

# Profcast

Kathleen P. King,Thomas D. Cox

**Podcasting 101 for Training and Development** Kaliym A. Islam, 2007-07-13 Podcasting 101 for Training and Development Podcasting can help you revolutionize the way you deliver training. This groundbreaking book provides an innovative approach to designing and developing podcasts that can improve employees' productivity by providing them with easy-to-access up-to-date information. The book is designed to help you to decide if podcasting is the right solution for the business challenge that your organization is facing, and then guide you to make the right decisions in selecting the software and hardware that you will use to create your podcasts. Podcasting 101 for Training and Development includes critical information about the legal issues surrounding podcast development, contains an approach to developing podcasts that will ensure that your podcasts make a positive business impact, and teaches you how to plan, record, edit, and publish a training podcast. Timely and relevant, Podcasting 101 for Training and Development is required reading for anyone interested in realistic cost-effective strategies for delivering rapidly changing content to an increasingly mobile-enabled workforce. Kaliym strikes a perfect balance between visionary thinking and practical application. --Tai Goodwin, principal lead, Learning Media This book introduces not only a great media, but a great approach for developing and deploying podcasts in a training environment. Podcasting 101 for Training and Development is a must read for any training manager who must deploy frequently changing training programs to a distributed workforce. --Herman C. Thomas, deputy director for technical training, New York City Housing Authority

**Profcasts: Aprender y enseñar con podcasts** Federico Borges Sáiz, 2011-07-30 El podcasting nos permite aprender y enseñar mejor. Se trata de una herramienta adecuada para la docencia presencial y para la docencia virtual, una de las nuevas ventanas al mundo incluidas en el concepto de la Web 2.0. Con este libro, el lector, tanto si es estudiante como si es docente, aprenderá qué son los podcasts y el podcasting de manera sencilla, para después empezar a crear sus podcasts.

**The New Digital Shoreline** Roger McHaney, 2023-07-03 Two seismic forces beyond our control – the advent of Web 2.0 and the inexorable influx of tech-savvy Millennials on campus – are shaping what Roger McHaney calls “The New Digital Shoreline” of higher education. Failure to chart its contours, and adapt, poses a major threat to higher education as we know it. These forces demand that we as educators reconsider the learning theories, pedagogies, and practices on which we have depended, and modify our interactions with students and peers—all without sacrificing good teaching, or lowering standards, to improve student outcomes. Achieving these goals requires understanding how the indigenous population of this new shoreline is different. These students aren’t necessarily smarter or technologically superior, but they do have different expectations. Their approaches to learning are shaped by social networking and other forms of convenient, computer-enabled and mobile communication devices; by instant access to an over-abundance of information; by technologies that have conferred the ability to personalize and customize their world to a degree never seen before; and by time-shifting and time-slicing. As well as understanding students’ assumptions and expectations, we have no option but to familiarize ourselves with the characteristics and applications of Web 2.0—essentially a new mind set about how to use Internet technologies around the concepts of social computing, social media, content sharing, filtering, and user experience. Roger McHaney not only deftly analyzes how Web 2.0 is shaping the attitudes and motivations of today’s students, but guides us through the topography of existing and emerging digital media, environments, applications, platforms and devices – not least the impact of e-readers and tablets on the future of the textbook – and the potential they have for disrupting teacher-student relationships; and, if appropriately used, for engaging students in their learning. This book argues for nothing less than a reinvention of higher education to meet these new realities. Just adding technology to our teaching practices will not suffice. McHaney calls for a complete rethinking of our practice of teaching to meet the needs of this emerging world and envisioning ourselves as connected, co-learners with our students.

**Practical Argument** Laurie G. Kirsznar, Stephen R. Mandell, 2011-05-16 From the best-selling authors of the most successful reader in America comes Practical Argument. No one writes for the introductory composition student like Kirsznar and Mandell, and Practical Argument simplifies the study of argument. A straightforward, full-color, accessible introduction to argumentative writing, it employs an exercise-driven, thematically focused, step-by-step approach to get to the heart of what students need to understand argument. In clear, concise, no-nonsense language, Practical Argument focuses on basic principles of classical argument and introduces alternative methods of argumentation. Practical Argument forgoes the technical terminology that confuses students and instead explains concepts in understandable, everyday language, illustrating them with examples that are immediately relevant to students’ lives.

**Teaching with Technology** Joe Williams, Susan Goodwin, 2007-07-31 This practical book introduces readers to the current technology topics and issues facing today’s academic instruction and reference librarians. The book provides up-to-date overviews of cutting edge technologies, offers an insight on current educational uses and applications of these new tools, and discusses common problems and pitfalls librarians may encounter when incorporating current technologies into their instruction services. Chapters are written by experienced practitioners, providing detailed information on best practices and common pitfalls using today’s technologies. Topics include teaching with streaming video, chat-based virtual reference services, wireless networking, weblogs and course management software. Describes concrete applications of technology for today’s academic library instruction programs. Discusses the academic librarian’s role as both educator and technology innovator. Evaluates new technologies from an instructional (rather than a reference or access) services viewpoint.

*77 Technology Tips to Boost Office Productivity* ,

**The Professor's Guide to Taming Technology** Kathleen P. King, Thomas D. Cox, 2011-01-01 This book is provided as a guide, encouragement and handbook for faculty to introduce digital media in language you can understand and provide strategies and activities you can quickly assimilate into your teaching. We are excited that more people will be able to benefit from the powerful help and guidance contained in this book. We are even more exhilarated as we anticipate how each of you will discover applications and new directions we would never anticipate, and look forward. We look forward to your innovations as you use the material you discover here. This book responds to the needs of our changing world and students by revealing innovative technology applications and how faculty are and can use digital media in teaching in higher education because faculty make the quickest changes and learn how to do it best. It is a valuable resource for faculty from faculty, because it allows the sharing of successful teaching experiences with digital media with our worldwide colleagues so they may modify it, extend it, and improve it. Moreover, in our work with faculty across all disciplines, we also find that many struggle to think

about teaching in ways in which they can incorporate technology meaningfully. While we might be experts in our discipline (chemistry, philosophy, music, etc) due to the curriculum of terminal degrees, we might not have strong preparation in instructional design. We have been fortunate to bring together faculty experts across different disciplines to specifically speak about how and why to use digital media in higher education settings. We realize we are asking you to think about your way of teaching with new ideas and strategies. Therefore, we try to illustrate them with clear examples. These different approaches include clear descriptions of what these activities look like, why to develop and implement them, and how to do so for your specific needs.

*Enhancing the Internet with the CONVERGENCE System* Fernando Almeida, Maria Teresa Andrade, Nicola Blefari Melazzi, Richard Walker, Heinrich Hussmann, Iakovos S. Venieris, 2013-11-27 Convergence proposes the enhancement of the Internet with a novel, content-centric, publish-subscribe service model based on the versatile digital item (VDI): a common container for all kinds of digital content, including digital representations of real-world resources. VDIs will serve the needs of the future Internet, providing a homogeneous method for handling structured information, incorporating security and privacy mechanisms. CONVERGENCE subsumes the following areas of research: · definition of the VDI as a new fundamental unit of distribution and transaction; · content-centric networking functionality to complement or replace IP-address-based routing; · security and privacy protection mechanisms; · open-source middleware, including a community dictionary service to enable rich semantic searches; · applications, tested under real-life conditions. This book shows how CONVERGENCE allows publishing, searching and subscribing to any content. Creators can publish their content by wrapping it and its descriptions into a VDI, setting rights for other users to access this content, monitor its use, and communicate with people using it; they may even update or revoke content previously published. Access to content is more efficient, as search engines exploit VDI metadata for indexing, and the network uses the content name to ensure users always access the copy closest to them. Every node in the network is a content cache; handover is easy; multicast is natural; peer-to-peer is built-in; time/space-decoupling is possible. Application developers can exploit CONVERGENCE's middleware and network without having to resort to proprietary/ad hoc solutions for common/supporting functionality. Operators can use the network more efficiently, better controlling information transfer and related revenues flows. Network design, operation and management are simplified by integrating diverse functions and avoiding patches and stopgap solutions. Whether as a text for graduate students working on the future of the Internet, or a resource for practitioners providing e-commerce or multimedia services, or scientists defining new technologies, CONVERGENCE will make a valuable contribution to the future shape of the Internet.

**Funiversity** Lluís Pastor Pérez, 2010 Funiversity es el mejor atajo posible para hablar de una universidad divertida. Así de claro: fun más university. ¿Pero qué me provocó para hablar de una universidad divertida? Saber que las universidades no lo son. La universidad sigue siendo casi, casi, como era hace diez siglos. Y tengo claro que creer que el conocimiento surge a partir de conferencias de profesores no es la solución para la universidad del siglo XXI. Y también tengo claro que los estudiantes, que los estudiantes, todos los ciudadanos, conocemos el mundo en gran medida a través de los medios de comunicación. Ese es el mundo al que la universidad sigue dando la espalda. En esta sociedad del entretenimiento la universidad no da su brazo a torcer y prefiere aulas vacías y resultados mediocres a producir cambios que modifiquen su ADN. Funiversity quiere ser el aviso de Pepito Grillo. Funiversity quiere ser un grito de guerra. En Funiversity hay algunas teorías sobre la universidad y la sociedad en la que vivimos, y también sobre la universidad y los medios de comunicación.

**FUNIVERSITY. Changing university through the media.** Lluís Pastor Pérez, 2014-02-13 Lluís Pastor analyzes the changes taking place at university and proposes a learning environment in which he highlights aspects related to entertainment and motivation. He proposes a university which is based on enthusiasm and participation via a model of learning that motivates and enthuses its participants. This model of university differs greatly from the traditional and frames the proposal within a view that strongly reminded me of the approaches adopted by Himanen in *The Hacker Ethic* (2002).

**Official Gazette of the United States Patent and Trademark Office**, 2006

**CLASH!** Sandra Vavra, Sharon L. Spencer, 2011-09-01 This book offers ideas that secondary teachers, university content faculty, and teacher educators can use to challenge traditional literacy practices and demonstrate creative, innovative ways of incorporating new literacies into the classroom, all within a strong theoretical framework. Teachers are trying to catch up to the new challenges of the twenty-first century. It is a superheroic feat that must be achieved if education is to stay relevant and viable. There is a lot of zip, bam, whap, and wow in the fast-paced, social networking, technological world, but not so much in the often laboriously slow-paced educational world. Where is the balance? How do teachers and students learn together, since one group has seasoned wisdom with limited technological know-how and the other uses all the cool new tools, but not in the service of learning? These are some important issues to consider in finding the balance in an unstable, fast-moving, ever-changing world. This book is practical and useful to literacy teachers, teacher educators, and university faculty by bringing together the expertise of composition/rhetoric researchers and writers, literacy specialists, technology specialists, and teachers who are on the cutting edge of new literacies.

**Literature Review** William Van Zyl, 2018 Abstract: Concepts of 'openness' in education hinge on interactions between individuals and organisations and boundaries within which these interactions exist. The future development of Peer-to-Peer (P2P) technologies of Higher Education rests on the critical decisions of 'openness' ('open' & 'free' education). The conceptualisations are largely influenced by those responsible for making political, economic and social decisions. I argue that NZ is currently in a favourable position to take advantage of P2P technologies because it has the basic infrastructure to support collaborative technologies (digital interconnectivity-Web 2.0 moving into Web 3.0). This literature review explores the value of philosophical perspectives or 'foundational schools of thought on openness' from theorists such as Karl Popper, Michel Foucault, and Jürgen Habermas - which act as a measuring stick in this literature review to gauge the position of NZ HE's 'open' education within a global tertiary education context. 'Openness' and the concept of 'neoliberalism' in the two main philosophical theories of Michel Foucault on Governmentality ('biopower') and Jürgen Habermas on Communicative Action are at the heart of the 'democratisation of the knowledge economy' debate. There is no point of convergence when comparing the theory of Foucault and Habermas. Foucault is mainly concerned with providing a genealogical account of the diffusion of power (political & economical), whereas Habermas is concerned with creating a political philosophy based on the recognition of the communicative capacities of rational human beings, which Foucault neglects.... P2P technologies implemented by some OECD countries compared to NZ shows that NZ HE is utilising and implementing P2P technologies (VLE's, video, podcasts, vodcasts, microblogging, and Moodle)

successfully and effectively to enhance peer teaching and learning. I reason, with specific reference to the fundamental notion of the 'openness school of thought', that the P2P learning and teaching technologies in NZ HE are well developed, and NZ takes every opportunity to develop and refine the infrastructure and software available. The Neoliberalist ('laissez fair') approach refers to an economic system in which transactions between private parties are free from government interference such as regulations, privileges, tariffs, and subsidies (Peters, 2011; Olsen & Peters, 2005). I reason that this approach in HE shows agendas that are seeking profit over altruism. The paradigm of education as 'social good' within the knowledge economy (knowledge to be shared) is at the heart of the philosophical approach in this paper. Peters (2011) suggests that what is required is a change in 'ethos'. It is not the confidence and trust of the markets but rather the development of trust that comes with the radically decentered democratic collaboration that epitomises distributed knowledge, political and energy systems (Peters, 2011, p.182). Keywords: Peer-to-Peer Collaboration (P2P), Peer Learning (PL), Peer Assisted Learning (PAL), Openness, Neoliberalism, Post-Neoliberalism, Higher Education (HE), New Zealand (NZ), Conceptualisation, Governmentality & Biopower (Foucault), Communicative Action (Habermas), Microblogging, Twitter, and P2P Technologies.

**Podcasting for Teachers Revised 2nd Edition** Kathleen P. King, Mark Gura, 2008-12-01 This book introduces and explains this important new technology from the perspective of educators. It also provides new insights into the ways that technology can provide solutions to instructional needs that have not been sufficiently addressed until now. Not only does it provide concrete explanations, examples, models, and details about methods and resources that are not currently illustrated in other publications, but it also reveals a new rationale for the use of technology in education. This book helps readers apprehend critical issues essential to understanding and taking advantage of podcasting and related technologies as an educational resource: What podcasting is How "to do" podcasting How to plan podcasting-based activities for students How to create podcasts as teaching resources How to use podcasting for professional development Models developed specifically by the authors regarding: Podcast development Educators' learning curve in podcasting Cost/benefit decision making regarding podcasting projects K – 12 school district directors of curriculum and instruction and directors of professional development, as well as classroom teachers, principals, and instructional supervisors across the core curriculum and in the area of Instructional Technology; and teacher educators and other college faculty will find this book a valuable resource. Readers may use the book as part of their own efforts to expand their teaching or staff development practice. It can also be an important resource for Education courses in content instruction and Instructional Technology and serve as a valuable reference for educators interested in educational applications of technology. What you will find in this revised and updated edition? New for this edition are valuable additional insights and updates related to our additional years of experience in podcasting and new media. Critical updated URLs, screenshots, software comparisons, data, some fresh new curricular examples, and included references to our new series, The Teachers' Podcast and Transformation Education LIVE! We have also upgraded statistical information, advancements from the podcasting world, references, and biographical information. In short, the book is better than ever, in part because of suggestions from our many readers who are, teachers learners, and podcast listeners of course! The 16 chapters of the book are divided into the following major sections: PART I. A REVOLUTION IN OUR POCKETS PART II. PODCASTING "HOW TO" BASICS PART III. BECOMING A PODCASTING EDUCATOR

*Information Literacy Meets Library 2.0* Peter Godwin, Jo Parker, 2008 Web 2.0 technologies have been seen by many information professionals as critical to the future development of library services. This has led to the use of the term Library 2.0 to denote the kind of service that is envisaged. There has been considerable debate about what Library 2.0 might encompass, but, in the context of information literacy, it can be described as the application of interactive, collaborative, and multimedia technologies to web-based library services and collections. These developments challenge librarians involved in information literacy with more complex and diverse web content, a range of exciting new tools with which to teach, and a steep learning curve to adjust to the constant change of the Web 2.0 world. This edited collection from an international team of experts provides a practically-based overview of emerging Library 2.0 tools and technologies for information literacy practitioners; addresses the impact of the adoption of these technologies on information literacy teaching; provides case study exemplars for practitioners to help inform their practice; and examines the implications of Library 2.0 for the training of information literacy professionals. Key topics include: School Library 2.0: new skills and knowledge for the future information literacy, Web 2.0 and public libraries the blog as an assessment tool using Wikipedia to eavesdrop on the scholarly conversation information literacy and RSS feeds library instruction on the go: podcasting sparking Flickr's of insight into controlled vocabularies and subject searching joining the YouTube conversation to teach information literacy going beyond Google teaching information literacy through digital games. Readership: This book will be essential reading for all library and information practitioners and policy makers with responsibility for developing and delivering information literacy programmes to their users. It will also be of great interest to students of library and information studies.

**Quick Hits for Teaching with Technology** Robin K. Morgan, Kimberly T. Olivares, 2012-02-29 "A wealth of good ideas" for using technology in education, from increasing student engagement to managing hybrid and distance learning (Teachers College Record). How should I use technology in my courses? What impact does technology have on student learning? Is distance learning effective? Should I give online tests and, if so, how can I be sure of the integrity of the students' work? These are some of the questions that instructors raise as technology becomes an integral part of the educational experience. In Quick Hits for Teaching with Technology, award-winning instructors representing a wide range of academic disciplines describe their strategies for employing technology to achieve learning objectives. They include tips on using just-in-time teaching, wikis, clickers, YouTube, blogging, and GIS, to name just a few. An accompanying interactive website enhances the value of this innovative tool.

E-Learning 2.0 Technologies and Web Applications in Higher Education Pelet, Jean-Eric, 2013-12-31 Once considered the traditional approach to education, brick and mortar institutions are no longer the norm due to e-learning technologies. Populations are turning into ubiquitous human beings, and educational practices are reflecting this change. E-Learning 2.0 Technologies and Web Applications in Higher Education compiles the latest empirical research findings in the area of e-learning and knowledge management technologies assessment. Highlighting specific comparisons and practices of e-m-learning and knowledge management technologies, this book is an essential guide for professionals and academics who want to improve their understanding of the strategic role of e-learning at different levels of the information and knowledge society.

*Research Anthology on Developing Effective Online Learning Courses* Management Association, Information

Resources,2020-12-18 In the current educational environment, there has been a shift towards online learning as a replacement for the traditional in-person classroom experience. With this new environment comes new technologies, benefits, and challenges for providing courses to students through an entirely digital environment. With this shift comes the necessary research on how to utilize these online courses and how to develop effective online educational materials that fit student needs and encourage student learning, motivation, and success. The optimization of these online tools requires a deeper look into curriculum, instructional design, teaching techniques, and new models for student assessment and evaluation. Information on how to create valuable online course content, engaging lesson plans for the digital space, and meaningful student activities online are only a few of many current topics of interest for promoting student achievement through online learning. The Research Anthology on Developing Effective Online Learning Courses provides multiple perspectives on how to develop engaging and effective online learning courses in the wake of the rapid digitalization of education. This book includes topics focused on online learners, online course content, effective online instruction strategies, and instructional design for the online environment. This reference work is ideal for curriculum developers, instructional designers, IT consultants, deans, chairs, teachers, administrators, academicians, researchers, and students interested in the latest research on how to create online learning courses that promote student success.

Optimizing Student Engagement in Online Learning Environments Kumar, A.V. Senthil,2017-11-30 Digital classrooms have become a common addition to curriculums in higher education; however, such learning systems are only successful if students are properly motivated to learn. Optimizing Student Engagement in Online Learning Environments is a critical scholarly resource that examines the importance of motivation in digital classrooms and outlines methods to reengage learners. Featuring coverage on a broad range of topics such as motivational strategies, learning assessment, and student involvement, this book is geared toward academicians, researchers, and students seeking current research on the importance of maintaining ambition among learners in digital classrooms.

**EB00K: Podcasting for Learning in Universities** Gilly Salmon,Palitha Edirisingha,2008-07-16 Podcasting for Learning in Universities details several examples of research to practice for the successful use of podcasts in Higher Education, drawing from studies in the UK, Australia and South Africa. The book offers a practical transferable model and guidelines for integrating podcasts in higher education contexts. There is a dedicated website at [www.podcastingforlearning.com](http://www.podcastingforlearning.com) with further links and examples. The sheer range of ideas for using podcasts shown by the case studies, will hopefully spark off a number of ideas for ways in which practice in one subject can be re-used in another. Case studies covering reflective learning, active learning, students voices, fieldwork, distance learning and learning transferable skills, show that podcasts are flexible enough as a medium to deliver effective learning outcomes regardless of the subject. ESCalate, 2nd October 2008. To read more of the ESCalate review click here. This book is exactly what is required for a wide range of potential readers - it is practical, yet derived from research; it is focused on student learning, yet has a technical component; it is leading-edge, yet it draws on many case studies. Professor Robin Mason, The Open University, UK I recommend this book to all academics in higher education. Peter Bullen, Ford Professor of Automotive Engineering, University of Hertfordshire, UK This book shows how podcasts can help transform the teaching and learning experience in Higher Education...a blueprint for podcast use. Professor David Nicol, University of Strathclyde, Scotland The students' views are represented strongly throughout the book, which helps to make it a compelling and extremely worthwhile read. Dr Linda Creanor, Glasgow Caledonian University, Scotland Finally, a Podcasting Bible for education! Mazlan Hasan, Senior Instructional Designer, National Institute of Education, Singapore The 10-step pedagogic model for developing podcasting provides an essential step-by-step guide for anyone venturing into this area for the first time. Richard Wallis, TwoFour Learning After reading this book, I am attracted to offering another flexible learning choice. Podcasting affords active learning whether individual, cooperative or collaborative contributions, either formal or informal. Denise Nelson, Course Designer, SIAST Virtual Campus, Canada Contributors: Marialuisa Aliotta, Simon Bates, David Bell, Keith Brunton, Chris Cane, Annette Cashmore, Claire Chambers, Brian Cox, Chris Dennett, Stuart Downward, Palitha Edirisingha, John Fothergill, Derek France, Martin Jenkins, Mark J. W. Lee, David Livingstone, Jo Lonsdale, Kenny Lynch, Raymond Macharia, Matthew Mobbs, Richard Mobbs, Nick Mount, Dick Ng'ambi, Ming Nie, Chris Ribchester, Libby Rothwell, Gilly Salmon, Nick Short, Adam Stevens, John Traxler, Belinda Tynan and Kim Whittlestone.

Decoding **Profcast**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Profcast**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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## Profcast Introduction

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