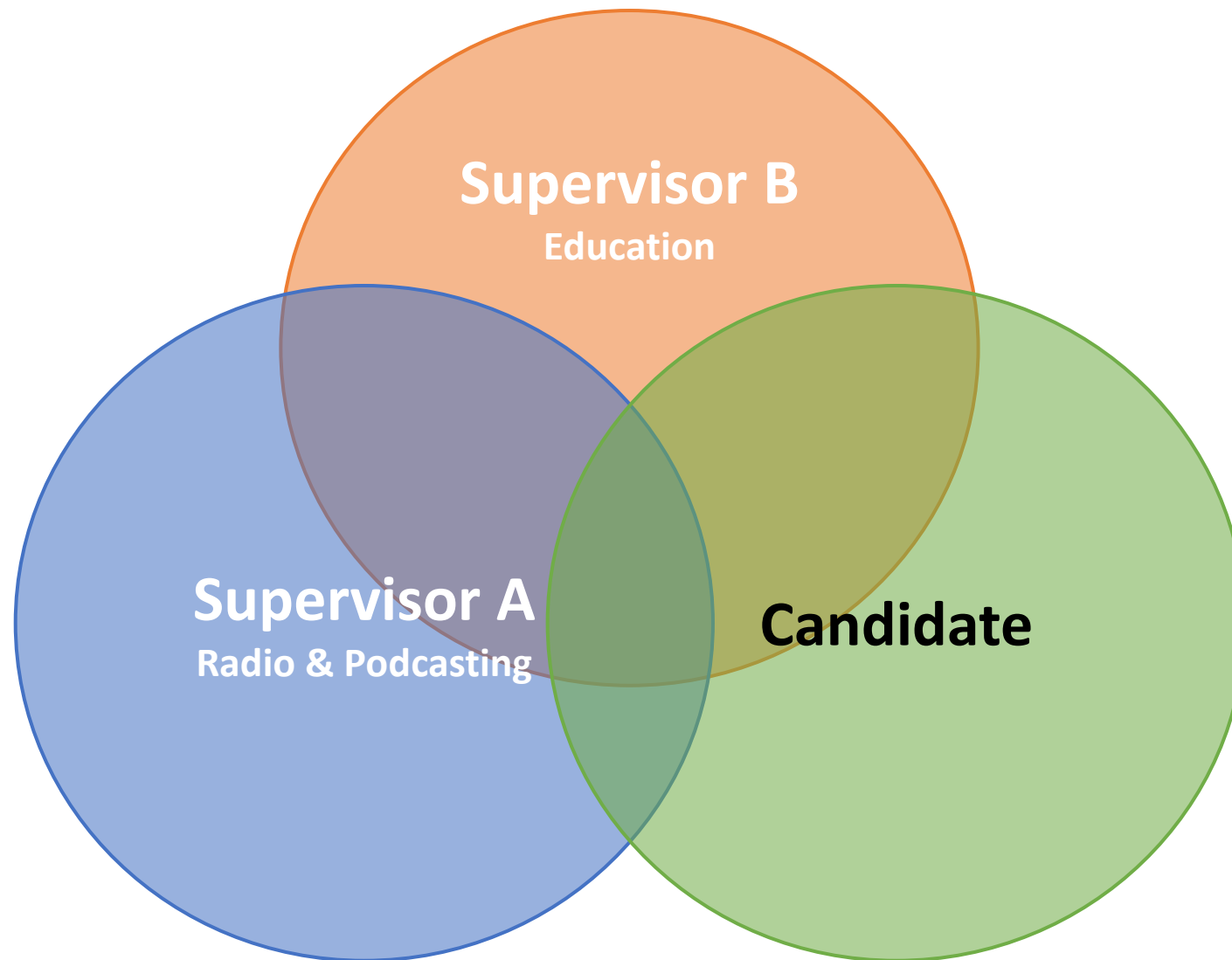


‘Producing’ a podcasting PhD:

**Season 1 Episode 1
reflections from an interdisciplinary
supervisory team**

Dr Elizabeth Hidson & Dr Richard Berry

Faculty of Education, Society and Creative Industries



NEW PODCAST SERIES TRAILER



THE NEXT BIG STORY...
DROPPING NOW!

LISTEN TO THE TRAILER



A compelling journey into **Supervising a podcasting PhD**

Our 'production' team

Radio Station Manager

Co-host

Mastering

Audio Engineer

Narrative

Recording

Content Creator

Broadcaster

Episode

Executive Producer

Scriptwriter

Producer

Booking Producer

Showrunner

Sound Editor

Mixing

Voice Talent

Researcher

Host

Guest

Editor

Questions we had to ask

- What is a podcast, within the bounds of this PhD? A recording? A resource for students? A space for co-creation?
- Is this a PhD in education, or in media, or both?
- What is the relationship between the research and the podcasts: does the research enable the production, or is the podcast an iterative part of the research process?



“Defining the podcast is not a straightforward undertaking. Opinions vary on what makes a podcast a podcast, and what distinguishes podcasts (or not) from other audio formats, such as radio shows, audio books, and audio documentaries. One challenge is that podcasts are underpinned by technology, and ...technology is constantly getting updated”

(Eringfeld, 2026, p.3)

**Is the
audience
here?**



**...or
here?**

Image Credit: University of Sunderland

The Podcast Academic

- Are our questions problems?
- Is a “podcast” something with an RSS feed that I can listen to on my ‘phone... or something?
- Is it a file a student can listen to?
- Is it a collaborative act of reflection and participation?

“How do we go about this?”

Gantt? Scheme of work? Podcast series?

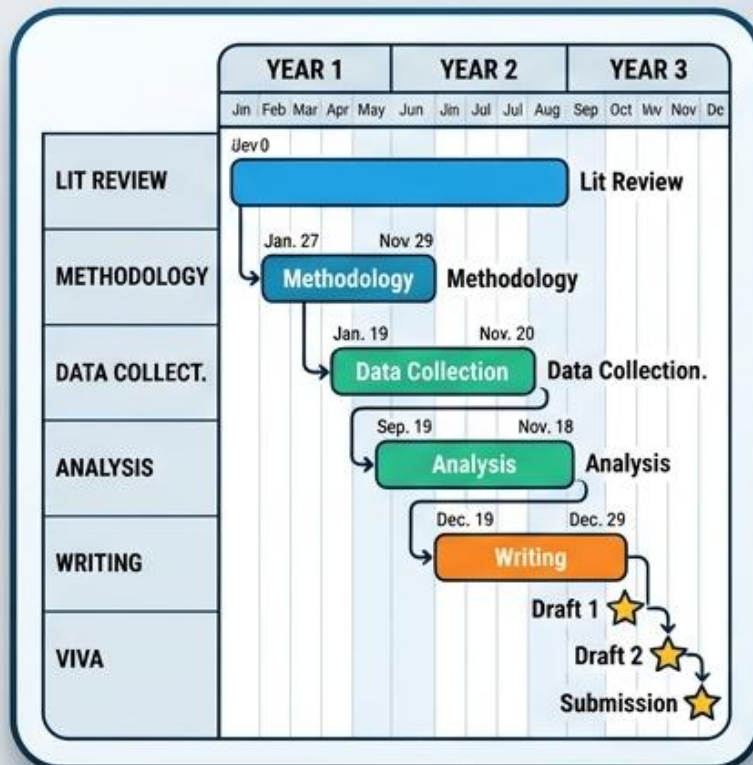


Image created with ChatGPT AI, June 2026

TERM 1		TERM 2		
TOPIC: BIOLOGY		WEEKS 1-12		
WEEK	TOPIC	LEARNING OBJECTIVES	ACTIVITIES	ASSESSMENT
WEEK 1	Introduction to Cells	• Define cells • Label diagram • Genetics • Reproduction	• Define diagram • Label written tasks • Discussion points	• Quiz • Group task
WEEK 2	Organelles	• Organelles • Genetics • Genetics • Reproduction • Ecosystems	• Completed in rhar diagram • Practical analysis	• Quiz • Group task
WEEK 3	Practical (Microscopy)	• Define cells • Label diagram • Genetics • Reproduction • Ecosystems	• Group task diagram • Assessment	• Quiz • Group task

EPISODE #3: THE GENETIC FRONTIER	
GUEST: DR. A. LEE	DATE: 15/10/2024
INTRO	0:00
- hook: (what lva 'genetic context? - context: wow what the nlemis of hook	
SEGMENT 1: CRISPR Basics	5:30
- key points: - history → what history? - how it works → how it work? - key questions: what questionss?	
SEGMENT 2: Case Study	18:15
- research → research on research - applications → created applications - discussion points → discussion points?	
OUTRO	25:00
- summary summary oitcussions - CTAs - next week preview	



University of
Sunderland

Research and
Knowledge Exchange

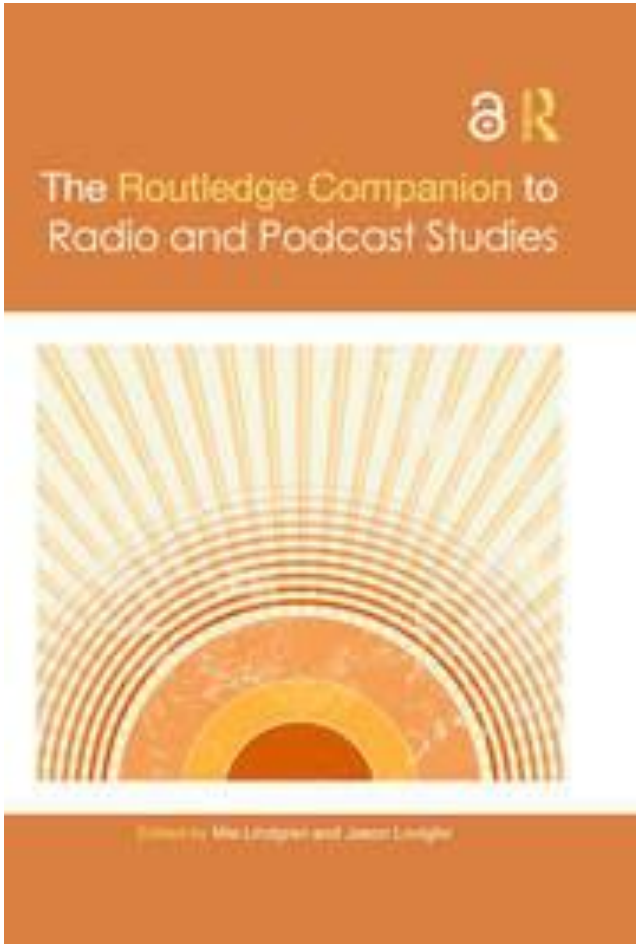
Plenty of completions, not much guidance

- Podcasting research has grown substantially as pedagogy, community, and co-created practice
- Little documented guidance for **supervising** podcasting-focused doctoral research
- Our case: a part-time PhD on co-created podcasts in distance learning teacher education
- **No established models to draw on**



ProQuest: Search term “podcast” in theses since 2000

Abstract Word Cloud



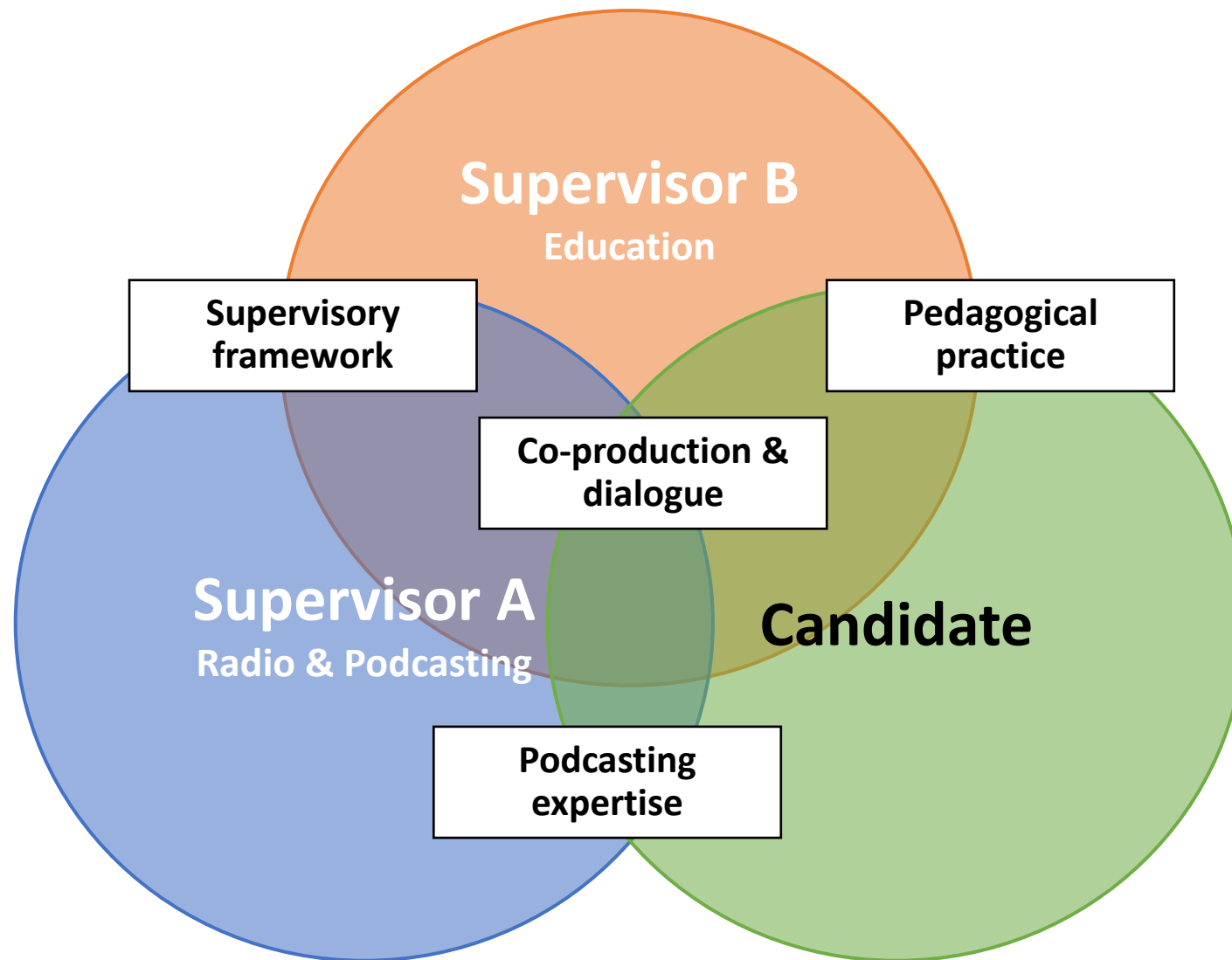
“We argue that it is not likely - or desirable - that we will see standardized agreements or expectations for podcast durations to fulfil the requirements of a doctoral dissertation Instead, it may be more constructive to allow broad definitions... to **guide institutional attempts** to determine if a podcast is 'long enough' for doctoral or funded research projects” (p. 52)

“Although practice-based research (PBR) has a long history at universities, projects focusing on producing radio and podcasting have been slow to emerge. Easy access to affordable audio recording, editing and publishing has provided **new opportunities for radio and podcast scholars.**”

Jorgensen and Lindgren (2022) p. 56

Our approach: supervision as co-production

- Documenting our supervisory journey through meeting transcripts, recorded sessions, and reflective dialogue
- **Different forms of expertise shaping ideas through open dialogue and trust**
- Eyes on the product: the PhD itself
- Analysing decision points, challenges and solutions as they emerge across the doctoral journey



An emerging framework: work in progress

Foundations

- Interdisciplinary team working
- Literature navigation
- Development planning (e.g. Vitae RDF)

Identity & community

- Issues of 'audience' and purpose
- Finding your tribe
- Professional networking

Co-production

Craft & rigour

- Practice vs academic rigour
- Methodological support
- Academic 'writing' development

Navigating the system

- Institutional / academic requirements
- Managing emerging field challenges
- Contribution to knowledge in both podcasting and education

Building collective wisdom together

- This is Season 1 (Year 1) of a ~ 6-year work in progress
- Moving beyond isolated completions towards shareable pedagogies of supervision
- **Have you supervised, examined, or completed a podcasting PhD?**
- We'd love to hear what worked, what didn't, and what you wish you'd known: hopefully beyond today; back again for Season 2!
- Excited by the opportunity to capture progress via EPOD

Questions, comments, insights, suggestions ???

(Acknowledgements to Simon Sheard
for sharing @ErrantScience diagram!)



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