Podcasting Reflections by Students

**The aim of this task is simple**:

For **Part 1**, provide a detailed description of your podcasting experience, including all the stages

you went through, everything you did, your feelings throughout the experience, the challenges

you went through, and suggestions to overcome these challenges.

For **Part 2**, share your own views about different aspects of the podcasting approach. ===============================================================

Part 1:

1. Describe in detail your podcasting experience in the following 3

phases:

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| Phase 1.  **Describe in detail how you prepared for the podcasting experience?**  (e.g., how you started; resources you used to learn how to create a podcast; what assistance you received in the early stages; etc) |
| In reality, I initially considered this assignment to be extremely difficult. After that, we can learn how to use it by watching some YouTube videos. Also, by referring to Dr. Abdullah's clarification and discussion on the classroom platform. Then I discovered that it was really simple; all you need is some time and concentration on this assignment. Then I decided on a theme to work on and began gathering information and ideas from various Google pages. |
| Phase 2.  **Describe in detail the process of creating the podcast?**  (e.g., tools you used; decisions you made; changes you had to make; etc.) |
| First, I collected information on the subject I selected, then I organized the basic ideas that I would discuss in the audio recording, then I practiced my voice recording, and then, I used my phone to record sound and re-record. After that, I was transferred to edit using bold applications to enhance the quality of the recording, such as removing noise, mistakes, improving sound quality, and adding musical effects, before saving it in mp3 format. |
| Phase 3.  **Describe in detail what you did after you finished the podcast?**  (e.g., evaluating your work; seeking feedback, etc.) |

In reality, after I finished the podcast, I submitted it to the Class Room platform so that I could receive feedback on it and then see the degree I received. I got some notes from Dr. Abdullah, which I might need in the future. But, as my first experience with such a unique challenge, it was a fruitful experience.

2. What challenges did you face in the three phases?

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| Phase 1.  **What challenges did you face while preparing to create your podcast?**  (e.g., issues with scripting, finding the right resources, lack of motivation, uncertainty, etc.) |
| At first, I had many difficulties, the most significant of which was deciding on the podcast's main theme, as well as how I would begin the introduction and what I would say about it. I was also unsure if any of the reliable sources I properly used, the practical knowledge I typically gathered, and the creative ideas I came up with were accurate or not. Moreover, Controlling the intensity of the sound I added in the background was also one of the challenges I faced. |
| Phase 2.  **What challenges did you face during the process of creating your podcast?**  (e.g., issues with software, time, editing, etc.) |
| In my answer to the previous question, I mentioned some challenges and I will add to them. Also, one of the challenges you've faced is that your computer can't download audacity. The challenge is that I can't record because my laptop doesn't have a microphone to record audio. The latest challenge is that I have no quiet place to register comfortably. |
| Phase 3.  **What challenges did you face after you finished the podcast?**  (e.g., fixing mistakes, evaluating the podcast, dissatisfaction with the final outcome, exporting the file to MP3, etc.) |
| As I mentioned earlier, when I finished the podcast I had a challenge in fixing errors and controlling the sound intensity of the music that was used as a recording background. |

3. What suggestions do you have to overcome the challenges you

faced?

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| Phase 1.  **What can you suggest to help overcome the challenges faced in phase 1?** |
| Ask the teacher for assistance in gathering information and determining which sources to use, such as Google Scholar; also, watch videos to learn how to begin the introduction; and don't be afraid to ask the teacher to check the information to see whether it is right or incorrect. |
| Phase 2.  **What can you suggest to help overcome the challenges faced in phase 2?** |
| Change the device for example and use second options such as mobile or iPad to record audio because it is I think easier and smoother than your laptop, and try to choose the right times to register or go to a quiet place to record sound because this is very important in clarity and accuracy of sound. |
| Phase 3.  **What can you suggest to help overcome the challenges faced in phase 3?** |
| Consider watching YouTube videos on how to create a podcast or enlisting the help of some classmates who are knowledgeable about these programs and have enough experience to teach you. |

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Part 2.

1. What do you think about student-generated podcasting as a

learning approach?

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| Podcasting is a type of learning by doing (or experiential learning). **a. What do you think about this type of learning?**  **b. Does it present any challenges to you?** |
| A- From my point of view, this type of education will have many benefits for students and will motivate them more to learn. So, in the educational setting, podcasts have a number of benefits, including portability and accessibility. Podcasts can be listened to at any time and from any location by students. As a result, podcasts have no fixed time or venue. Two, rather than reading or watching, students spend more time listening. |

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| B- Of course, now that I've experimented with this process, I don't have any challenges. I believe it will be both fun and educational. |
| Podcasting requires students to create a digital output (or artefact). **a. What do you think about this type of learning?**  **b. Does it present any challenges to you?** |
| A- The speaker and source from which podcasts and target audiences are communicated influence how podcasts are used. Audio blogs have been used in a variety of settings, including academia, the news cycle, and entertainment. As a result, the student should concentrate on digital outputs and be concise.  B- From a new perspective, this sort will face some difficulties at first, but with consistency and perseverance, these difficulties will fade away. For a student, I believe it would be more enjoyable. |
| Podcasting requires a student-centred learning approach. **a. What do you think about this type of learning? b. Does it present any challenges to you?** |
| A- Podcasting is a valuable resource that teachers can use to help students understand and teach a language. It's a different way of learning that will help you develop your listening abilities. The majority of podcast creators are educators who use this technology to engage with their students outside of the classroom. In addition, Podcasts enable students to practice listening comprehension of complex texts that are both conversational and formal, and the accompanying transcripts allow them to check their progress.  B- As an English teacher, I believe I will face some difficulties with the students who are listening. Such as selecting a language appropriate for students who listen to podcasts and selecting fun topics appropriate for their mental abilities. |
| Podcasting requires learning through technology.  **a. What do you think about this type of learning? b. Does it present any challenges to you?** |
| A- We are all aware that time, as well as attitudes, research, and facts, is constantly evolving. As a consequence, teaching approaches must also evolve. Due to disadvantages such as boredom and a lack of focus in the classroom, traditional teaching is no longer common (teacher centered). Despite the fact that it is outdated and that there are better options in the technological era, educational institutions are attempting to incorporate technology into teaching. Podcasting is one of the tools used, as it helps us to listen to news, shows, and other material without having to watch footage. In addition, you'll be able to subscribe to channels and other types of content. In the educational setting, podcasts have a number of benefits, including portability and |

accessibility.

B- In my opinion, as an English teacher, I will face some challenges with students who are not good at using technology well. It's going to take a while to give them some instructions on using technology.