Micro-Paper 69: *Podcasting as a CDL Practice*

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Defining the Term

Podcasting is a social practice that relies on the creation of podcasts to share rich communication in an open-access format. Although some forms of podcasting are just vehicles to share information, when one engages in podcasting as a Critical Digital Literacy (CDL) practice, it affords creators to become participants in knowledge building, where members actively analyze data and reshape it when necessary.

The potential of podcasting as a critical educational tool enables content creators to improve overall learning outcomes by clarifying questions and providing the opportunity to research, plan, build, analyze, and assess narratives. Podcasting then becomes an exercise where students and educators can use it to make better sense of new concepts and theories while analyzing or reshaping stories. In this case, it goes beyond teaching or disseminating a relevant message. When immersed in a critical digital literacy perspective, podcasting always integrates activities and curricula that enhance learners' realities as a way of promoting their voices.

Podcasting as a CDL practice, therefore, becomes a form of praxis to create, discover, and disseminate valuable and meaningful narratives and counter-narratives. Creating such podcasts implies that participants need to realize how to handle and discern information in digital environments. They need to know what kind of information is worth sharing. Podcasting as a CDL practice requires to generate transformation and constant interaction between participants. Podcasting as a CDL practice should be a scenario for its participants to awaken in their listeners the power of reflection.

Connecting it to LSLP

Podcasting as a CDL practice, as I have showed in my current school literacies research, involves sharing academic narratives. Podcasting allows our academic community to establish a channel to engage with literacy practices across schools and communities.

Keeping in mind our ongoing research, exploring the use of podcasts from a critical perspective opens the possibility of introducing stories from our communities that otherwise remain untold in traditional media.

Our school literacies research is interested in finding alternative ways to engage with second languages in our classrooms at all levels. Podcasting from this critical perspective aims to give our students and teachers a powerful medium to amplify their voices to analyze and critique current discourses while reshaping them through their own narratives.

Expanding Second Language Research

The field of second language studies has a duty to involve educators and students in critical language engagement. Our classrooms must become learning communities where a critical view of the world and social justice are part of the language learning process. It is here where a view of podcasting such as this one becomes essential. Through its emphasis on critique and creation, podcasting offers motivation to use the language from a realistic viewpoint.

In addition, podcasting offers motivation, perfection through practice and rehearsal, attention to accuracy, mixed-ability teaching, large-class teaching, all of which foster confidence in the development of communicative competence. Learner-created podcasting projects place them at the center of their learning process, which might provide them with a more meaningful learning experience.

References

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