ONLINE EDUCATION: TEACHING IN A TIME OF CHANGE

• Paper / Proposal Title:
Listening, editing, sharing. Three memos on podcasting for the next online education.

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• Abstract (300 words):
The Digital Club is an action research project within IHE Delft Institute for Water Education - MSc Program in Water Management and Governance, supporting students and staff in the transition from emergency remote teaching/learning towards a more coherent blended learning strategy for the years to come, the “next online education”.

Inspired by the American pragmatism of the Metaphysical Club, we aim at reflecting on the pedagogical, political, ethical and philosophical implications of everyday online teaching/learning practices and technologies. We are particularly interested in exploring how to build and to sustain true communities of learning – in terms of bildung - with our current and future students.

In this paper I discuss how podcasts have been used in online education, reflecting on three values or features of podcasting that revolve around voice.

“Listening” is about the voice of the interlocutor. By reflecting on the podcast made for the module “Leadership and collaboration for sanitation change” I discuss how
interlocutor interview podcasting offers a meaningful opportunity to teach and practice active listening skills.

“Editing” is about the author’s voice. By looking at the podcast made for the module “Thesis proposal development and research methods”, I share insights on podcasts’ advantages (i.e. reducing the time that students have to spend watching a screen) and limits (i.e. missing visual information like maps or diagrams), as well as on the ethical and political implication of editing as giving or taking away voice.

“Sharing” is about the audience’s voice. Here I reflect on how to collect feedback from the listeners. By looking at the podcasts that our students made as assignment for the module “Water governance”, I also sketch a pathway to design podcast as assignment and to identify the criteria to assess it.

Overall this action research can be relevant for those interested in creatively exploring online collaboration, between students and staff, but also between different disciplines.

• Author(s) Biography (200 words each):

Emanuele Fantini is Senior lecturer and researcher at IHE Delft Institute for Water Education, Department of Water Governance (The Netherlands). He holds a PhD in Political Sciences and a European Master in Human Rights and Democratization University of Padua. His research interests include: water governance, water conflicts and the human right to water, social movements, religion in public spaces (politics and development), media studies, visual research methods, with geographic focus on Ethiopia, the Nile basin and Italy.

As research coordinator of IHE Delft MSc Program in Water Management and Governance, Emanuele coordinates two action research projects on interdisciplinarity in water research and online/blended learning.

Emanuele is also associate researcher at the Program in Comparative Media Law and Policy-University of Oxford, and coordinator of the project “Open Water Diplomacy. Media, science and transboundary cooperation in the Nile basin”.

Committed to engagement outside academia Emanuele hosts the podcasts “The Sources of the Nile” and “Water Alternatives Podcast”, and he is the editor of IHE Delft Water Governance Blog, FLOWS.