The Pedagogy of the Microphone: New Approaches to Active Learning Through Podcasting

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As part of its iTunes University initiative, DePaul University embarked on several projects to engage students with the task of preparing podcasts. Students were engaged in classrooms, independent projects, in on-campus employment and through guided interviews. The result is a growing presence of the student voice on our site. This paper reports on the active learning considerations surrounding the students’ experience with podcasting. We show that the combination of auditory and visual channel switching, which we call transference, moves information into long-term memory faster that visual channel learning alone. Our data derives from student assessments of their experiences.