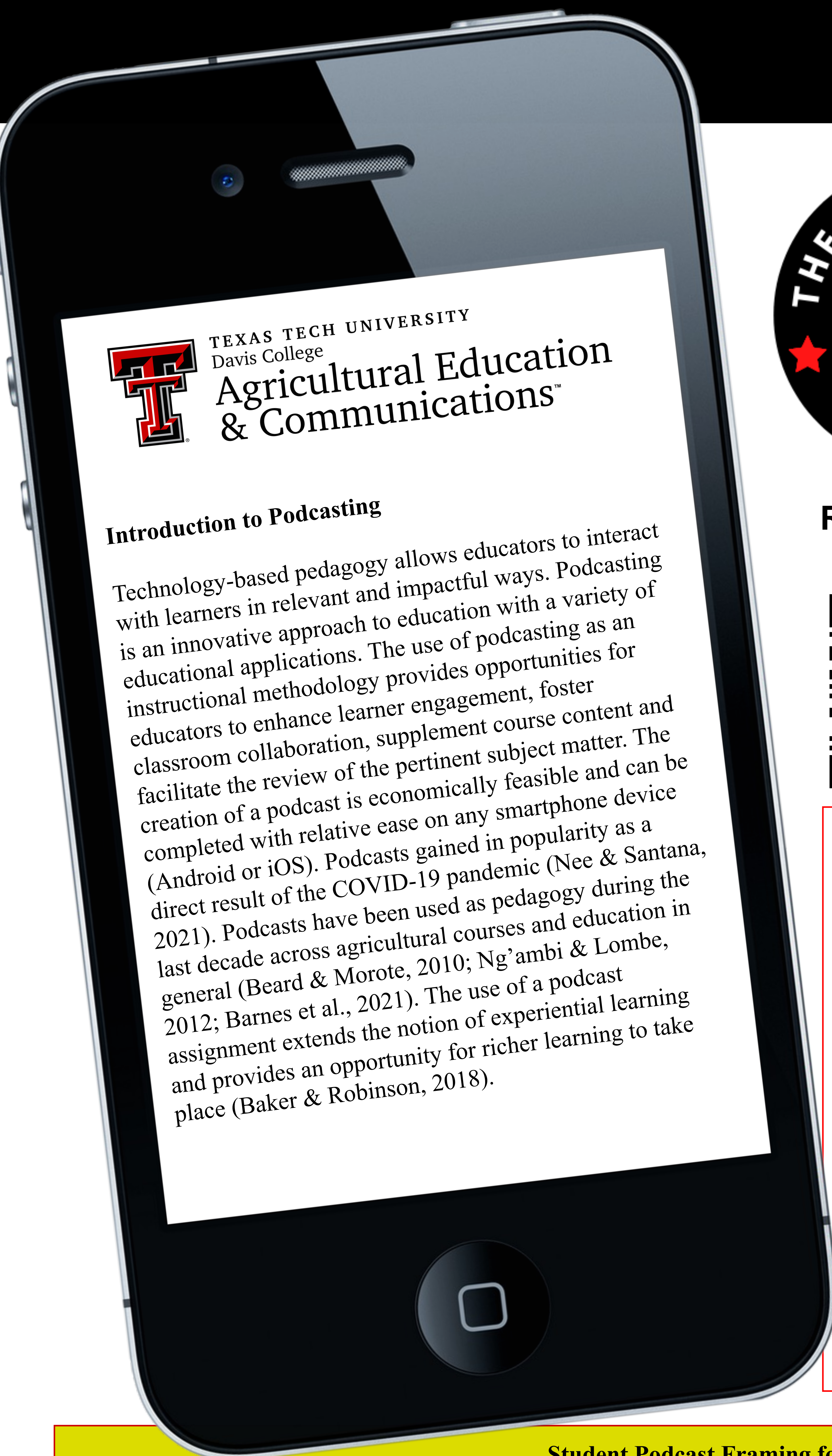
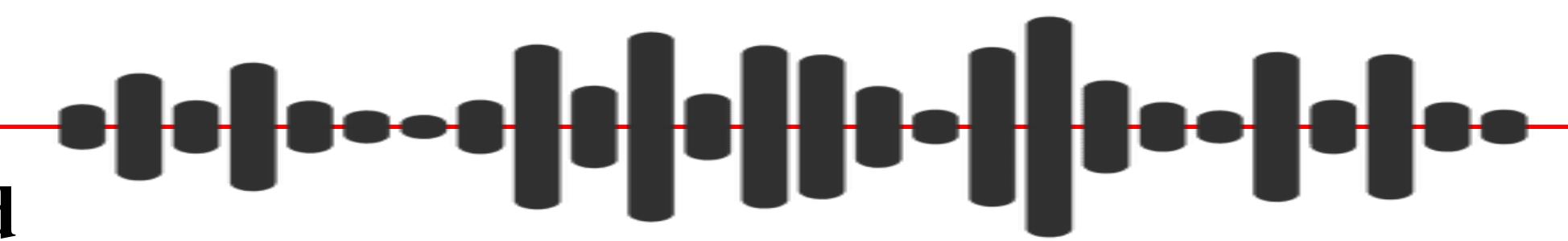


# Experiential Learning Through Podcasting: Creating Opportunity for Advanced Pedagogy

Jason Headrick, Ph.D.



## References & Resources



## How the Innovation Worked

The podcast assignment was developed to give students in a Texas Tech University Department of Agricultural Education & Communications Agricultural Leadership course the opportunity to build on the content knowledge developed during the semester. The instructor reflected on the number of papers that had been assigned to students and wanted to engage students in a more collaborative and creative manner. During a check-in session, it became clear that students wanted the opportunity to engage with the material in new ways outside of the traditional paper format. The instructor was evaluating student reflection journals when the inspiration hit. One student had noted in their reflection the connections of class content with the information they had heard in a podcast and larger ideas collided- the new podcast assignment was born.

The original intent was to have students work across collaborative teams, select a topic, prepare a script, and turn these in for a grade. However, after team meetings with the instructor, it was clear that the students were creating engaged scripts that explored the course content and were eager to learn more about the podcast process. The instructor began to brainstorm how to create, launch, and maintain a podcast. The creation of a podcast from the student work furthered the idea of community engaged scholarship. Community engaged scholarship (Fitzgerald & Primavera, 2013) promotes the notion that universities can create connection between the community and institutions by sharing knowledge and research in new ways. The development of the podcast, The Leadership Combine, has been an engaged way of sharing information with the public and to share the learning that has occurred in the agricultural classroom.

Students were surveyed to understand their own podcast and skill competencies in order to create teams. The working teams were given class time to discuss the goals of the podcast assignment. Each team was given a list of course content and podcast resources to help them create a podcast script. Each team was given discussion items to serve as a frame for their work as a podcast team.

## Future Plans / Advice to Others

- This assignment will be distributed across agricultural leadership courses on a semester basis. The intent is to allow students practical ways of sharing their content knowledge and addressing the challenges across the agricultural industry and rural communities.
- In a follow-up survey to students, the podcast assignment has shown to improve their content knowledge and understanding, enhanced self-confidence by allowing them to become the content "expert" and empowered them to develop new skills related to writing and podcast creation.
- From an instructor perspective, the assignment should have been introduced earlier to the class. This would have helped with topical ideas and allowed students to make notes along the way that might have improved their transfer of ideas from content to podcast.



## Student Podcast Framing for Instructors

**Meet your team.** How do you connect to one another? What information do you like to know about people you are working with?

**So, podcasts?** What is the consensus regarding podcasts? What questions do you have about them?

**Select a topic.** What topic could your group talk about for 15-25 minutes? Is there a topic or focus area that you are interested in from the course content?

**Make team decisions.** How will you distribute the work? What are your expectations of one another and what are your goals?

**Create the podcast connection.** How can people in agriculture use the information to understand the importance of your topic? Develop a podcast script using your resources and knowledge to share your understanding of the content knowledge and how it can be applied across agriculture and communities.

## Results to Date

The podcast teams created dynamic and engaged podcast ideas that advanced the content knowledge gained in the classroom. Students went from consumers of content to masters of the concepts and theories that had been discussed during the semester. This allowed a creative outlet for the students to showcase their understanding and allowed them a way to discuss practical application of the knowledge to the masses. In addition, they learned the recording process and were able to identify skills in writing, voice, and real-world application of team development.

The Leadership Combine launched in Spring 2022 and has gained momentum in the initial months. The podcast has allowed potential partnerships to develop through the community engaged process. These partnerships are good for the department, but also in securing internship and job opportunities for students and creating opportunities for further applications of content in communities and across industry. The podcast also allows the opportunity to highlight the work being done by the students and faculty within the agricultural leadership discipline.

## Cost/ Resources Needed

Anchor was used to record and distribute the podcast across their platform and Spotify. This is a free service for registered users and their resources help to create, edit, and distribute the podcast episodes. Recording equipment and studio space managed by the agricultural communications faculty were generously shared. However, podcast microphones average between \$24.99 and \$119.99 on Amazon and other retailers. Training on podcast tips and techniques is also suggested.