



PODCAST HOST PROFILE

Mark Juliano

Using Podcasting for eLearning



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After leaving his job as CEO of MediaSite in 1999, with four start-ups under his belt, Mark Juliano became semi-retired. One of his goals was to share his knowledge and experience with students and budding entrepreneurs. He became an Adjunct Professor at Carnegie Mellon University²¹, and developed three courses: 1) Entrepreneurship, 2) High-tech Marketing, and 3) Strategic Management. While teaching helped fulfill his desires, the number of students He could reach was limited. After a few years, with the help of Carnegie Mellon's production staff, one of his courses was video taped, edited, and turned into a DVD. Still, there was no simple avenue to distribute the course widely.

In early 1995, podcasting came to the fore. Later, news of Berkeley's large-scale entree²² into podcasting and Duke's²³ requiring iPods for many classes, sparked his interest in educational podcasting. This article discusses the use of podcasting in the e-learning environment, along with an actual case study.

The most basic explanation of a podcast is recorded audio or video available on the Internet. But podcasting also enables several things: Push technology where people can subscribe to the podcast, and each new episode is automatically sent to their computer using RSS technology²³. Time shifting for people to listen or watch a podcast when they want. Mobility by placing podcasts on iPods or MP3 players, whereby people can consume the podcast in their car, on the train, or while exercising. Worldwide Internet audience well beyond the confines of the university campus.

The most widespread e-learning use for podcasting is audio recording of classes and lectures. Numerous case studies have proven its effectiveness. These podcasts have many benefits including post-lecture listening, study support tools, aid for non-native English speaking students, and broad availability on the Internet and university websites. In addition, these podcasts are the easiest to create, and require little additional effort by the professor. However, it should be noted that simple lecture podcasts are not an optimal due to lack of editing, potentially poor audio quality, and difficulty understanding a professor who is using visual aids.

Before proceeding, it should be put to rest the notion that students will not attend classes and only listen to podcasts. This is simply not true, and has been proven in many university applications. Two comments are submitted: 1) recordings are not a perfect substitute to classroom learning, and 2) professors should strive to make their live lectures superior and more interesting than simple recordings.

Case Study Entrepreneurship Course at Carnegie Mellon

www.talkshoe.com/talkshoe/web/talkCast.jsp?masterId=13431

Mark's Entrepreneurship class is being offered in the spring semester 2007, and podcasting is being used as a companion to the live course. While video podcasting is certainly as effective educational tool, it requires video editing skills, which he does not possess. Simply setting up a video camera in the classroom will not yield quality results. Instead, audio podcasting was chosen due to its ease of creating podcasts, and it's universality of distribution on iTunes, other podcast directories, iPods and MP3 players.

Based upon Mark's experience, the following advice is given using a case study to illustrate the recommendations. These recommendations are also based upon his creation of over a dozen non-educational podcasts.

Optimize Lectures for Audio Podcasting

Early on, Mark rejected simply recording his lectures, due to aforementioned issues. Instead, lectures optimized for audio are created outside the classroom. It is assumed that no visual aids are present, and that explanations can only use audio. Also, lectures are separated into multiple smaller segments because, as reported in numerous articles, the optimal podcast length is 20-35 minutes since they are often consumed while commuting, getting exercise, etc. While recording outside the classroom puts some extra burden on the professor, the experience can be used to prepare for lectures, and more importantly to create higher quality podcasts.

Companion Documents

Other documents such as lecture slides, notes, readings, and web links can also be put online. Blogging too is an effective tool for posting timely information including announcements, lecture notes, assignments, projects, etc. Professors can also choose to allow students to make comments on their blog posts. There are many simple mechanisms to create blogs including Blogger.com⁰⁵ and WordPress⁰⁶.

Live Interactive Environment

To simulate the classroom environment, Mark employs TalkShoe⁰⁷ technology. TalkShoe not only records a podcast using a telephone or voice-over-IP, but also allows live broadcasts over the Internet. Online students can ask questions via telephone or live text-chat. The professor is in total control with features such as see-who's-talking indication, muting, and managing a request-to-talk queue. If desired, the professor can mute all participants and simply record the lecture. TalkShoe podcasts can be open to the Internet, or only a private group of invitees. The interactive podcasts are recorded and stored, and can be downloaded to other websites. Professors can also upload pre-recorded material to TalkShoe's website, such as interviews, speeches and music.

Audio Editing

Professors can choose to download and edit their audio, using for example, Audacity⁰⁸, freeware available on the web. Basic editing tools for removing unwanted sections, adjusting volumes, or adding intro music are available, along with advanced editing using professional studio quality editing software.

Virtual Office Hours

TalkShoe also enables virtual office hours, which is advantageous because Mark does not have a physical office at Carnegie Mellon. He creates and schedule live interactive podcasts where students can join. These sessions can be recorded if desired.

Student Working Groups

The Entrepreneurship course requires students to work in groups. Students may choose to use a digital audio recorder, or hold private working sessions using TalkShoe.

Other Advice

Other advice includes holding online courses on consistent schedules, and listing podcasts on a wide variety of directories including Apple iTunes⁹, Podcast Alley¹⁰, Yahoo Podcasts¹¹, Podcast Pickle¹², and many others.

Making Money

Professors can choose to make money from their podcasts. To do so, they would need to restrict access to their podcasts, use digital rights management software, and employ some form of payment system. Apple iTunes is a mechanism to charge for podcasts. It should; however, be noted that more and more universities and professors are beginning to offer free educational podcasts. Mark's course is being offered free of charge.

As seen in numerous successful case studies in the e-learning and university environments, podcasting can be an effective learning tool both as a stand-alone and as a companion to live courses. The tools are currently available for professors and students to easily employ podcasting for education applications.

Bio

Mark Juliano has served as an Adjunct Professor at Carnegie Mellon University since 1999, teaching classes in high-tech marketing, entrepreneurship, and strategic management. He has over 22 years of start-up, executive management, marketing, and sales experience with high technology companies.

Companies he has worked for include:

- Currently, he is a founder and Sr. Vice President with TalkShoe, an Internet podcasting company
- President of Renaissance Consulting, a high-tech strategy and marketing consulting firm
- President and CEO of Haley Systems, the technology leader in the business rules engines.
- CEO of MediaSite, an Internet video start-up (acquired by Sonic Foundry)
- Vice President of Marketing and Vice Chairman with AVIDIA (acquired by PairGain)
- VP of Marketing with FORE Systems, the worldwide leader in high-speed ATM networking products (successful IPO).
- Mr. Juliano has also held management positions in technology companies based in Silicon Valley and Washington D.C. including N.E.T., T.T.C., and ROLM.

He holds an undergraduate degree in Engineering from Princeton University and an MBA from Stanford University.

Referenced Links

- ⁰¹ | <http://www.cmu.edu/>
- ⁰² | http://webcast.berkeley.edu/course_feeds.php
- ⁰³ | <http://www.duke.edu/ddi/projects/ipod.html>
- ⁰⁴ | [http://en.wikipedia.org/wiki/RSS_\(file_format\)](http://en.wikipedia.org/wiki/RSS_(file_format))
- ⁰⁵ | <http://www.blogger.com>
- ⁰⁶ | <http://wordpress.com>
- ⁰⁷ | <http://www.talkshoe.com>
- ⁰⁸ | <http://audacity.sourceforge.net>
- ⁰⁹ | <http://www.apple.com/itunes/download/>
- ¹⁰ | <http://www.podcastalley.com>
- ¹¹ | <http://podcasts.yahoo.com>
- ¹² | <http://www.podcastpickle.com/>



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