Podcasting/Vodcasting

Definitions
- “The process of capturing an audio event, song, speech, or mix of sounds and then posting that digital sound object to a Web site or a blog” (Meng, 2005, p. 1).
- The name “podcast” started as a combination of Apple’s “iPod” and “broadcasting,” although one need not own an iPod; any MP3 player or computer will do.
- Vodcasting (“Video-On-Demand”) is in essence the same as podcasting, only with the addition of video in the digital object. “Syndication feeds” allow podcasts and vodcasts to be automatically downloaded and then played back on portable devices and/or computers.

Usages:
- Imagine you post a mini-lecture or excerpt from the class discussion after an evening class, and your ESL student downloads it to his MP3 player the next morning. He then listens to the lecture while he is getting dressed, driving to work, or exercising on the treadmill, practicing his English and reviewing notes.
- Reinforcing important lecture points, and is helpful for the auditory learner.
- The visually impaired or dyslexic student who cannot take class notes.
- Other possible usages of podcasts and vodcasts include syllabus reviews, recording textbooks in whole chapters, sharing study sessions for comps, communicating course announcements, recording interviews of guest speakers or pioneers in the field, expanding traditional assignments (students include voice recordings and sound effects or submit a recorded presentation), delivering course content, presenting case studies in dramatic form, quiz reviews, etc.

Benefits:
- Portability
- Relatively easy to produce
- Audio podcasts are downloaded by students more frequently than Powerpoint with audio or video with audio (University of Michigan, 2005).

Podcasting/Vodcasting Software & Services

The following services are used for videoconferencing between computers (video/audio), computers and regular telephones (audio only), and for recording conversations to be converted into a podcast form for online delivery.

- Skype. [http://www.skype.com](http://www.skype.com)
- Gabcast. [http://www.gabcast.com](http://www.gabcast.com)
- Switchpod is a podcast hosting service which offers “unmetered bandwidth, the fastest speeds, the most detailed statistics and the best promotional opportunities. When you create an account at Switchpod, you get your own folder hosted on our servers to manage your podcasts - [http://www.switchpod.com](http://www.switchpod.com)

Universities are negotiating contracts with iTunes to provide podcasting services for their faculty and students [www.apple.com/itunesu](http://www.apple.com/itunesu).

Links

Introduction to Podcasting
Simulations and Virtual Worlds

Definitions

- “Teaching and learning methods in which participants are *directly* involved in making decisions and learning from the outcomes of these. Their active, student centred nature means that they are memorable and highly motivating. They enable the exploration of the complex nature of the *real world* and interdisciplinary, interacting subjects as well as the more basic need of understanding, doing and skills practice” (Society for the Advancement of Games and Simulations in Education and Training, SAGSET, 2002).
- The goal is “instruction through active involvement” (p. 94) utilizing role-playing, providing perspective that is not possible within the current learning environment.

Usages:

- *Second Life* - Universities are utilizing one of the fastest growing three-dimentional virtual worlds where users are known as “residents” vs. players. With the use of a customized avatar residents make purchases with the use of “Linden Dollars.” They can buy land (server space), own homes, develop property, conduct business, participate in social activities, take classes, dissect a frog, practice architecture, and attend counseling sessions to name a few (Hof, 2006). Entire university campuses (i.e Ohio State University, Duke and others) are recreated in the virtual world of Second Life.
- Interact with various cultures in their environment
- Experience DSM IV-TR diagnoses (Peter Yellowlees’ *Virtual Psychiatric Ward*, based on Sacramento County Mental Health Treatment Center and schizophrenic patients)
- Practice counseling skills
- Develop scenarios where students can analyze and make decisions in real-time format (Joekel & McNultr, 2003).

Benefits:

- Simulations have been used for training in a variety of settings with success.
- Cheaper for multicultural experiences
- Allows you to perform “what if” scenarios without the risk of harming clients
- Simulations teach persistence, creativity, appropriate help seeking, and cooperative teamwork (Cairns, 1995).
- Use of innovative technology.

Links and Resources:

- [www.secondlifeinsider.com](http://www.secondlifeinsider.com)
- Ohio State University Second Life campus tour – [www.utube.com/watch?v=aFunFrie8wA](http://www.utube.com/watch?v=aFunFrie8wA)
- [www.secondlife.com](http://www.secondlife.com)
Weblogs and Wikis
Definitions
- A weblog is "a website that contains an online personal journal with reflections, comments, and often hyperlinks provided by the writer" (The Merriam-Webster Collegiate Dictionary, 2004).
- A weblog is a "frequently modified web pages in which dated entries are listed in reverse chronological sequence" (Herring, Scheidt, Bonus, & Wright, 2004, p. 1).
- A weblog is a “web-based, multimedia publishing system, that is low-cost (often free), very easy to use, customizable in terms of look and feel, content, target audience and hyperlinked to other content spread across the internet” (Cameron & Anderson, 2006, p. 2).
- Weblogs are personal pages, whereas wikis are communally created.
- A Wiki is a web site in which any individual can add and edit information without needing special administrative access rights.

Links
The Educational Bloggers Network (http://www.ebn.weblogger.com)
Edublogs (http://www.edublogs.org)
Weblog-Ed (http://www.weblogg-ed.com)
Blogger (http://www.blogger.com)

Usage
- Weekly discussion on a specific area of study
- Personal reflections and journals
- Learning and research portfolios
- Post class announcements, handouts, and reminders to learners about assignments
- Peer coaching and peer review
- Small group cooperative learning
- Incorporating links and references can extend learning beyond the discussion topic

Benefits
- Access – anytime, anywhere (Turnbull, 2002)
- Promote collaboration, knowledge building, and reflection (Sorensen, 2004).
- Decrease learners’ perceptions of isolation (Dickey, 2004)
- Foster a sense of connection and linking (Rourke & Anderson, 2002).
- Peer relationships are established on blogs in the online environment and mimic the peer interaction that occurs in the traditional classroom.
- Increases learner self-confidence, writing ability, sense of involvement, sense of interdependence, and development of social and teamwork skills (Wang & Fang, 2005).
- Promote learner autonomy and a means of representing and expressing the self and forming identity (Cameron & Anderson, 2006)
- Encourages ownership and responsibility for learning; learners may be more thoughtful about the content that they write due to their awareness of the large internet audience (Godwin-Jones, 2003).
Collaborative Synchronous Conferencing Software
Definitions

- Referred to as Group Support Systems or Electronic Meeting Systems
- Provides tools to assist with synchronous collaboration.
- Collaborative software enables users in remote geographical locations to share ideas and work together using real-time chats, threaded discussion boards, shared whiteboards, file transfers, live video images, and audio chats (Taran, 2004; Rupley, 2004).
- Enabling multiple users to connect on the screen at the same time, online conferencing has provided a convenient option for communication and connection (Page et. al., 2003).

Links
Skype www.skype.com
Google Talk www.google.com/talk/
Horizon Wimba www.wimba.com/
Elluminate http://www.elluminate.com/
Additionally, Elluminate offers a free three-seat vRoom edition. “Enjoy real-time collaboration with up to three participants using interactive features such as Two-way audio, Interactive whiteboard, Direct messaging, Application sharing, File transfer, Synchronized web tour, Live webcam, and Breakout rooms.” You can register for the free three-seat Elluminate vRoom at http://www.elluminate.com/vroom/

Usage
- Interactive lectures and presentations
- Collaborative projects
- Presentation of real-life problems for group problem-solving
- Small group discussions
- Live Supervision
- Practice skills sessions

Benefits
- Enables active participation (Marjanovic, 1999).
- Provides collaborative learning environment (Marjanovic, 1999).
- Allows for the exchange ideas (Page, et al., 2003)
- Builds a scholarly online community (Page, et al., 2003)
- Encourages knowledge construction, deeper understanding of concepts, and increased skill development (Marjanovic, 1999).
- Increases the ability to feel connected to group members
- Enables participant to hear vocal tones and view nonverbal cues.
- Contains password protection, user authentication, and data encryption, conferencing software can provide robust security and administrative control (Taran, 2004).

The main challenge in this process is the expertise needed to combine different tools to design active learning activities that will achieve intended learning objectives” (Marjanovic, 1999, p. 132).

Learners and educators need to understand the conferencing software and how it can be used to enhance the development of counselling skills.

Educators must receive adequate training to effectively use the collaborative.
Definitions

- Blackboard, WebCT, eCollege, Angel, Prometheus, Moodle, and Sakai
- Course management systems (CMS), also known as learner management systems (LMS), are computer software programs developed for the delivery of online training and course content.
- A CMS is Internet-based software used by academic institutions and organizations for the organization, management, distribution of course materials, and communication with students.

Links
opensource CMS
http://www.opensourcecms.com
Moodle
http://moodle.org
Sakai
http://sakaiproject.org
Seul/Edu Educational Application Index
http://richtech.ca/seul/
MIT OpenCourseWare
http://ocw.mit.edu

Usage
- Deliver material (the course syllabi, notes, PowerPoints slide shows, podcasts, learning units, flash activities, and assignments)
- Threaded text-based and pod-based discussions
- Assignment submission
- Quiz, test, and survey
- Gradebook
- Keep a roster
- Track participation

Benefits
- Management
- Organization
- Anytime, Anyplace Access
- Familiar Territory for many

- When educators are not trained to use the features of the CMS effectively and efficiently, the educators may use the CMS as a dumping place for course content.
- A CMS used as a dumping ground, has the potential to overwhelm and frustrate learners.
- Learner exposure to content, and learner page views statistics insinuate that learning has occurred. "The underlying assumption is that if we just expose students to the content, learning will happen" (Siemens, p. 1). Siemens wrote, "The real issue is that LMS vendors are attempting to position their tools as the center-point for e-learning - removing control from the system's end-users: educators and learners" (p. 1).
WebQuests
Definitions

- WebQuests, designed by Bernie Dodge and Tom March, are web-based, inquiry-oriented lesson design that engage students in completing a doable task (Starr, 2005).
- WebQuest is “an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet” (Dodge, 1997, p.1).
- WebQuests are based on a template with five components: (a) an introduction for introducing a scenario, (b) a task to assign the task that the learner is to complete, (c) a resource to list needed or suggested resources, (d) an evaluation to provide the learner with the evaluation criteria, and (e) a conclusion for learners to provide a reflection on the activity (Dodge, 1997).

Links
http://webquest.sdsu.edu/LessonTemplate.html
http://webquest.sdsu.edu/designpatterns/all.htm
http://www.spa3.k12.sc.us/WebQuests.html
http://webquest.org/index.php
http://www.instantprojects.org/webquest/technology.php?start=21
http://webquest.sdsu.edu/webquest_collections.htm

Benefits
- Encourage active learning (Burchum et al., 2007).
- Emphasize time on task (Burchum et al., 2007).
- Develop cooperation among students (Burchum et al., 2007).
- Communicate high expectations (Burchum et al.).
- Requires the utilization of higher level thinking skills (Starr, 2005).
- Create collaborative learning environments (when written effectively; Dodge, 2001).
- Positively influence academic success and quality of relationship (Fielder, 2002).

Usage
- Provide a framework for constructing online lessons and modules; especially useful to faculty new to teaching in the online environment (Burchum et al., 2007).
- Research ethical issues (i.e. confidentiality, dual relationships).
- Research multicultural competence in counseling.
- Role play or become an expert in a specified area or population.
Figure Captions (Screen Shots)

Figure 1. Moodle, a free content management system, offers instructors a location to organize their materials.

Figure 2. Blackboard, a paid content management, has a discussion thread.

Figure 3. Second Life is a virtual world.

Figure 4. In Second Life, an individual can build their own avatar.

Figure 5. Second Life is used for business and educational purposes.

Figure 6. Skype is a collaborative synchronous conferencing software that provides tools for synchronous collaboration.

Figure 7. Horizon Wimba, a collaborative conferencing software, has tools to facilitate interactive lectures, presentation, and small group discussion.

Figure 8. Weblogg-ed is an example of an educational blog.

Figure 9. Learners are provided with a course login and password to enter the secure Content Management System.
References


