Podcasting the Planetary

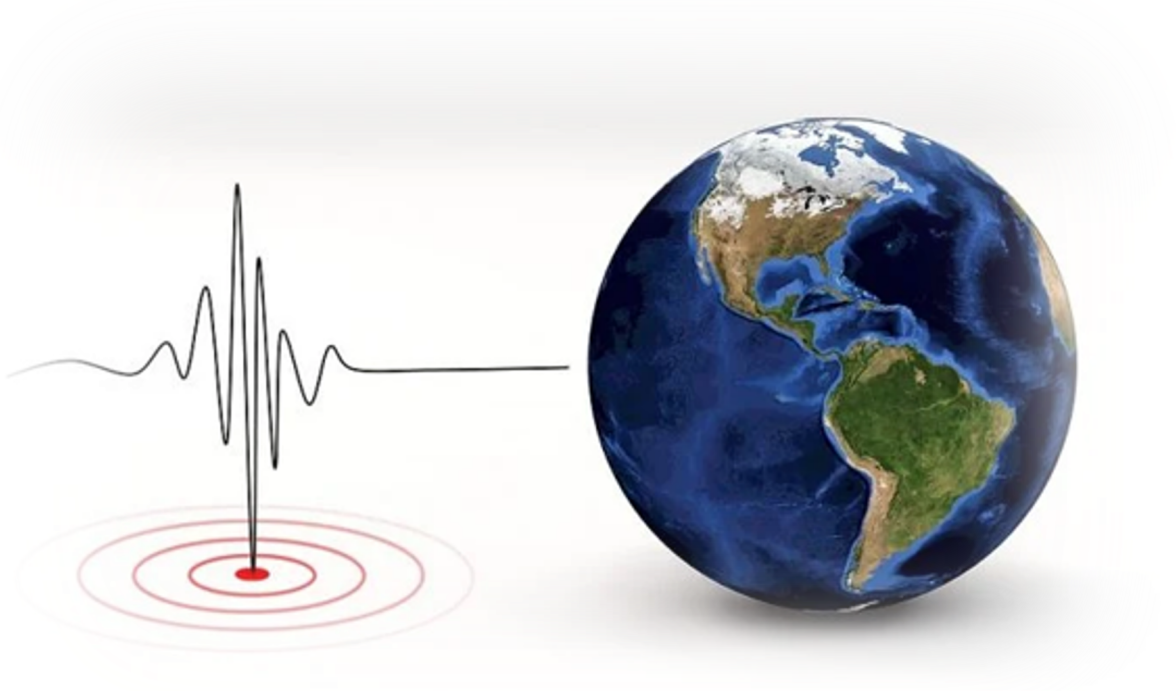

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Table of contents

Podcasting the Planetary **1**

Table of contents *2*

Executive summary *3*

Podcasting *4*

Academic podcasting: mapping the field *5*

Public outreach 5

Educational material 6

Social scholarship and community building 7

Podcast as research method and data 8

Incentives for academic podcasting *9*

Making way for '*altmetrics*' 11

Podcasting Research: Center for New Critical Politics and Governance *13*

Episodes 14

Budget 16

Concluding remarks *17*

Bibliography *18*

Executive summary

The report provides a brief introduction to the medium and podcast-phenomenon. The main focus, however, is what we term academic podcasting, and the introduction therefore does not go into detail about the vast commercial market of podcasting. The introduction is followed by a mapping of the field of academic podcasting and goes through four primary functions, namely podcasts as educational material, research dissemination, social scholarship, and finally podcasting as method and data. The mapping provides an in-depth understanding the emerging field of academic podcasting, including the challenges, and more importantly the many incentives to begin.

The main takeaways from the mapping are:

1. Academic podcasting can serve multiple purposes and functions, also at the same time.
2. Podcasting offers a (to research) novel, versatile medium with a high degree of flexibility and adaptability to specific contexts.
3. Academic podcasting offers a more accessible line of communication with other scholars, practitioners, professionals and the public than journals articles. Researchers can thereby explore new avenues for public engagement in order to meet the social contract between academic and society.
4. The primary drawback of academic podcasting is the current lack of quality assurance. Whereas journal articles and other scientific publications undergo peer-review, podcasts do not.

The second part of the report presents Center for New Critical Politics and Governance's podcast pitch. The overarching frame for the series is *podcasting the research lab*. The innovative potential is found in the center's ambition to broadcast a process. Through (at least) five regular formats, the podcast series will both display research output, collect and process data on air, invite the listener into a workshop discussion and engage with practitioners for alternative perspectives on the on-going research. Furthermore, the podcast synergistically engages with other research output from the center such as the Pivot-series *Planetary Pathways*. The five formats are:

1. A conversation with…
2. Planetary Pathways: A workshop
3. Planetary Pathways: A symposium
4. Politics in practice
5. The bigger picture?

The center-podcast, in itself, forms a project worth reporting and publishing on as the project period terminates after five years, considering the emerging, unexperienced field of academic podcasts. The section includes descriptions of each episode format, description of target audience and a budget.

Podcasting

Drew employs the following definition: "a podcast is a digital packet of audio which is generally part of a series, released at regular intervals and automatically downloaded to personal media devices when made available through Really Simple Syndication (RSS)" (Drew 2017, 202). The term was first coined in 2004 by Ben Hammersley in an article for *The Guardian* (Bonini 2015). As Picardi and Regina conclude in their comment *Science via podcast*, "podcasting has the same characteristics of a radio program, without the time and space constraints of the 20th-century medium" (2008, 2). Because of the online and flexible distribution of podcasts, producers avoid editing requirements, radio's costly distribution infrastructure, state interference and censorship (Drew 2017, 202). The medium is convenient since podcasts only need a microphone, audio recording/editing software and a web hosting service to get started. The somewhat direct distribution to the consumer also makes podcast content seem very authentic. Indeed, what creates podcast*ness* is exactly the consumption practices enabled by the direct availability to the consumer, who has the power to decide when, where, if and how they wish to listen in. The availability of the medium means that podcasts are more often listened to through headphones, which correspondingly creates a certain intimacy between listener and content. Furthermore, as Berry (2016) has argued, a more active listener often comes to podcasts with the intention of listening from beginning to end, rather than tuning in and out of airwaves by chance. Whereas radio seems to serve the function of 'a filler' or pleasant background 'noise', podcasts demand attention in its consumption.

Since its emergence, the podcast market has grown rapidly, with significant peaks in 2014 and most notably in 2020 during the Covid-19 pandemic. Although there is no central podcast 'account' to consult, independent registers such as *Podcast Index* or *Listen Notes* attempts to map out the large quantity of content available globally. In fact, at the time of writing, the online register has catalogued 4.113.295 independent episodes.[1] Edison Research traced podcasting between the years 2006 and 2017. In that period, consumer familiarity rose from 22% to 60%. In 2017, an estimated 40% of people over the age of 12 have listened to podcasts, an estimated 24% of those listening on a monthly basis. The development is partly caused by the growing number of smart phones and smart devices (Edison Research 2017). The podcast medium is especially well-fitted for in-depth content. It is worth mentioning the grey areas within the proposed data, i.e., how the genre definitions are not clearly defined, nor evident whether the registers rely on the podcasts' self-proposed 'tags' or descriptions. In addition, we lack data on podcast consumption and production, results from a Brazilian survey on the consumption of science podcasts, in particular, suggest that an overwhelming 87% of listeners are men. A survey from 2018, conducted by Edison Research, found that audiences typically listen to an average of seven podcasts weekly, which corresponds to more than six hours on average. They also found that both men and women consume podcasts, but that podcast audiences tend to be well-educated, younger adults (MacKenzie 2019, 2).

[1] February 23, 2024

Academic podcasting: mapping the field

While some define science podcasts as "podcast series covering topics in the natural sciences, i.e. physics, chemistry, biosciences, geology, oceanography, climate change, paleontology and mathematics" (MacKenzie 2019, 3; Birch and Weitkamp 2010), others employ a broader, more inclusive definition, such as *popular science podcasts* (Lundström and Lundström 2021) or *educational podcasts (Drew 2017)*. Arguably, these definitions emphasize different aspects of the produced content, and they vary although they clearly also overlap. The scientific podcast may serve different purposes and aims, while performing multiple functions at once. Depending on budget, target audience, producer, and format, different podcast series – and even individual shows, work according to very diverse criteria of success. The general gist of the scientific podcast remains its primary function, namely research or science communication. However, the open and explorative nature of the podcast medium makes it inherently difficult to distinguish between self-proclaimed genres. For the purposes of this report, we shall prefer a more inclusive definition of *podcasts whose aim is to either inform, educate or explore research through public dissemination and engagement*.

Academic podcasting, more specifically, serves four primary functions, somewhat distinguishable while also inherently and intimately tied together. Two functions are primarily externally oriented, namely the *development of educational material* and *public outreach*, and two functions are primarily internally oriented, namely *employing podcasting as a method and means of data collection* and lastly as *social scholarship and community building*.

Public outreach

The university is often considered an ivory tower in our society: inaccessible and distanced. Therefore, scholars and academic institutions face the challenge of bridging that gap and engaging with the public. Podcasting offers a venue for research dissemination. As previously stated, the medium offers convenience and accessibility as its core features to both the consumer and the producer. With growing pressures on academics to produce output, teach and bring home funding, podcasting needs to be easy to be an option. Most research dissemination, however, is provided by science podcasts on which researchers from with different affiliations feature as guest to either shed light on a specific topic of interest or explain their individual research interests. The advantage of these formats are professional production and popularized format which serves to present complicated content in an accessible and democratic manner (DeMarco 2022). An example of this could be *Scientific American*'s 60-second science podcast. The aural intimacy of listening to a researcher's voice humanizes them in a way that differs to reading about them or their work (Murray 2019; Middleton 2016). This, partly because researchers, much like anyone else, tend to explain complicated matters in simpler, more informal language than one would do in writing. Furthermore, a conversation between researcher and host offers a personalized, intimate and perhaps humorous rapport, making the research easier to grasp as merely a topic of conversation. More and more research institutions or journals produce their own podcasts with the main purpose of research dissemination. They may face a challenge in outreach

compared to popularized formats of established science podcasts, and are therefore often directed at a smaller, more specified audience. As Harter demonstrates through her podcast *Defining Moments*, created for the journal Health Communication, she positions podcasting as "embodied and engaged scholarship" and succeeds in connecting health communication scholars, practitioners, patients and general publics interested in healthcare, vulnerability and well-being (Harter 2019, 125). She ascribes much of their success to *storytelling*. Simply talking about research, depending on the field and topic, may not resonate easily with publics. Storytelling, however, aims to connect affectively to listeners and activate a reflection on their end, while presenting and discussing relevant research. This, naturally, requires increased effort on the production side, especially if done within research institutions, and may only appeal to certain types of research dissemination (DeMarco 2022).

Educational material

In recent years, podcasting for education continues to rise in popularity and numbers, both inside and outside of educational institutions. Many universities worldwide begin to incorporate podcasts into the curricula of both on-site and remote learning modules for distance learners (Brehm 2022; McLoughlin, Lee, and Chan 2007). Interestingly, the research remains sparse on this implementation and therefore little empirical data suggests solid effects, e.g., through the improvement of student grades. It is therefore beneficial to consider podcasts as diverse, creative means for engaging students "in ways that might motivate them in learning content and increasing rapport between teacher and students" (Carle, Jaffee, and Miller 2009; Edirisingha, Hawkridge, and Fothergill 2010; Fernandez, Simo, and Sallan 2009), rather than a means to directly influence quantitative evaluative metrics. The novelty of the genre in general, and especially within educational institutions, makes it an exciting area to explore further. Instead of regarding the podcast as substitutional material for classic readings and assignments, it can complement a syllabus and provide a different medium through which students may familiarize themselves with new concepts, debates, history or current events (Gunderson and Cumming 2023). Hereby, the podcast may enliven the syllabus and class room discussions, by offering an accessible entry point to complicated and multifaceted subjects. Or, indeed, by flipping the classroom provide an interesting tool for creative student assignments or exams (Reiman 2021).

In his genre analysis of the educational podcast, Christopher Drew observes three archetypes: The quick burst, the narrative and the chat show. *The quick burst* is typically a shorter format, such as Scientific American's 60-second podcasts, '2-minute English' or 'History in Five Minutes', which aims to deliver one key information to its listeners. A short and controlled timeframe characterizes the format, while a buoyant rhetoric delivers the key message in an easy, straight-forward language (2017, 204-206). *The narrative*, on the other hand, aims to tell a story about a certain topic or subject. This format allows itself time and space to lay out the ins and outs of a story, and uses signposting and/or cross-linking to assist the listener in piecing everything together when forming the larger narrative. Cross-linking typically occurs between different episodes to illustrate how the current episode converses with or builds on previously covered content, or it can take form as a supplementary reading list, where listeners can deepen their knowledge further on specific parts of the narrative. This

archetype supports "engaging, emotive and self-directed e-learning" (207). The final archetype, *the chat show*, differs quite a bit from the former two. The communicative purpose of this type, according to Drew, is "the utilization of institutionalized conversation between two or more participants to explore various ideas and concepts" (207). This type of podcast especially targets a smaller, committed and global listenership, and its key characteristics are conversationalism and wit. As Thomas Moore concludes, substitutional use of podcasts in syllabi may be used to enhance or achieve lower order skills cf. Bloom's revised taxonomy, such as learning, recalling and revising basic concepts or facts. Supplementary use, however, aims to "encourage greater understanding and application of knowledge by providing new and additional material", thus moving up the taxonomical scale (Moore 2022, 6; McGarr 2009). Unsurprisingly, the chat show operates on higher taxonomical levels than the other two archetypes, as it models critical thinking and, unavoidably, subject-specific scientific discourse communities. To ensure accessibility in this public engagement, witty language becomes increasingly important to distinguish the chat show from a recorded panel debate at an academic conference for instance. Crucially, as Kidd states "the value of learning derived by the learner is not dependent upon the medium used to deliver the learning, but actually upon the 'orchestration' from the teacher"(Moore 2022; Kidd 2012, 55). Academic podcasting created for educational purposes (also) therefore need to consider which function to serve. This will be dependent on the scope of the podcast, whether it is produced for a specific course, a specific program or whether it seeks to apply broadly and internationally.

Social scholarship and community building

Well-functioning communities are key to the general functionality of academia. These communities, however, are characterized by structural, organizational and normative infrastructures, often upheld by traditional activities such as conference attendance, peer-reviewed journal and book publishing and networking meetings. While these are key activities for any academic, they have historically lacked inclusion and diversity across career stages, marginalized groups and southern geographies. Furthermore, the activities tend to be maintained by a certain degree of gate-keeping, thus limiting the range of participating researchers (De Rond and Miller 2005; Maas et al. 2021; Evans et al. 2018). However, Cox et al. (2023) posit the argument that the implementation of academic podcasting may in fact positively impact the dimensions of collaboration and thus redefine academic communities.

Generally, PhD schools and academic institutions tend to encourage a very limited series of output, mostly focusing on academic articles in one shape or another. Academic podcasting, a novel type of output, offers significantly lower barriers to entry than traditional academic publishing does. This, in turn, makes it easier for younger scholars to promote themselves and their work and thus generate material with which to boost their CVs. As Cox et al. emphasize, as of yet, academic podcasting remains free of the "cultural and prestige-based biases that can otherwise crowd out more marginalized voices" of the academic community (4). The low barriers to entry also benefit the listeners, the audience, and thus breaks with the problematic for-profit academic publishing, which ultimately relies on free academic labor while charging excessive sums for 'open access' options (4). The highly portable format of sound, furthermore extends the potential audience and reach of individual episodes or

podcast series to larger groups of the public, policy-makers and industry. Audio knows no spatial borders and is solely dependent on an internet connection for transmission, which allows scholars to communicate with each other and publics around the globe. Podcast episodes (typically between 20-40 minutes in duration) take less time to consume that most academic articles. Assuming that scholars are capable of delivering key messages and ideas within that timeframe, they enable a quicker, more accessible engagement with their work to a larger audience. The nature of podcasting, depending on the specific format of the individual episode, naturally, nurtures underrated skills in academia, such as spontaneity, creativity as well as technical production know-how. Simultaneously, podcasting alters the temporal dimension of academic production, with lower costs and a quicker *on-demand* production than journal articles do. This taken together, creates better conditions for academics across career stages, disciplines and employment types to meet the social contract of disseminating research to the public; what some refer to as social scholarship.

On October 11, 1995, American educator and former president of the Carnegie Foundation for the Advancement of Teaching, Ernest L. Boyer held a speech at the 1778th Stated Meeting of the American Academy of Arts and Sciences. He presented a recent report by the Carnegie Foundation entitled Scholarship Reconsidered, in which they propose a new paradigm of scholarship. The foundation assigns four "essential, interlocking functions" to the professoriate, namely scholarship of discovery, of integration, of sharing knowledge and finally of application (Boyer 2016, 26). The four functions serve as pillars of what Boyer terms *Scholarship of Engagement*, which means "creating a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other" (Boyer 2016, 33). According to Boyer, public outreach and dissemination should not be confined to one-way communication, but instead by applied by "reflective practitioners" who move theory to practice, and from practice back to theory. Building on exactly this history, Singer (2019) emphasizes the importance of academic podcasting taking shape as an exchange. The interactive element, however, may prove tricky to many audio endeavors, as it easily remains a one-way, producer-to-consumer, product. This raises questions of which type of podcast for which purpose? And which group of targeted listeners? Lynn Harter (2019) has created a podcast *Defining Moments* for the journal *Health Communication*, which has been running for more than ten years now. She highlights the meaning-making potential of the medium, which for her is specifically targeted practitioners and the public. The act of podcasting, thus becomes the act of meaning-making through story-telling. Harter envisions podcasts as social activities and collaborative processes between host, guests and the audience when she quotes Arthur Frank: "The truth of stories is not only what *was* experienced, but equally what *becomes* experience in the telling and its reception" (Harter 2019, 127; Frank 2013). In her view, academic podcasting offers a venue for embodied and engaged scholarship. This leads me to the fourth and final function of the academic podcast, namely academic podcasting as method and data.

Podcast as research method and data

Podcasting offers a venue for researchers to process their data through story-telling. Other researchers use podcasts as empirical data on similar terms as any other popular, mediated outlet. Two Swedish researchers, Lundström and Lundström, have recently published their take on *Podcast ethnography*

(2021). The authors conducted thirty-four months of podcast ethnography into the white radical-nationalist podcast *Motgift* [Antidote]. They consider the podcast a field site, a framed space within a social field. And while the field is primarily located online, it carries clear ties to offline communities. The method is clearly related to neighboring approaches such as visual ethnography, internet ethnography or *netnography*, all characterized by their unobtrusiveness, convenience and accessibility (296). Through podcasts, however, researchers gain access to a somewhat more intimate space in a community or subculture, while remaining distantly engaged or lurking. The aural intimacy of the medium allows the researcher a certain closeness with the subject at hand, because they develop a familiarization with the voices of host and guests, the internal jokes, the spoken word's alternating intonation and emphases, and most importantly, the development of continuous dialogue within the community (Howard-Sukhil, Wallace, and Chakrabarti 2021). Cook (2020) highlights the potentials of podcasting as an anthropological method, but urges researchers to remain aware of *how* and *why*, we podcast or not, and to what effect. While podcasting does provide an easily accessible platform for scholars perhaps marginalized, it is not a "magic bullet": "rather a method that offers the possibility to destabilise the typified voices of authority within the discipline by proposing another way of creating such authority."(15)

Podcasting can also assume the role of a research method, especially in terms of data processing. Depending on what type of content, producing and editing a podcast allows and demands the researcher to engage with her data in very different ways to writing. Listening, recording, playback, editing, distribution and broadcast are all research processes that differ from those of editing a written document, and thus force researchers to process their data from new points of view (Kinkaid, Emard, and Senanayake 2021, 83; Day et al. 2017; Turner, Lowe, and Schaefer 2020). This approach presupposes that the data has been collected or generated before the podcasting process.

Less explored, however, is using the *podcast as a research lab*, generating the data during recording. Ideally, this could create a working space into which researchers can invite members of the public, other researchers, practitioners or students to take part or learn from. I will elaborate on the potential format of such an initiative in a later section.

Incentives for academic podcasting

Having mapped the field, I will now turn to some of the more general incentives for researchers and academics to start podcasting. Academic podcasting remains a bourgeoning field and practice, which makes it difficult to encapsulate squarely. Some of the incentives may diminish or amplify sooner than later. The ones mentioned below, however, I believe will stand the test of time.

- The medium has lower barriers to entry than any type of academic publishing, thus making it easier for younger scholars or researchers who face other structural barriers to 'publish' and generate research output.

- Production costs are generally low, making it an affordable yet significant research activity for universities, departments, centers or individual research projects.
- The medium enables scholars to engage in conversations that may travel further than journal articles.
- It offers a less formal venue for expression than journal articles or monographs, with much faster production and publishing timelines.
- The medium speaks to especially younger segments of the public and is a well-know, popularized communication tool by now, which means it easily translates into more specialized spheres such as research.
- Lastly, the production process nurtures other creative skills than those typically employed in academic work.

All of these points touch upon the structures in academia, more or less universal in their applicability across the world. These are demands for publication, requirement of public dissemination of research, and the increased evaluation of performances through for example bibliometrics.

Conversely, I summarize some of challenges to academic podcasting here including structures to be aware of and have in mind, if venturing into the new field.

- *Gatekeeping*. While the academic podcast remains much less formal than an academic journal, the producers and hosts still perform a certain degree of gatekeeping in their curation of discussions, invited speakers and angles to specific topics. This is much easier to tackle within this format, precisely because of its informality, but regardless, curation inevitably means gatekeeping to a certain extend. Therefore, researchers may take the opportunity to actively decide which voices, methods or studies they would like to feature and provide a platform for.
- *Literacy and academic languages*. Lingua franca of academia is arguably English. Depending on the outreach of each podcast (national, regional or global), one ought to consider the issue of language. Not everyone is as comfortable speaking, listening to, or writing in English, even as researchers. Therefore, researchers should consider how to ensure or improve accessibility of their podcast. This could be improved, for example, by providing written transcripts of each episode, written summaries in other languages than English or by including guests who need on-air interpreters.
- *Lack of peer-review*. The most significant drawback to academic podcasting, currently, is the lack of any type of peer-review. What makes the medium interesting, accessible and affordable is in part due to the lacking measures for quality assurance. As of now, podcast features or productions do not have the same scholarly weight as peer-reviewed articles.
- *Lack of funding*. While podcasting is easily accessible in terms of affordability, proper production and sustained broadcasting over time requires steady funding. In order to ensure quality of content, funding needs to be secured for man hours.
- *Genuine connection*. In most podcast series, not only academic podcasting, it is a struggle to build and maintain a genuine connection to listeners. The fact that podcasts are on-demand, as

opposed to its predecessor, radio, limits listeners' ways of engaging in real-time. Some productions decide to build an online platform, typically through social media, where listeners can comment, like and otherwise show their support and engagement. Hosts are then able to follow up and incorporate some of these listener reactions in subsequent episodes. Still, however, an unevenness remains in the performer-audience dynamic.

Making way for '*altmetrics'*

Academia has turned into an even more precariat place of employment in the past ten to fifteen years. Short-term contracts are increasing, funding for programs decreasing, leaving many researchers with an even bigger task now of fundraising in addition to their (in many places) increased teaching loads and strict requirements for publication. Young talents are difficult to retain, both because of the few job openings but also because of the increased focus on academia's tough work environment. Many young scholars look to the private industry for better job security and a higher salary. No wonder, then, that we observe changes to the academic activities and output styles. Journal articles, in many disciplines, are shorter than ever. Some fields include and accept video essays and similarly creative expressions of findings. The article-based PhD dissertation is becoming ever more popular among busy grad students, who are looking to secure publications early in their career. The majority of institutions and journals still measure research impact through bibliometrics, typically measuring a researcher's *number of citations* and *H-index*. Bibliometrics are not without flaws.

The H-Index, calculated in different ways and quite often criticized, measures a researcher's academic production and impact in one measurement. *H* number of articles have at least *h* number of citations. Number of citations are self-explanatory and relatively easy to measure, and it does provide a fine indicator of impact within one's scholarly community. It comes with a certain time lag, due to the slow publication processes in academia, and the fact that it requires significant time for publications to accumulate citations. Furthermore, studies with positive results tend to publish in higher impact journals, and older manuscripts tend to be (unsurprisingly) more highly cited (Levin et al. 2023, 183). Number of citations are only counted from academic publications, for example books, journal articles etc., and does not include online mentions on social media, policy-papers, news articles and so forth. There are many ways of creating impact, and some scholars engage profoundly with certain professional communities, policy-institutes or other.

Altmetrics, alternative-level metrics, have been developed to measure public attention, dissemination and impact. A provider of altmetric software automatically tracks attention across platforms online through interactions involving individual publications. While the altmetrics alone do not change the hierarchy or weight of different type of publications, they do render visible measurements for community outreach or social impact which is currently missing from the bibliometrics most often used in institutions (Bonnet and Méndez-Brady 2017, 302). In a recent article, Levin et al. investigate the impact of podcasting on novel and conventional measures of academic impact, and find that articles or other academic work featured on the *International Journal of Gynecological Cancer*'s weekly

podcast indeed showed higher impact than those of the non-featured control group. The impact was visible both in altmetrics and bibliometrics. The researchers measured average citations per year, relative citation ratio and field citation ratio. Altmetrics would be able to capture and put on record podcast activities, to reward researchers for putting in hours on dissemination and output (Levin et al. 2023). Furthermore, it seems that those featured on podcasts are likely to receive an organic upswing in bibliometrics, simply due to visibility of their work. Altmetrics seem to be increasingly interesting to scholars and research institutions, and the market of providers expand as a reaction. In time, we may see a shift in the balance of activities rewarded in evaluations and concurrently a shift in activities among scholars.

Podcasting Research: Center for New Critical Politics and Governance

This following podcast prospectus is made for the forthcoming Center for New Critical Politics and Governance at Aarhus University, where it will comprise a significant research activity and output.

What if we conceptualized a research lab as intermedial? What if we broadened the scope for possible formats of research activity and output? Within the overarching frame of *a research lab*, our podcast series extend research activities into an audible sphere, increasing accessibility and retrievability for affiliated researchers, partners and students. This framing frees us from a stringent concept, also temporally, which means the episodes will vary in duration from thirty to ninety minutes depending on the content and purpose of each episode. The podcast series' content, guests and formats will thus reflect the diverse nature of center activities. In addition to on-site and hybrid events, *the research lab* will encompass several popular formats such as 'the chat show', 'interviews', panel debates and more specifically directed conversations on topics related to center activities. The podcast medium allows us to experiment with aural intimacy in research: what insights and nuances may we gain through recorded one-on-one interviews? What happens if a small group of scholars engage in curated conversation on selected topics? Can we enliven research dissemination and stimulate reflection by disconnecting the content from typical surroundings and formats? Can we improve research impact, reception and engagement among center members and affiliated researchers – among students? The podcast serves research purposes solely rather than commercial interests, which leaves a creative space open for members and affiliated researchers to shape the podcast in concurrence with their research processes – and herein lies the experimental potential.

The podcast will serve the following four main purposes:

<u>Data collection and processing</u>

- The podcast's content will inform center activities and thus act as a record of *process*, while simultaneously serving the function of a center archive. The easy accessibility and retrievability of data prolong the life of the content, which unlike on-site, one-time events remains.

<u>Research output</u>

- Directly linked to the Center's research output *Planetary Pathways*, the podcast will substitute or qualify the conventional call for papers, and promote the final publication once it is out.

<u>Community-building</u>

- The podcast will be a collaborative project. Without a fixed host or format, the podcast series invites affiliated researchers to co-shape it. This not only represents the varied nature of a research lab, but also allows affiliated researchers to take ownership of a shared center activity.

<u>Educational material</u>

- Some of the formats below form substantial supplementary teaching material for BA, but especially MA courses. We plan to use the episodes actually in the departmental teaching at Global Studies, and hope that colleagues across school and faculty will feel inspired to do the same.

Episodes

Below are examples of episode formats presented through specific ideas in pipeline.

'A conversation with Dipesh Chakrabarty'

A one-on-one conversation with a leading scholar on key concepts that relate broadly to the Center's research themes. This format, *a conversation with* …, will return regularly as the center hosts visits from scholars, policy-makers or activists with the aim of building and expanding a shared theoretical vocabulary among affiliated members. This format provides an in-depth, intimate scholarly contribution. Since Chakrabarty was one of the first social science scholars to tackle the concept of the planetary, our first episode will ask him to elaborate on his work and discuss the analytical potential of the concept in different thematic and disciplinary contexts.

This format will resemble the video interviews with James Quilligan and Dominic Sachsenmaier recorded and published as part of the *Global Governance beyond Neoliberalism* pilot-project.

Duration: approximately 45 minutes.

People: Dipesh Chakrabarty (Historian) and host.

'Planetary Pathways: Human rights vs. Human needs? A workshop'

The podcast series will feature regular episodes as part of the Center's pivot series, *Planetary Pathways,* with Palgrave. To prepare the pivot, we will invite a small selection of scholars, policy-makers and activists with relevant knowledge and experience to discuss the specific theme at hand. The discussion will follow and function as a workshop format. In the first case: human rights vs. human needs? This will serve two functions: firstly, the podcast episode will work as a call for papers for interested authors, and secondly, it will precede and prepare the pivot-retreat (see section on pivots for further details).

Duration: Approximately one hour.

People: Thomas Pogge (philosopher and the director of the Global Justice Program), Stefan Traub (economist), Katharina Pistor (Lawyer) and host.

Planetary Pathways: Human rights vs. Human needs? A symposium'

The second, follow-up episode on a specific pivot invites 3-4 authors to discuss their contributions and their different takes on the theme of the pivot. Hopefully, this will build on the first, motivating conversation, their discussions at the retreat and ultimately different perceptions of the question. This second episode functions as a symposium, where we wrap up the pivot and promote it.

Duration: Approximately one hour.

People: a small selection of contributing authors and host.

Politics in practice

Another regular format, this podcast will invite practitioners of various kinds, whose work is somehow related to or draws on the notion of *planetary* or another key concept within the center. The aim is to hear from practitioners what challenges they witness and experience within their specific field. The podcast format functions as a collection of testimonies from relevant actors, a type of data collection and practical input to the otherwise theoretical, scholarly work performed at the center. This builds and sustains a bridge between scholars and actors representing public and private interests, while grounding our research in actual societal and political concerns.

Duration: approximately 30 minutes (if one guest), an hour (if two guests).

People: 1-2 practitioners and host.

The bigger picture?

Regular format featuring local researchers from Aarhus University and members of the center, discussing pressing themes rooted in current events; collaboratively summoning the bigger picture on air. Drawing on a selection of disciplines and experts available at our university, topical crises and current events will act as a prism through which to make sense of a bigger picture. This format resembles the popular format of 'the chat show', where professionals, through competent conversation, steer the listener through intricate matters in an easy listening manner.

Example: Contested world orders
Illuminated by different regional perspectives.

Duration: approximately 1-1,5 hours.

People: Selection of four researchers and a host.

As of now, the podcast is conceptualized around five specific, recurring formats described above. Naturally, the concept has room for stand-alone episodes or new regular formats. This is merely the beginning. We deliberately keep the format organic and open-ended to allow differences in episode duration and content. The center will run for five years, and in the first year, we expect to publish 20 episodes, and will increase the number of episodes every year, until finally in the fifth year, we publish 30 episodes. This implies a semi-regular frequency of publishing a new episode every two weeks.

Our **target audience** consists of academics and scholars globally. It remains a clear ambition to connect with people from all over the world by producing content of relevance to several fields and professionals. From the overarching frame of *podcasting the research lab*, we first and foremost wish to create substantial content for colleagues and students at the university. Hopefully, the podcast will enlighten, connect and educate faculty and their students, and foster reactions and engagements that will further enrich our local research environment and *lab*.

Budget

The budget is estimated for the five-year period (starting 2025) the center will run and is divided into three categories: people, equipment and operation.

People

Fundraiser/strategist. Our fundraiser/strategist has the main responsibility of ensuring a good network of guests and affiliated partners. Furthermore, to sustain the five years of broadcasting, we will apply for additional funding with appropriate partners.

Director. The director has the main organizational responsibility for the podcast, as they oversee content plan, publishing schedule and the organization of invited speakers. In short, the director has the large overview of the podcast series and its direction.

Production assistant/production engineer. The person in charge of technical production, post-production and updated equipment. Our person in the team with technical know-how.

Student assistant. The center will employ a student assistant for a number of hours weekly. They will assist with updates of website and social media, composing a monthly newsletter and other ad hoc tasks regarding the podcast.

Research director. The research director will be involved with the overall direction of the podcast in collaboration with the director and fundraiser/strategist.

Concluding remarks

Our mapping of the field *academic podcasting*, has shown us how its four key functions (*public outreach, development of educational material, method and data collection and social scholarship*) intertwine and overlap. We detect a certain gap in the usage of podcast within academia, and thus propose *podcasting the research lab*. This allows us to explore the potential of the medium for research dissemination, data collection and processing and teaching. The conceptual framing, furthermore, allows us to explore the four functions organically at once while retaining a clear focus on our main task: research. While each of the four functions is more or less described and explored in research, the combination and concept of a *lab* investigates a new aspect of the medium's potential within academia: not only as a tool for dissemination and communication, but more importantly as a research tool.

During the center's five-year period, we will increase frequency in output from 20 to 30 yearly podcast episodes, which will be a mix of the five already proposed formats and others developed in the process. The five years provides us with sufficient time to develop and integrate the podcast into the existing and developing research environment of the center. The goal is to create an audible research lab that grows with and into the center somewhat organically - a creative playground for the center's affiliated researchers.

We expect to share experiences of podcasting the research lab during the process and after the termination of the project through publications in relevant journals such as New Media & Society, Journal of Science Communication, Journal of Research Administration or International Journal of Social Research Methodology.

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