

## **New Media Learning: Student Podcasting and Blogging in an Intro to Meteorology Course**

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Current weather events and climate change are hot media topics discussed on television, the internet, and through social media. In this world of “Tweets”, “Texts” and constant multi-media bombardment it is becoming increasingly difficult to engage students in the learning process by simply standing at a podium and lecturing in a darkened classroom. Educational research has found that lectures place students in a passive role, preventing them from actively engaging in the learning process. Through the innovative use of multi-media platforms this study assesses the potential to create active learning opportunities (podcasting and blogging) that connect theoretical “textbook” atmospheric science with the “real world.”

This work focuses on students enrolled in the Introduction to Meteorology course (MET 101) at the University of Hawaii at Manoa during the 2013 Fall semester (Sept-Dec). This study summarizes the impact of the “course-casting” technique which utilizes podcasts of lectures and supplemental material. Lecture Podcasts are used mainly as a revision tool for students by providing on-demand portable (MP3) course content that supports independent student learning. Students also produced their own podcasts (research projects) to share with classmates throughout the course relating atmospheric science content to personal “real world” experiences. Along with podcasting, students blogged about designated topics related to weather and climate, making their knowledge and understanding accessible to other students in the course and the general internet community.

Student surveys, journals, and final exit interviews are used to assess the impact of the blogging and podcasting exercises on the student learning experience. The number of times each lecture podcast was downloaded is recorded to determine the interest level in using audio lectures as a review tool. Student blogs and podcasts are evaluated based on science content accuracy and student survey evaluations of the learning experience.