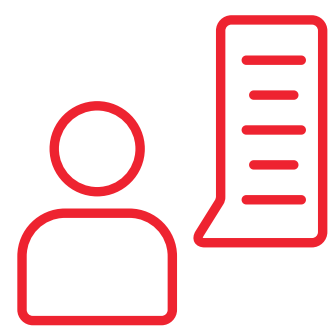


Title: Podcasting Urban Geographies: Student-Generated Research Podcasts for Deep Learning and Education for Sustainable Development

Presenter: Dr Therese Kenna, Department of Geography



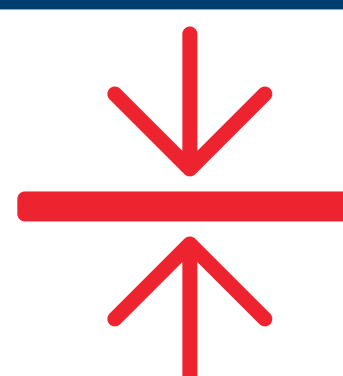
Case Study Synopsis

This case study explores the use of podcasts as a form of assessment that enables both deep learning and Education for Sustainable Development (ESD). Podcasts were introduced as a form of assessment in the module GG3010 (Sustainable cities and communities) in 2020. The case study aligns to good educational practice and responds to UCC's Academic Strategy (2022) by delivering a connected curriculum, engaging with ESD and developing core graduate attributes. The module GG3010 connected the curriculum to several broader societal challenges, including global urbanisation, health and well-being, inequalities (including gender), and sustainable cities and communities.



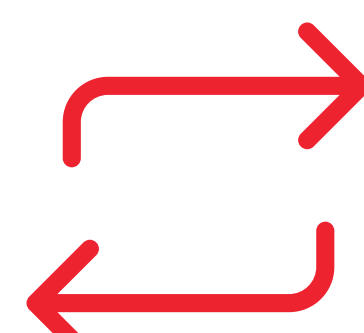
Key Impacts

- Deep Learning: Hearing yourself saying it over again versus just typing the information is a new experience that you are re-learning the information in a way which is something I haven't experienced before / I felt I was actively learning about new topics by listening to myself talk.
- Diversity and Creativity for Learning: I enjoyed how different this assignment was to the usual ones. This one wasn't all typing, but through the creation and recording of the podcast allowed you to have a bit of fun with it too!
- Transferrable Learning: My experience with this assessment has greatly improved my ability to communicate information in an academic yet understandable way / I also feel that I will be applying the skills that I learned from doing this assignment into the workplace as opposed to the skills that are used to carry out an ordinary assignment.
- Independent Constructions of Knowledge: I would encourage more independent learning initiatives like these to challenge students who want to think critically. I think developing a podcast series is a modern approach that should be adopted widely.



Area of Alignment

Learning & Teaching
Student Success



Intended Changes

- ESD demands new approaches to teaching and learning, with a central tenet of ESD being action-oriented pedagogies that use enquiry-based, active and participatory methods, to assist students to develop core graduate attributes.
- Conducting an assessment that involves the use and development of research-based podcasts, developed all five of UCC's core graduate attributes – students developed skills in creative and effective communication of knowledge, independent research, creativity, digital literacy, and critical thinking through analysis of issues of urban inequality (global citizenship) – building a range of competencies that will have utility in many spheres of life. Podcasts also offer students the opportunity to work with different formats (audio) and styles of communication (oral/aural). This speaks to principles of universal design for learning (UDL), where different assessment formats are encouraged for inclusion of diverse learners.



Additional Information

- Kenna, T. (2022). Podcasting urban geographies: examining the utility of student-generated research podcasts for deep learning and education for sustainable development, *Journal of Geography in Higher Education*. Link to this article: <https://doi.org/10.1080/03098265.2022.2122030>



Video Links | Graphics

