

**USING PODCASTING IN COLLEGE
JAPANESE LANGUAGE CLASSES
(1-D2)**
Friday, August 3, 1:30-2:00pm

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Abstract & Keywords

Abstract: iPod is popular among college students and most of them own one. Using podcasting fits today's college students' lifestyles naturally. Podcasting makes delivering audio/video materials easy and gives students an opportunity to publish their own speaking work. Students can listen to each other's podcasting. If the class decides, it can open access beyond the classroom with a real audience. This presentation will demonstrate activities for second-year college Japanese classes at Southern Methodist University in Dallas, TX, how the activities are integrated in the curriculum, and will report students' reactions through those activities.

Keyword: podcasting, speaking, listening, audio materials

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You are also invited to ...

**Workshop: PRODUCING PODCASTING (3-B5)
Sunday, August 5, 10:15-11:30am**
In this hands-on workshop, participants will be able to produce their own podcasting using iLife applications and PodshowCreator. The topics will be:

- general discussion about podcasts
- getting familiar with podcasts
- recording and editing audio files
- publishing the podcast and adding episodes using PodshowCreator
- creating enhanced podcasts.

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CASTEL/J 2007 web page

Please follow the link from Keiko Schneider's conference notes page at <http://www.sabotenweb.com/conference>

or follow the conference notes link from Keiko Schneider's Bookmarks at <http://www.sabotenweb.com/bookmarks>

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Rationale

- Most students carry an iPod -> Fits students' lifestyles.
- Institutions recognize the importance of podcasting. -> iTunes U
- Eliminate the need of carrying audio/video media and Course Management System (e.g. Blackboard, WebCT)
- Students can publish and listen to each other.
- Open the learning community beyond classroom

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This presentation will

demonstrate activities using podcasts and share students' reaction in second - year college Japanese classes in the US.

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I. Introduction

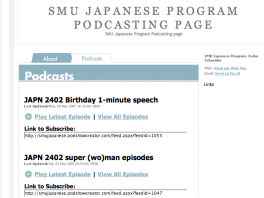
- Subscription/Synchronization that are different from streaming audio
- It has become easier for teachers to deliver and students to receive audio/video materials.
- It is possible for students to publish their audio files for homework.
- Podcasting allows students to listen to each other's work.

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II. Software and Services Used

Podshow Creator
(<http://www.podshowcreator.com/>).



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II. Software and Services Used (continued)

- SMU reached an agreement with Apple and will start iTunesU in fall 2007.
- Audacity was used to record audio files.
- Other technical aspects are all taken care of by Podshow Creator.

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III. Activities

- 1) Recording of entire teacher talk in class
- 2) Teacher created audio materials, such as kanji reading, kanji sentences, katakana list, dictations, verb conjugations, etc.

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III. Activities (continued)

- 3) 3分間クッキング(3-minute cooking)
Recreation of a popular TV program

([handout 1](#), [handout 2](#), [SMU podcasting site](#), [テレルさんとキオエンさんのサラダ](#))

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III. Activities (continued)

- 4) スーパー (ウー) マンものがたり
Composition assignment
([handout 1](#), [handout 2](#), [ベーク ウェルさんの語彙マン](#))

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III. Activities (continued)

5) 一分間スピーチ：私のたからもの
Recoding of in-class speech

(Handout, カーターさんのバスケットボールのジャージー)

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III. Activities (continued)

6) 一分間スピーチ：私のたんじょう日
Recoding of in-class speech

(handout, デットワイラー)

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IV. Students' reactions and teacher's reflection of the 3-minute cooking project.

The following answers were to the question about composition assignment and podcasting projects of the chapter.

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IV. Students' reactions and teacher's reflection of the 3-minute cooking project.

- たのしい
- ええ、ぜひ。
- It was fun, but I needed more time for the composition.
- I like them. I think they help out a lot.
- Not too bad. They can be fun.
- I like it, but it is difficult to find a microphone outside of language lab.
- Podcasting was fun, but pointless. The homework follow-up took a long time to do.
- Very difficult. I am not good at it yet.
- I didn't really like the podcasting. (Computer science major)

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V. Discussions

- Students can become the creator of work. They get to be creative and take the initiatives.
- Students' work was prepared and rehearsed.
- There should be a separate password for students to upload without the chance of modifying account information.
- There were upload problems possibly due to the school network.

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V. Discussions (continued)

- Students' knowledge of audio editing; knowledge of converting to .mp3
- One half of second year students and one quarter of first year students became subscribers.
- Password protection of the podcasting
- Copyright material
- Intellectual property issues

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VI. Reference web addresses

- PodshowCreator:
<http://www.podshowcreator.com/>
- iTunesU:
<http://www.apple.com/education/itunesu/>
- Audacity: <http://audacity.sourceforge.net/>
- SMU Japanese Program podcasting site:
<http://smujapanese.podshowcreator.com/>

(verified July 31, 2007)

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