Podcasting 101

Many of us enjoy listening to podcasts in our everyday life. They offer an easy and accessible way of learning information, and often provide a lot of entertainment. There are many different apps and tools available now that make creating a podcast easier than ever. You might think that you need an expensive microphone and recording equipment to start a podcast, but you can get started with just your computer, your smartphone, and a quiet space. As you consider how podcasting could fit into your remote learning classroom, here are a few things to consider.

Podcasts are their own genre

- While it might seem like a no brainer to simply take your prepared lecture notes and upload the audio of your voice to SoundCloud or Spotify, remember that what draws you to the podcasts that you love is more than just content
- Podcasts are their own genre with a specific rhetoric. Most offer information in a concise and accessible way. Consider what it is you like about the podcasts that you listen to, and see if you can translate that into your own style.
- Do not forget that it is always important to have fun with whatever content you create in your classroom. You want to draw your students in and keep them entertained.

Plan for the long and short term

- If you are planning a podcast for a specific course, you can set yourself up for success by planning for both the long term (semester) and the short term (weekly) rather than planning on a week-to-week basis.
- This means having an idea of the overall content you want to create as well as how you plan on executing it from one episode to the next. This will enable you to not only create a semester-long arc that connects your content to the overall theme of your class, but will also allow you to make changes quickly in the event of emergencies.

Who is your audience?

- Just like writing a research paper, knowing your audience is key to figuring out how to create an effective podcast. While it might be easy to say "my students," use your podcast to find out more about your students.
- Consider how your students can interact with your content. Can they write/record responses to each episode? Can they try to use the podcast format themselves for a project? How can you model early on how you want students to engage with your content in the classroom?

Be consistent

- One thing that will help you from running too long is to decide on boundaries, such as a time limit and content structure for each episode, before beginning your podcast.
- Consider a three-part structure to keep your listeners engaged while also changing up the listening experience.
- Above all else, please try to remain consistent from episode to episode. Students need to be able to plan how to engage with your content, and it helps when they can anticipate how long each episode will be.

Create a script, but keep it loose

- Just like recording videos, having a script helps to minimize the "umms" and "ahhs" that make us cringe when we listen to ourselves speak. Podcasts, however, more than a paper presented at a conference, should be relaxed and natural.
- Consider creating a detailed outline with talking points before a word from word script. If you need to have a script, do not be afraid to go off book to make your voice sound more natural, like a conversation.

Interview colleagues

- One great thing about podcasting is that you can pull from the resources around you to help your students get a well-rounded view of the topic.
- Consider reaching out to colleagues that you know personally, or other experts in the field, to invite them to speak on your podcast. This way, students can learn who you are engaging with in your work and see the broader intellectual community their class is in conversation with.

Background music

- The best podcasts often use background music or a jingle to help with the consistency of each episode. Using music can also help with transitions as well as cover up low-quality audio if you cannot invest in an expensive microphone.
- There are many sites where you can download creative commons licensed music. These are discussed in the workshops listed below.

Online Training Workshops

- [LinkedIn Learning](#) (Subscription Provided by Emory University)
  - [Producing Podcasts Course](#) by Danny Ozment (102 minutes)
  - [Producing Professional Podcasts](#) by Richard Harrington, Sections 1-2 and 4-6 (5+ hours)
- Writing Across Emory Workshop Series
  - [Podcasting in the Classroom](#) by David E. Morgan (62 minutes)