
Exploring Podcasts for Pedagogy in Distance-Learning Teacher Training: A PhD in Progress

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About me



Greg Larmouth ✓

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Experience

Lecturer – International Initial Teacher Training

Current role

Podcast Creator – Teaching Beyond Borders

Producing and presenting a podcast exploring experiences and insights from international educators

English and Media Teacher

Delivered engaging curriculum across secondary education
Developed critical literacy and media analysis skills

Student Radio Presenter

Produced and hosted live and pre-recorded broadcasts

Writer / Journalist

Created written content across media formats

Context

- International Teacher Training – UK Standards of teaching around the world.
- iQTS – 100+ trainee teachers across 38 countries
- Synchronous and asynchronous delivery
- Finding the balance – work and study
- Incorporating podcasts - could we go further?

Research Aims:

- Exploring how co-created podcasts can be used as a tool for developing international trainee teachers' knowledge and skills and enhancing their experience on a distance-learning teacher training programme.
- To develop and transform the professional learning communities on a distance-learning teacher training programme and explore in what ways podcast participation and co-creation can contribute to the development of professional teacher identity and reflective practice.

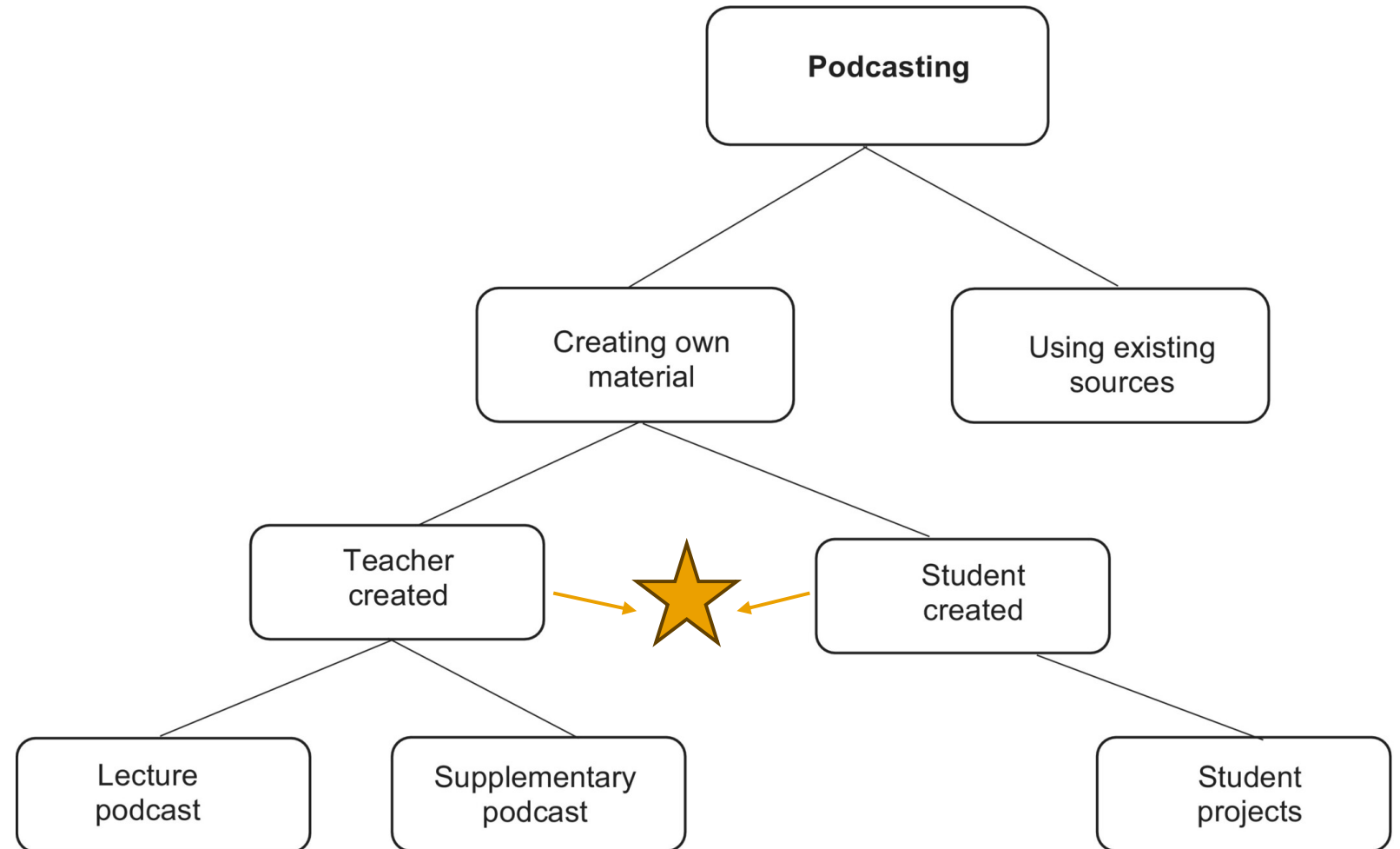
Defining a Podcast

- Audio-only? Video?
- “a technology used to distribute, receive, and listen, on-demand, to sound content” (Bonini, 2015, p.21).
- Early examples were recorded radio broadcasts and audio files – iPodder, 2004.
- Content or delivery? Is RSS still key to defining a podcast (Berry, 2018; Bottomley, 2015) or is it what features exist that matters in determining what *is* a podcast?
- Tension is clear...
- Audio vs Video (Berry, 2018); Polished Production (Sullivan, 2024) vs Raw and Amateur; “Immersion” vs “Interactivity” (Rime et al, *ibid*).
- Definitions are subjective depending on any given person’s relationship with podcasts (Rime et al, 2022).

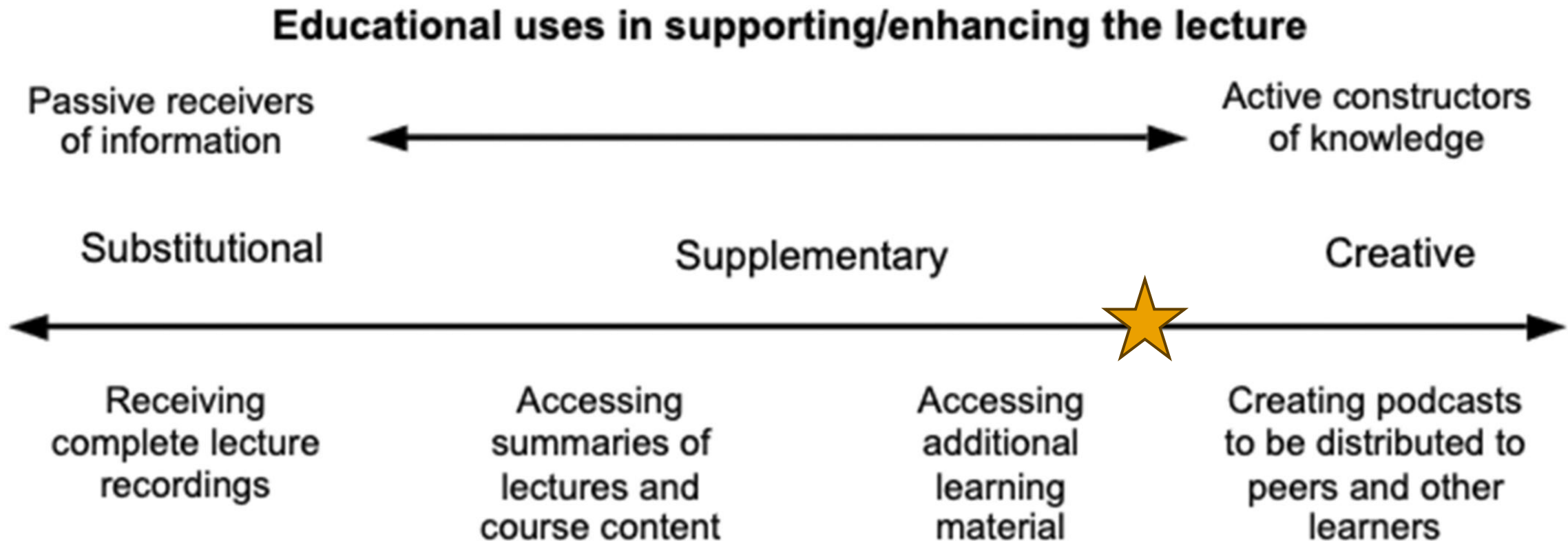
Identifying ‘Educational Podcastness’ (Berry, 2016)

- Broadly speaking, it is argued that podcasting has moved from the realms of amateur, homemade audio to the professional, pristine, and polished medium we see today (Sullivan, 2024).
- However, in educational terms the podcast mostly retains its grassroots – no sponsors, no monetization, just a message to be shared.
- I have undertaken an ‘Audio Review’ in order to identify what makes something an educational podcast, and what makes these educational podcasts effective.
- Alongside this, I am also reviewing the existing research and literature into educational podcasts as the foundations for my literature review.
- This review will help me to define ‘educational podcastness’, informing my podcast on what to include and not include.

A taxonomy for podcasts as pedagogy



A taxonomy for podcasts as pedagogy



Student-lecturer, co-created educational podcasts to supplement learning materials

- Students as producers
 - Share topics and discussion areas
 - Help to prepare questions and scripts
- Students as hosts
 - Interviewing lecturers
 - Interviewing expert guests
- Students as guests
 - Sharing experiences of teaching and studying
- Lecturers as producers
 - Collating topics and areas of discussion
 - Preparing questions and writing scripts
 - Sourcing guests
- Lecturers as hosts
 - Interviewing expert guests
- Lecturers as guests
 - Lecturers are interviewed by colleagues or by students to discuss their knowledge, expertise, or experiences

Student-lecturer, co-created educational podcasts to supplement learning materials

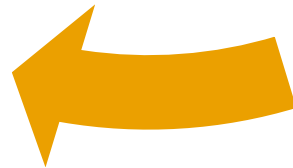
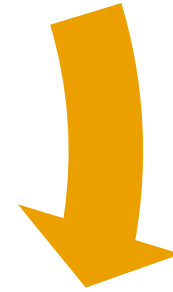
- Benefits of co-created podcasts:
 - Students are deepening their understanding and knowledge and developing new skills which are readily transferrable to their profession as teachers (Pegrum et al, 2014)
 - Students are able to reflect and evaluate their experiences, both on the programme of study and also outside of their studies. (Sum, 2024)
 - Students are also listeners who can engage in learning through an informal setting, delivered by both peers and lecturers. (Woodward, 2022; Schlütz and Hedder, 2022)
 - Increased sense of community and belonging for students as they learn from, share, and work together with peers on the programme. (McHugh, 2022; Newell and van Antwerpen, 2024)
 - Increased student agency (Vreekamp et al, 2024)
 - Potentially a transformative learning experience, developing not only their knowledge and practice, but also developing them holistically as learners and educators. (Lubicz-Nawrocka and Bovill, 2023)

Assess

Plan

Review

Do



What do students want/need?

- Questionnaire shared with current students to garner their insights on use of podcasts:
 - Would they listen to a podcast delivering additional information and discussions?
 - Would the students contribute in their proposed role as a 'producer' to the creation of the podcast?
 - Are they typically consumers of podcasts? If so which genres of podcast do they usually listen to?
- This information will help to inform in the planning stage and is vital in ensuring that students' voices are truly being heard in the creative process.

Defining *this* Podcast

Feature	Justification
Audio-only	Flexible consumption, over-exposure to screen time.
Streamed and downloadable through VLE	Allows students to download the file or listen
Engaging and informative	Not another boring lecture. Dynamic vocals (Conroy and Fletcher-Saxon, 2024) with formal, academic language
Minor post-production edits	In-line with the conventions of a podcast
Clear, high-quality audio	Not just a recorded lecture, no background noise



Piloting the Podcast

- Student contributions through use of discussion boards and an online voicemail.
- Weekly meeting scheduled to recap on the key topics, explore questions from students, and provide additional discussions.
- Recorded and edited down to 15-20 minute episodes.
- Clearly aligned with module/assessment calendar (see image).
- Concise and digestible episodes (White et al, 2011) which are supplementary to learning materials, reading, and lectures (Daniel and Woody, 2010).



Voicebox.fm

Date w/b	Week	300/301	ITAP	M02/M01	Seminar	Podcast Focus
31/08/26	INDUCTION					
07/09/26						
14/09/26	1				300: Module Intro, How to access PebblePad, Preparing for TE1 and brief intro lesson planning, Fundamental Skills Tests & Subject Audits	Focus: Introduction to the Podcast Any questions following induction. TE1 timetable requirements Discussion Points: Key advice for managing the programme
21/09/26	2	TE1 Week 1	ITAP 1	M02 opens	300: Lesson planning M02: Module Intro	
28/09/26	3	TE1 Week 2			ITAP 1 – Behaviour	Focus: Lesson planning Discussion Points: Managing time. Why do we plan lessons?
05/10/26	4	TE1 Week 3			M02: Writing your proposal, action research cycles, methodology	Focus: Behaviour Management Discussion Points: Favourite behaviour management strategies and approaches
12/10/26	5	TE1 Week 4			300: High Expectations – build on ITAP Behaviour to consider motivation, outcomes, challenge & aspiration; Lemov – Teach Like a Champion	Focus: Action research Discussion Points: Sharing action research topics from previous students,
19/10/26	6	TE1 Week 5		Proposal 22/03	300: Adaptive Teaching M02: Proposal Qs	

Questions