Podcaster:
Steve McCarty
Description:
Japancasting! for studying Japan or English as a foreign language. Free educational broadcast on Japanese culture, history, society, educational system and comparative religions. Ancient legends are analyzed with discussion questions to discover East Asian values. There are interviews with professors and broadcasts by students at women’s colleges. There are also links to scripts with some photos and illustrations for reading while listening, and links to online courses for further research. Your host in English and Japanese is Steve McCarty, Professor at Osaka Jogakusha College and President of the World Association for Online Education (WAOE).

Language:
- English

Contact Info:
mccarty@mail.goo.ne.jp
Osaka
Japan
Web Services for Podcasters

The spoken Internet developing under the rubric of podcasting is enhanced by many Websites for podcasters and listeners, with news, technical tips and directories. Some of the leading directories are dynamic, not just annotated links to podcasting blogs ... podcast directories accept updates conducted by member podcasters or spider their podcast sites. A new podcast can thereby become available at a directory within a few hours and sometimes almost immediately after it is uploaded to one's site. Also unlike traditional Web directories, visitors can click to subscribe or for more details. In some cases the whole description from the site appears in a new Web page including the photo or logo, and some directories also generate a list of all episodes with their descriptions to click on and listen to them individually as Webcasts.

Podcast directory example

The Podcasting News directory lets a member podcaster write a description, select smilies, choose the colors of one’s directory entry, link to one’s main Website, etc. This is from its Education category.
Free podcast repository and hosting site example

Note podcasts categorized by tags ☆

Hi, this is Odeo.
We have 2,218,649 mp3s from all over the web, which have been played from Odeo 7,282,962 times.
You can download or play them straight from here for free. (You can also put them on your web site.)
And like 198,505 other people, you can create an account, so you can subscribe to things and save the stuff you like.

Over one million audio files—from podcasts and all over the web. Listen, download, subscribe...

Recently Starred

Glenn Gould Play Beethoven Sonatas (Today)
Holzwage (05:20)

Elton John - Tiny Dancer (Jul 25)
Massyodka [Music] (04:21)

Popular Now

UGK - The Game Belongs to Me
Nzuh

XBL Radio ver 28.5 (LIVE on LIVE) - Call 911 Xbox Live is S...
The XBL Radio Podcast
Hello-deo, Steve McCarty!

First: Get Some Audio into Odeo Studio

Record New Audio
Record your voice right now with Odeo Studio, our free browser-based recorder.

Upload Audio from Your Computer
Already have recording software or your own tracks? Upload the MP3s to put them in a podcast.

Add Audio from the Web
Enter the URL of an MP3 that’s already hosted somewhere on the Web—we’ll build a page around it.

Next: Publish Your Audio to the World

Set Up a New Podcast
Come up with a title, description, and descriptive keywords for your collection of audio and we’ll do the rest.

Also: You can put audio on your blog, MySpace, Xanga, or any other Web page by using the code for our Flash player. Learn about embedding Flash in your personal site.

Want to become a better Podcaster? Listen to the Podcasting Survival Guide.
Podcasting, Coursecasting & iTunesU research

<table>
<thead>
<tr>
<th>Keyword or metadata tag searched =&gt;</th>
<th>podcasting</th>
<th>coursecasting</th>
<th>iTunesU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web search engine and number of hits on the keywords</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Google (searches whole texts of HTML, etc. Websites)</td>
<td>117 million</td>
<td>9,800</td>
<td>30,900</td>
</tr>
<tr>
<td>Technorati blog search (27+ million registered blogs)</td>
<td>235,000</td>
<td>111</td>
<td>104</td>
</tr>
<tr>
<td>Technorati tags (metadata identifiers bloggers write)</td>
<td>37,000</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>delicio us tags (social bookmarking encourages tags)</td>
<td>uncountable</td>
<td>34</td>
<td>87</td>
</tr>
<tr>
<td>Google Scholar (searches limited academic works)</td>
<td>437</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Amazon: books, magazines, newspapers &amp; newsletters</td>
<td>57</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Chart 1: Keyword searches on 10 August 2006

HTML document made with the online word-processor Writely, now with Google. Google Scholar & Amazon entries on “coursecasting” were impressionistic articles.
Coursecasting Bilingual Education

Lectures of an upper division Bilingual Education course at Osaka Jogakuin College in Japan by Professor Steve McCarty.

Creator: Steve McCarty
Site: 
Subscribers: 0

Audio in this Podcast (RSS, m3u, xspf)

Applying Critical Thinking to Opinions about Bilingual Education
When reading articles about bilingual education, it is important to distinguish whether the opinion...

Multiculturalism in individuals and in society

Blaming Multiculturalism for the Clash of Civilizations
To encourage critical thinking by the students, a newspaper article by a British politician is in...

Suggestions for Research on Bilingual Education (2)
Topics for the third response paper or semester research paper can be drawn from the syllabus. Th...
Coursecasting podcast example

Clicking on the title of a podcast opens another Web page with an MP3 player, an annotation describing the lecture, and sometimes an external link to download a course file. In this case it is the first lecture of the semester and the link is to the detailed syllabus.

First lecture of the Bilingual Education class after introducing the course, Japanese and English reference books, bilingual textbook, using the library, and how to cite Japanese sources in APA style. 16 minutes lecture on the greater choices and therefore freedom that comes from becoming bilingual, bicultural, multilingual or multicultural.

More info: www.geocities.com
Online Presentations

A new approach with embedded Flash players to make synchronous presentations also asynchronous. It solves PowerPoint browser & download problems while utilizing podcasting for the speech. This presentation recorded live now can similarly join a blog or Website of presentations for people to view while listening any time and anywhere they access the Web.
Stanford on iTunes: an example of iTunesU

Presenting Stanford on iTunes U

Download faculty lectures, interviews, music and sports.
Play audio on your iPod, Mac or PC, or burn a CD.
Stay Connected anytime anywhere.
Experience Stanford on iTunes U and continue learning with Stanford.

Open Stanford on iTunes U

'Stanford on iTunes U' continues to expand in content and features. All of our content is now available via RSS-based podcast feeds. New content is uploaded weekly.

A precursor to the rollout of iTunesU for hundreds of American colleges.

Website link opens the iTunes program. Public and password-protected iTunesU.
Education beyond the classroom

iTunes U* is a free, hosted service for colleges and universities that provides easy access to your educational content, including lectures and interviews 24 hours a day, 7 days a week.

It’s the most powerful way to manage a broad range of audio or video content and make it available quickly and easily to students, faculty, and staff. And it is the only application that supports the overwhelmingly popular iPod. iTunes U also offers you the simplicity and mobility you expect from Apple because it is based on the same easy-to-use technology of iTunes Music Store.

Through iTunes U, users can download content to their Macs or PCs regardless of their location. They can then listen to and view content on their Mac or PC or transfer that content to iPod for listening or viewing on the go.

From A to Z

Colleges and universities need an easy way to create and distribute content throughout their educational institution. And of course, the content must be portable.
iTunes U uses the iTunes Music Store infrastructure and is specifically designed as a service for institutions to manage a broad range of audio, video, and PDF content, and make it available quickly and easily to students, instructors, staff, alumni, and, optionally, the public.

iTunes U offers an experience similar to using the iTunes Music Store. In fact, since iTunes U pages are displayed within the iTunes application itself, just like iTunes Music Store pages, navigating within iTunes U is much like navigating within the iTunes Music Store. For information on how to use iTunes or the iTunes Music Store, in iTunes, choose Help > iTunes and Music Store Help.

Using iTunes U, users can access educational content, including lectures and interviews, 24 hours a day, 7 days a week. Users can browse content and download it to their Mac computers or PCs, regardless of their location. They can then listen to and view content on their computers or transfer the content to iPod for listening or viewing on the go.

Instructors and staff can easily post and change content on their own. Using the Drop Box and Shared tabs, instructors can allow students to upload their own content for review or to share with other students in the class.

System Requirements
iTunes U fits seamlessly into your existing technologies and systems; you use your existing web-based infrastructure to provide access to your iTunes U site.
The navigation bar displays where you are in relation to the site's hierarchy.

Click links in the Links box to jump to or download additional information.

Click to view a Course page.

Click links to edit the Welcome page or to log out.

Template for a college iTunesU Welcome Page in iTunes, with LMS characteristics.
Example iTunesU course page. Edited by the teacher or designer.
iTunesU user manual illustrating a college site structure (above) and editing privileges (below). Cf. WebCT’s administrator, designer & student interfaces.

define the following user groups:

- **Site administrator.** This group has the most privileges, allowing it to create new Course pages, assign ownership of Course pages to specific instructors, and manage the iTunes U site.
- **Instructor.** This group has privileges constrained to the classes to which they are assigned, allowing it ownership for the particular class and its Course page.
- **Student.** This group has the fewest privileges, constrained to the classes in which the students are registered, allowing the group access to the particular class and its Course page, with specific privileges defined by the instructor who owns the page.
Dimensions of educational podcasts

- **Stakeholders** (to make, listen to, or acknowledge podcasts)
  - On campus: Administrators, Faculty, Lecturers, Staff, Students
  - Off campus: Graduates, Community, News Media, Netizens

- **Scope**
  - Media: audio, video; Website, blog, wiki; network; equipment
  - Course-related: listening materials, events, podcasting sites
  - College-wide: tours, news, extra-curricular events, training
  - Geographical: on-campus location, local, regional, national, global
  - Language: Japanese, English, EFL, other FL, bilingual, multilingual
  - Disciplinarity: specialized, interdisciplinary, generalist; music, arts
  - Purposes: educational, promotional, entertainment, social networking

- **Technological approaches**
  - Coursecasting; internal, external podcasting sites; recorded events
Podcasting in the EFL Curriculum

- Coursecasting
  - iTunesU (when available, college-wide)
  - Do-it-yourself course-specific sites
    - Podcasting blog hosted at Odeo, Blogmatrix or elsewhere
    - Components constructed at one’s own home page or blog

Coursecasting issues:
- Upload some or all lectures of a course?
- Could it encourage absenteeism or is attendance clearly essential?
- Have good content? Many EFL courses are activity-based, not much lecturing.
- What else to include in the site, e.g., links and course-related files to download.
- Free or more robust solutions?
- Audio and/or video?
- Student voices or images OK in recordings or to be avoided?
- Site accessible on the open Web or password-protected?
- Site accessible by participants only, designated visitors/observers, or anyone?
- Institutional adoption, hands-on user training for designers, staff and students.

Coursecasting potentially opens a window into the classroom
Usefulness for college stakeholders (1)

- For students, coursecasting provides review, target language listening practice, alternative access to class lectures in the case of unavoidable absence, written reinforcement of lectures through podcasting blog entry titles and annotated descriptions, downloading of course documents, citations for their written course work, and a base for online research.

Moreover, insofar as the voices of students are recorded in podcasts, whether as course work or public performances as in the case of the Japancasting site, the students can check their own pronunciation and other speaking skills. This alerts students that the Internet is increasingly becoming an aural and oral as well as a written medium, with extensions to wireless iPods and mobile phones. Perhaps most significantly, the students become not just consumers but producers of online English content, which places them more fully in the target language community with benefits for developing intrinsic motivation and a bilingual identity.

- For teachers, coursecasting and podcasting can provide opportunities for professional development such as checking the comprehensibility of lectures, offering more supplementary materials, and making various online connections to and from the classroom. Both teachers and students are empowered as the class is enhanced by podcasting technologies.
Usefulness for college stakeholders

- For the learning institution, more documentation of course content is provided, and various uses of iPods and podcasting can be imagined, such as for campus tours in Japanese or school festival activities using English. As in the case of Stanford, if iTunesU is acquired, a portion of faculty lectures or special events can be offered as public podcasts to the credit of the institution. The college is seen as one that embraces new technologies that are empowering for students and other stakeholders involved.

- For the general public, the proceedings of the college, special events including concerts, and the fruits of its research become more visible and audible as educational benefits to the community. As one example, parents and high school students can make better informed decisions in comparing colleges.

In sum, the usefulness of coursecasting and educational podcasting accrues to all stakeholders who take advantage of the available technologies. The technologies generally provide all stakeholders of the college with more of a window into the classroom and other sites of educational activity.
Take note of the URL below. Thank you!

- 2005 Journal article “Spoken Internet to go: Popularization through Podcasting”
- 2006 book chapters on e-learning, global online education & virtual organizations
- Podcasting, Coursecasting & Web 2.0 Technologies for Research (TESOL wiki)
- iTunesU News and Coursecasting Research (Del.icio.us social bookmarking)
- Steve Illustrated (Flickr photo sharing) with e-learning screen shots for research
- Podcasting sites “Japancasting” and “Coursecasting Bilingual Education”
- English and Japanese blogs, Technorati profile for metadata tagging searches
- Japanese and English homepages since 1996, mobile phone Website since 2000
- World Association for Online Education (WAOE), an NPO with membership free
- Articles & interviews on Online Education, Asian Studies, EFL & Bilingualism
- Listen to presentations including this one while clicking through the slides online

all available from waoe.org/steve  e-mail waoe@mail.goo.ne.jp