# Leveraging AI to Create Inclusive Educational Podcasts

Contents

[Leveraging AI to Create Inclusive Educational Podcasts 1](#_Toc202366820)

[SLIDE 1. **Leveraging AI to Create Inclusive Educational Podcasts** 3](#_Toc202366821)

[SLIDE 2. **Agenda** 3](#_Toc202366822)

[SLIDE 3. **"What are some of your concerns about incorporating AI into your content development?"** 3](#_Toc202366823)

[SLIDE 4.**The Research Tells us . . .** 3](#_Toc202366824)

[SLIDE 5. **Those quotes are from the 90’s – early 2000’s research about teachers integrating the internet into classrooms.** 4](#_Toc202366825)

[SLIDE 6. **Before the internet in education. . .** 4](#_Toc202366826)

[SLIDE 7. **Shifting the Mindset** 4](#_Toc202366827)

[SLIDE 8. **Audio Content and Universal Design for Learning** 4](#_Toc202366828)

[SLIDE 9. **People are already listening!** 4](#_Toc202366829)

[SLIDE 10. **One of six million Australian’s that listen monthly to podcasts to be informed or educated . . .** 5](#_Toc202366830)

[SLIDE 11. **Three Podcast Formats** 5](#_Toc202366831)

[SLIDE 12. **How the three formats support UDL** 5](#_Toc202366832)

[SLIDE 13. **Let’s leverage AI to write 3 different types of podcasts** 5](#_Toc202366833)

[SLIDE 14. **In a group, or on your own, choose ANY educational topic you teach!** 5](#_Toc202366834)

[SLIDE 15. **Quick Burst Basic AI Prompt** 6](#_Toc202366835)

[SLIDE 16. **Quick Burst Structure** 6](#_Toc202366836)

[SLIDE 17: **Quick Burst Accessibility features:** 6](#_Toc202366837)

[Slide 18: **Quick Burst Advanced Prompts** 6](#_Toc202366838)

[SLIDE 19: **Let’s turn it into a podcast** 7](#_Toc202366839)

[SLIDE 20: **Quick Burst -> Chat Show** 7](#_Toc202366840)

[SLIDE 21: **Chat Show - Structure** 7](#_Toc202366841)

[SLIDE 22: **Time for an AI generated voice** 7](#_Toc202366842)

[SLIDE 23: **Chat Show -> Narrative** 7](#_Toc202366843)

[SLIDE 24: **Narrative Structure** 8](#_Toc202366844)

[SLIDE 25: **Narrative Approach** 8](#_Toc202366845)

[SLIDE 26: **Add some sound effects** 8](#_Toc202366846)

[SLIDE 27: **Conclusion** 8](#_Toc202366847)

[SLIDE 28: **Questions** 9](#_Toc202366848)

[SLIDE 29: **References** 9](#_Toc202366849)

## SLIDE 1. **Leveraging AI to Create Inclusive Educational Podcasts**

Theme: Generative AI and Assistive Technology (AT) as enablers of inclusion

Presented by Mark Shelton

University of Tasmania

## SLIDE 2. **Agenda**

1. The AI Conundrum
2. Why Podcasts?
3. The Three Formats
4. Workshop – Quick Burst
5. Workshop – Chat Show
6. Workshop – Narrative

## SLIDE 3. **"What are some of your concerns about incorporating AI into your content development?"**

## SLIDE 4.**The Research Tells us . . .**

* *“I am glad that I am not a young teacher, because I fear that this will eventually replace us.”*
* *This is causing educators to "re-think the very nature of teaching, learning, and schooling"*
* *“Only 33% of public-school teachers reported feeling "well prepared" or "very well prepared"*
* *“all imaginable kinds of information and data can be found, the quality and value of which varies tremendously.”*
* *“plagiarism is a rapidly growing problem in academia.”*

## SLIDE 5. **Those quotes are from the 90’s – early 2000’s research about teachers integrating the internet into classrooms.**

## SLIDE 6. **Before the internet in education. . .**

## SLIDE 7. **Shifting the Mindset**

* **Reframe:** AI doesn't replace your expertise - it amplifies accessibility
* **Reality:** You provide pedagogy and content, AI provides format conversion
* **Result:** More students can access your teaching in their optimal format

## SLIDE 8. **Audio Content and Universal Design for Learning**

**Multiple Means of Representation**

Same content, different format

**Accessibility First**

Serves visual impairments, dyslexia, ADHD, EAL students

**Joy and Play**

UDL 3.0's new emphasis on engagement and incorporating storytelling

**Flexibility**

Learn while commuting, exercising, multitasking

## SLIDE 9. **People are already listening!**

* Australia leads the world in podcasting listening, with a 20% increase in listenership over the past two years (2023-24).\*
* Currently, 48% of Australians listen to podcasts monthly\*
* 65% of Australians aged between 18 - 39 and listen to a podcast at least monthly\*
* 36% listen to be informed, with an additional 29% saying they listen to be educated\*\*

\* The Infinite Dial Report – 2024

\*\* Nielsen Advanced Audience Data - 2024

## SLIDE 10. **One of six million Australian’s that listen monthly to podcasts to be informed or educated . . .**

## SLIDE 11. **Three Podcast Formats**

**Quick Burst (2-3 minutes)**

Single key concept, energetic delivery, rapid reinforcement. Accommodates shorter attention spans.

**Narrative (10-15 minutes)**

Story-driven deep exploration. Supports memory through story structure.

**Chat Show (10-15 minutes)**

Multiple perspectives accommodating diverse viewpoints

## SLIDE 12. **How the three formats support UDL**

* Each format acts as a unique "cognitive tool" serving different learning functions (Drew, 2017)
* Support varied learning preferences: facts, stories, or discussion
* Attention spans and opportunities for learning vary – quick bursts vs. sustained engagement

## SLIDE 13. **Let’s leverage AI to write 3 different types of podcasts**

## SLIDE 14. **In a group, or on your own, choose ANY educational topic you teach!**

**Topic Ideas:**

* Key concept from your subject area
* Common student misconception
* Important process or procedure
* Essential vocabulary/terminology
* Exam preparation strategy
* Study technique or tip

## SLIDE 15. **Quick Burst Basic AI Prompt**

* Create a 2-3 minute "Quick Burst" educational podcast script about [YOUR TOPIC].
* Target audience: [Succinctly describe your students - level, course, specific needs]
* Learning objective: [What should students know/do after listening?]

## SLIDE 16. **Quick Burst Structure**

Structure:

* Engaging hook in first 15 seconds
* 3-5 key points maximum
* Include one memorable example or analogy
* End with specific action or reflection question
* Use conversational, enthusiastic tone

## SLIDE 17: **Quick Burst Accessibility features:**

* Simple, clear language appropriate for [student level]
* Define any technical terms immediately
* Include natural pauses for emphasis
* Provide pronunciation guide for difficult words

## Slide 18: **Quick Burst Advanced Prompts**

Refinement Prompts:

* Make this more engaging for [refine audience description]
* Add a better hook at the beginning
* Simplify language for accessibility
* Include pronunciation guides for technical terms
* Add a stronger call to action at the end

## SLIDE 19: **Let’s turn it into a podcast**

## SLIDE 20: **Quick Burst -> Chat Show**

Transformation Prompt

* + Transform the Quick Burst script above into a chat show where I'll play both the host and guest:
	+ The host is a curious interviewer who asks engaging questions geared towards the learning objectives
	+ The guest is an expert who knows the quick burst topic well
	+ Duration: 8-10 minutes of conversation covering all Quick Burst content

## SLIDE 21: **Chat Show - Structure**

**Structure**

* + Host introduces topic and guest (me)
	+ 6-8 interview questions that draw out all the information
	+ Guest responses contain the Quick Burst content
	+ Host asks follow-up questions for clarity
	+ Host concludes with key takeaways
	+ Make the two roles feel like different people having a real conversation

## SLIDE 22: **Time for an AI generated voice**

## SLIDE 23: **Chat Show -> Narrative**

**Chat Show:**

* + HOST: "Tell us about…”
	+ GUEST: "Well, in my experience...“
	+ Q&A dialogue format
	+ Information through conversation

**Narrative:**

* + "Dr. Sarah had seen this problem countless times...“
	+ Single storytelling voice
	+ Guest's insights woven into story
	+ Information through narrative arc

## SLIDE 24: **Narrative Structure**

Transform the chat show interview above into an 8-10 minute narrative story that:

* + Tells a story incorporating the guest’s insights, knowledge and opinions from the interview
	+ Uses third-person storytelling about the expert/situation
	+ Creates an engaging story arc with beginning, middle, end
	+ Convert the dialogue into descriptive storytelling while keeping all the valuable content.

## SLIDE 25: **Narrative Approach**

**Common Narrative Approaches:**

* Timeline story: "The day that changed everything..."
* Journey narrative: "Following the path of..."
* Problem-solution arc: "The mystery that puzzled scientists..."
* Character development: "Meet the person who discovered..."
* Real-world scenario: "Imagine you're a..."

## SLIDE 26: **Add some sound effects**

## SLIDE 27: **Conclusion**

**Everyone benefits from multiple means of representation**

**This is UDL 3.0 in practice. This is inclusion through innovation.**

Mark Shelton

Email - mark.shelton@utas.edu.au

## SLIDE 28: **Questions**

## SLIDE 29: **References**

Auer, N. J., & Krupar, E. M. (2001). Mouse click plagiarism: The role of technology in plagiarism and the librarian's role in combating it. Library Trends, 49, 415-432.

Drew, C. (2017). Edutaining audio: An exploration of education podcast design possibilities. Educational Media International, 54(1), 48-62. <https://doi.org/10.1080/09523987.2017.1324360>

Edison Research. (2024). The Infinite Dial Australia 2024. <https://47012339.fs1.hubspotusercontent-na1.net/hubfs/47012339/Infinite-Dial-2024-Australia-Full-Presentation.pdf>

Nielsen. (2024, September 30). *Nielsen data shows podcasts more popular than ever*. Nielsen. <https://www.nielsen.com/news-center/2024/nielsen-data-shows-podcasts-more-popular-than-ever-with-australian-audiences-as-number-of-older-listeners-jumps-49-in-just-12-months/>

Owston, R. D. (1997). The World Wide Web: A technology to enhance teaching and learning? Educational Researcher, 26(2), 27-33.

Trucano, M. (2013, January 14). Will technology replace teachers? No, but... World Bank Blogs. <https://blogs.worldbank.org/en/education/tech-and-teachers>