

Podcast

*An educational innovation
in foreign Languages instruction*




Ediciones
Uleam

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Prologue

21st-century education demands digital transformation, knowledge globalization, and active methodologies. The authors identified podcasts as a learning space that synthesizes knowledge and cultivates soft skills in training professionals.

This work is the result of integrating three research projects (1) *Innovación educativa a través de podcast: Impacto en el Aprendizaje de Estudiantes Universitarios con Enfoque de Género* and (2) *Innovaciones pedagógicas e internacionalización de la formación de docentes para el desarrollo humano y sostenible*, all of them use podcasts in the PINE *Pedagogía de los Idiomas Nacionales y Extranjeros* at the Universidad Laica Eloy Alfaro University de Manabí en Ecuador, where students, supported by professors, directed their efforts toward researching the contributions of podcasts to innovative teaching processes in the university context. In addition, the book has multidisciplinary and integral instruction approaches.

Podcasts serve as a pedagogical tool that blends academic content with accessible, flexible, and meaningful narratives for both creators and listeners. Their strength lies in adapting to the pace of today's university students, who seek dynamic, autonomous learning experiences that refine their professional and personal skills. Students become active participants in building knowledge.

Podcasts significantly contribute to 21st-century education by fostering key competencies beyond disciplinary content, especially soft skills. The six chapters illustrate students' evolutionary growth and professional development. The opening chapter, led by Josselyne Nicole Escalantes Delgado and Oscar Eduardo Bailón Delgado, "Podcast contribution to enhancing listening and speaking skills of English language trainees and teachers in service," is followed by Chapter 2, "Amplifying voices: promoting gender equality in schools through podcasts." Here, Fernando Daniel Guaranda Paredes and his team address the pressing issue of gender equality in classrooms.

Then, Adrián Fernando Macías Mendoza leads Chapter 3, "The 7 Rs: Revolutionizing Waste and Redefining Sustainability." He underscores the urgency of embedding sustainable development in professional training through podcasts. Meanwhile, Jhon Michael Quiroz Velásquez, in Chapter 4, "Using podcasts to

innovate higher education: Systematizing experience,” outlines a path for educators eager to embrace podcasts as innovative pedagogical tools. In Chapter 5, Jean Pierre Piloso Cedeño and his team present “Podcast: A tool for practicing English as a foreign language: the rise of augmented reality and virtual reality,” reflecting on the evolution of educational technology. Professor Doris Patricia Cevallos Zambrano follows with Chapter 6, “Best Practices in the Use of Podcasts as a Language Learning and Practice Resource.” This work highlights the ongoing efforts of emerging researchers and professors to create innovative didactic in Ecuador. Its implementation signals not a fleeting trend, but an opportunity to transform education into inclusive, participatory models centered on meaningful learning.

The book encourages teachers and students to discover the potential of podcasts as educational tools, valuing them not only for content delivery but also for cultivating skills that prepare university students to excel in today’s world.

The book presents results of the research projects:

1. Innovaciones pedagógicas e internacionalización de la formación de docentes para el desarrollo humano y sostenible – ULEAM
2. Innovación educativa a través de podcast: Impacto en el Aprendizaje de Estudiantes Universitarios con Enfoque de Género - UTM

Research group:

Innovaciones pedagógicas para el desarrollo sostenible of ULEAM

Doris Patricia Cevallos Zambrano

CHAPTER 1

Podcast contribution to enhancing listening and speaking skills of English language trainees and teachers in service

Contribución de podcast para mejorar las habilidades de comprensión auditiva y expresión oral de los estudiantes de idioma inglés

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Research Project: Condiciones socioeconómicas y su incidencia en el acceso a la educación de las carreras en líneas de la Universidad Estatal del Sur de Manabí.

Abstract:

The aim of this study was to investigate the effectiveness of podcasting as a teaching tool for improving listening and speaking skills in English as a Foreign Language (EFL) among student teachers and teachers in service. Using a mixed-methods approach, data were collected through a rubric of listening and speaking skills, open-ended interviews, and a Likert scale questionnaire. The study employed an educational intervention involving the use of podcasts from BBC Learning English and guidance to participants over six months, with separate sessions for each skill and different language levels. The results indicated a significant improvement in communication skills among the participants, with 80 % of student teachers reporting positive outcomes in both listening and speaking skills in Ecuador. However, the study also highlights the need to promote podcasts as an innovative teaching tool for teachers in service. Overall, this study suggests that podcasting can be an effective and engaging tool for improving EFL communication skills among teachers and learners.

Keywords: podcast approaches, language knowledge improvements, educational innovations, listening, speaking.

Resumen:

Esta investigación tiene como objetivo determinar la contribución de los podcasts en las habilidades de comprensión auditiva y expresión oral en inglés como lengua extranjera en profesores en formación y en servicio. Se utilizó el paradigma de investigación posmoderna y un modelo de enfoque mixto para recopilar información mediante una rúbrica de habilidades de comprensión auditiva y expresión oral, una entrevista con preguntas abiertas y un cuestionario Likert. El equipo de investigadores diseñó una intervención educativa que consistió en el uso de podcasts obtenidos de la plataforma BBC Learning English y guía para los participantes durante seis meses, en sesiones separadas para trabajar en cada habilidad, utilizando podcasts en diferentes niveles de complejidad del idioma. Los resultados mostraron cambios en los niveles de habilidades comunicativas de los participantes al comparar el pretest y el posttest. Se concluyó que el 80 % de los profesores en formación que participaron en este estudio informaron una mejora significativa en las habilidades de comprensión auditiva y expresión oral en Ecuador. Sin embargo, es necesario promover los podcasts como herramienta de enseñanza innovadora para los profesores en servicio.

Palabras clave: enfoques de podcast, mejoras en el conocimiento del idioma, innovaciones educativas, escuchar, hablar.

INTRODUCCION

Listening and speaking skills are considered to be the most challenging skills in the process of acquiring English as a Foreign Language (EFL) (Sheylani & Pourhosein, 2007). In a global community where EFL is needed for immediate communication, learners must put in effort and dedication to acquire the necessary skills (Ministry of Education, 2012). This study focuses on how podcast tools can enhance students' listening and speaking skills in a group of university students, which is part of a formal research project of the University Laica Eloy Alfaro de Manabí titled: Reading comprehension and Academic Writing (Comprensión

Lectora y Escritura Académica) that contributes to the innovation of EFL teaching methodologies in Ecuador.

Ecuador has implemented educational policies aimed at improving the quality of EFL instruction, but public schools lack enough digital tools to support the new techniques, methodologies, and didactic tools (Ministry of Education, 2012). This lack of resources is concerning, as it may be one of the factors contributing to Ecuador's decline in English knowledge index statistics, from position 80 in 2011 to 90 in 2021 (EF, 2021). Motivation for teaching and learning is also a crucial factor, as it can influence the success or failure of learning activities (Chen, 2020; Mese & Sevilen, 2021; Wang & Littlewood, 2021).

Podcasts are presented as an effective alternative to traditional methodologies used in EFL classes (Sheylani & Pourhosein, 2007). Educational podcasts allow learners to select the vocabulary they want to retrieve, providing a complete teaching tool that includes scripts, a vocabulary section, and questions for checking students' understanding. Learners can repeat podcast content as many times as they want, making it an ideal resource for practicing listening and speaking skills (Chen, 2020).

Incorporating podcasts into classrooms provides learners with the autonomy to improve their EFL practice, which motivates them to engage in the learning process extrinsically (Varchuk, 2020; McCombs & Liu, 2021). The environment retrieved from podcasts can also engage students in the listening process, which may lead to improved speaking skills (Sheylani & Pourhosein, 2007). Moreover, podcasts allow learners to have control over their learning process, with proper prompts from their instructor (Varchuk, 2020; McCombs & Liu, 2021).

The authors of this research hope that it will encourage future instructors to use podcasts to engage learners in an EFL learning experience. A group of university students participated in this study to compare changes in their EFL listening and speaking skills when using podcasts in their EFL practice. The participants reported higher motivation levels, emphasizing motivation as a relevant factor in engaging and connecting them digitally.

The questions guiding this study are focused on the participants' speaking and listening skills levels reported in pretest and posttests, the contribution of podcasts to EFL student teachers, and teachers' in-service knowledge, practice, and

motivation for using podcasts in EFL instruction. This research aims to determine the contributions of podcasts to listening and speaking skills in English as a Foreign Language in student and teachers in service.

LITERATURE REVIEW

Listening and Speaking Skills in English as a Foreign Language

Halliday (1979) stated that language cannot be described without considering the situational context into account. Pinem (2014) argued that English language skill improvement requires focusing on verbal communication, centered on listening and speaking. Yildirim & Yildirim (2016) emphasized the importance of speaking skills in expressing ideas and engaging in conversations and highlighted the essential role of listening skills in effective communication. According to the Department of Language of Binus University (2018), speaking skills allow learners to communicate effectively using fluency, vocabulary, grammar, and pronunciation.

Aizawa et al. (2020) reported that most formal education students spend about 50% of their first year improving their listening skills. Djabborova (2020) emphasized the importance of attaching listening awareness for learners' communication in the English language. Yavuz & Yilmaz (2015) found that students face understanding problems and lack control over their speaking speed. Riley (2020) mentioned that understanding can be effectively measured using pre-tests and post-tests.

Kloefkorn (2019) found that listening skills support learners' confidence, foster learning, encourage respect, establish a culture of communication, and promote understanding of cultural features. Adawiyah et al. (2021) recommended using resources like podcasts to assess learners' listening and speaking skills. Kocak & Alagozlu (2021) noted that online resources have become a daily practice for EFL learners. According to Benzaghta et al. (2021), listening and speaking skills are two significant skills in EFL acquisition.

Sidhu et al. (2021) highlighted the complexities of English phonetic sounds and symbols, making it more difficult for students to understand. Khairani (2021) suggested that speaking fluency can be more practical for high school students and can be evaluated based on indicators like pause, rate, utterance, and volume.

Speaking skills are crucial for boosting authenticity, confidence, and self-esteem when conversing in English with classmates or foreign people.

Podcasts are defined by Wei & Ram (2016) as audio or audio/video files published on the internet that allow users to subscribe to new files. Santiago & Bárcena (2016) state that podcasts offer various educational content in an appropriate format to train students' weaknesses. Ramli & Kuriawan (2018) affirm that podcasts are an emerging online teaching resource that offers a prominent learning atmosphere. Putri & Yoestara (2018) found that podcasts in education bring benefits in teaching listening and speaking skills for EFL learners. Nwachokor et al. (2019) found that most students perceive that podcasts can improve productivity, creativity, and academic learning. Lio & Marafat (2019) affirm that podcasts provide fresh ideas and inspiration to learners.

Akkara et al. (2020) state that using technology to teach speaking improves students' speaking fluency and coherence, lexical resource, grammatical range, accuracy, and pronunciation. Indahsari (2020) found that podcasts encourage students to manage their focus on the task, recognize new vocabulary, memorize the sounds of the spoken words, and boost their linguistic competence to be more effective listeners. Alfa (2020) mentioned that podcasts are considered authentic material that upkeep speaking development in EFL learners. Jovanović (2021) argues that podcasts have favorable properties on students' long-term memory, autonomous learning, consistency of student involvement, motivation, and engagement, learner discussion, and different instructional approaches.

Rosyidah et al. (2021) affirm that podcasts allow learners to experience features that other language learning media do not typically provide, such as transcriptions, pre-listening exercises, while-listening exercises, post-listening exercises, answer keys, glossary, further resources relating to the subject or topic, and some other benefits regarding its portability, flexibility, and practicality. Ramli & Kuriawan (2018) argue that podcasts are practical for English learners and functional for teachers in classrooms because of the prominent learning atmosphere that creates podcasts. Phillips (2017) found that students have a positive learning outcome such as increasing confidence to work on fluency and vocabulary acquisition when they use podcasts as an educational tool. Rahman et al. (2018) found that podcasts helped students have a broader insight into EFL learners' listening comprehension. Nikolou

and Darra (2018) state that podcasts can attract students' attention through various contents. Wall (2019) supports Nikolou and Darra's ideas, mentioning that this resource, being created by human voice, has extensive inputs.

Stefancik & Stradiotová (2020) concluded that podcasts can improve listening skills, essential for actively applying language knowledge in the working environment. Nenna Firmi Fatika & Endang Mastuti Rahayu (2021) remark that disadvantages of using podcasts include the lack of display, which causes some students to believe that they cannot comprehend the material presented in the form of audio during distance learning. Nurisma & Kusumawati (2021) state that the podcast gives an alternative to accommodate the students to speak up and interact with others on online platforms as they used to have in face-to-face learning mode. Nadhianty & Purnomo (2021) argue that the distance learning model requires the innovation of inappropriate media for use in the learning process.

METHODOLOGY

This study adopts a postmodernism paradigm and employs a mixed-method approach that utilizes a deep interview format and Licker questionnaire techniques to investigate changes in the listening and speaking skills of participants before and after an educational intervention using podcasts. The use of a mixed-method approach enables researchers to examine the phenomenon from multiple perspectives and research lenses (Shorten & Smith, 2017). Furthermore, this approach integrates and synergizes multiple data sources, which is particularly useful in the study of complex problems (Poth & Munce, 2020).

Participants

This study was conducted with a group of 44 participants, comprising students and faculty members who are part of the university program, Pedagogy of the National and Foreign Language, at the Laica Eloy Alfaro University (ULEAM) campus in Manta, Ecuador. The age range of the participants was between 20 to 52 years, with students reporting an age range of 20 to 35 years and faculty members reporting an age range of 35 to 52 years. The study was conducted under COVID19 pandemic conditions, and online applications were used for data collection (Research project, 2021).

Table 1

Participants

Participants	Training EFL teachers	Faculty members	EFL Teachers in service	Total
Female	4	1	19	24
Male	5	2	13	20
Total	9	3	32	44

Source: Register list of research project participants

Instruments

The study employed a range of instruments to assess participants' listening and speaking skills, their general knowledge of using podcasts, and their trust in podcasts to improve their language skills. These instruments are described below:

3.2.1 Knowledge rubric. The participants' listening and speaking skills were assessed using a rubric designed and tested by Cambridge press. This rubric evaluates communication skills in English as a foreign language learner and assesses elements such as pace, accuracy, pronunciation, and intonation.

3.2.2 Interview. This instrument consisted of eight questions designed to collect information about participants' previous experience using podcasts, their doubts and fears regarding podcast intervention, and their speaking topic preferences. An expert panel of three ULEAM professors validated the interview, recommending the reduction of questions from 12 to eight and checking the local language context (Spanish). The interviews were conducted via online media support, and each session took approximately 40 minutes.

3.2.3 Liker scale. The Liker scale contained 35 questions across three dimensions: competencies and skills in teaching, inclusion, and teaching-learning cycles, with a focus on the needs of students with special needs learning English. The instrument has 7 answers options from Total Agree to Total disagree. The scale was validated by an expert panel of three ULEAM professors, who recommended the inclusion of dimensions for students with special needs. The Liker scale was administered via Google Forms and took approximately 4-5 minutes to complete.

The selection of these instruments was based on their suitability to assess participants' language skills and general knowledge of podcast use. Furthermore, validation by an expert panel ensures the instruments' reliability and validity. Thus, increasing the research's overall credibility (Shorten & Smith, 2017).

3.3 Procedure for the execution of this study

The research was conducted in three stages, as outlined below:

Stage 1: Participant Selection – The research team invited 25 students from the third semester of the Pine program at ULEAM. However, due to various reasons such as connectivity issues, device access, and personal circumstances, only 10 students were able to participate in the study. These participants had varying levels of English proficiency, ranging from A2 to B1 levels. However, all of them were enrolled in the National and Foreign Language degree pedagogy program at ULEAM in Manta.

Stage 2: Didactic Material Selection – The research team sourced the didactic material used in this educational intervention from the BBC Learning English platform. Most of the podcasts presented relevant information. Additionally, the Speaking section used a rubric that assessed pace, accuracy, and intonation.

Stage 3: Educational Intervention – The educational intervention consisted of two parts, with each skill addressed on separate days. The pre-test and post-test were conducted over 12 sessions, each lasting one hour. The research team provided worksheets for the Listening practice, with questions of varying complexity, which were posted on Google Classroom.

Stage 4: Data analysis – The research team used statistical analysis of the data.

Stage 5: Final report – The research team prepared the report and presented the results in academic events.

RESULTS

The results are presented in the order of the research questions stated in the introduction section. In response to the first question, what are the reported levels of participants' speaking and listening skills in the pretests and posttests? Figures 1 and 2 illustrate the participants' listening and speaking skills before and after the educational intervention.

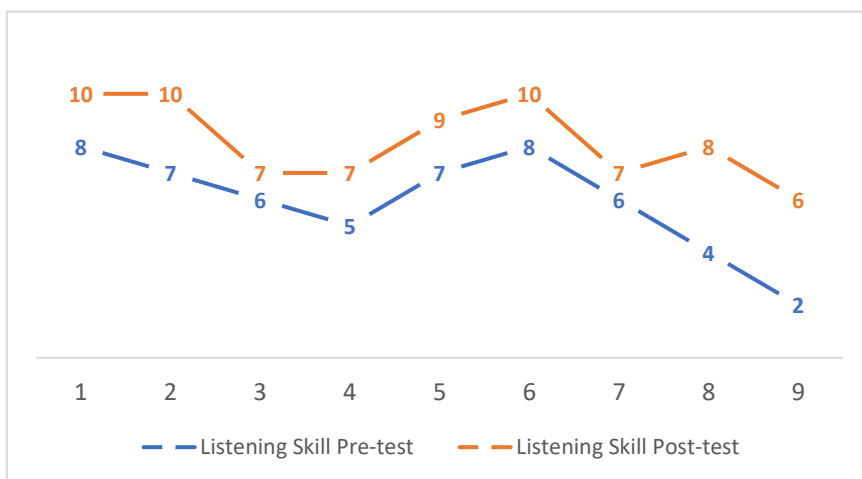
The results of this study show that educational intervention had a positive impact on the participants' communication skills. Specifically, the participants showed notable progress in both their speaking and listening skills, as evidenced by the increase in the number of correct answers in the posttest compared to the pretest.

In the speaking skill assessment, the participants' correct answers increased from 4 to 9 in the pretest to 6 to 10 in the posttest. Similarly, for the listening skill assessment, the correct answers changed from 2 to 8 at the beginning of the research toward 6 to 10 points at the end. These findings suggest that the podcasts can improve participants' communication skills.

Furthermore, the report showed that 80 % of the students assessed with podcasts reported enhancement in their listening skills, while 90 % showed improvement in their oral communication. These results indicate that the participants were able to develop their communication skills using podcasts, which supports previous studies that have also highlighted the benefits of using podcasts in language learning (Gromik, 2016).

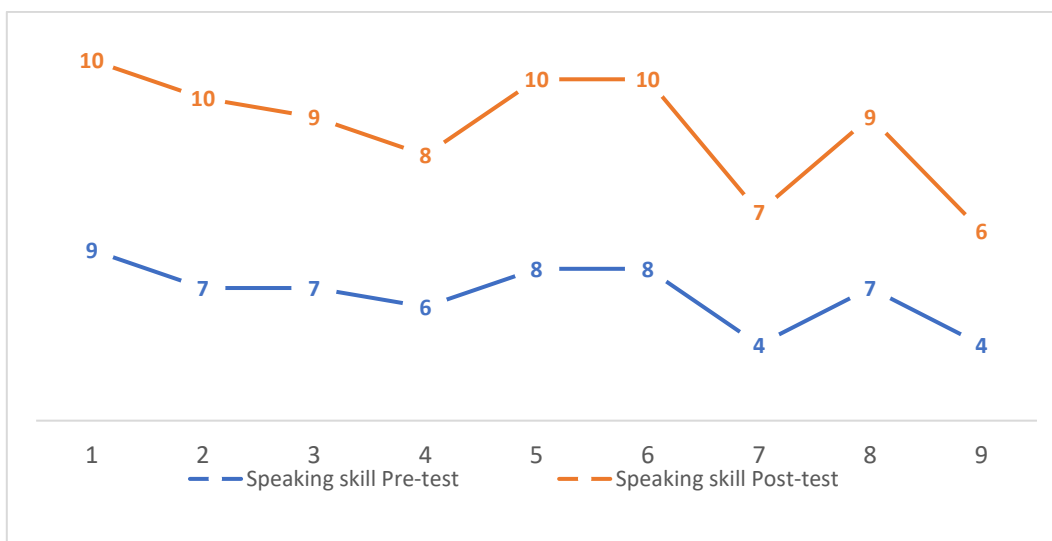
Graphic 1

Changes in Learners' listening skills in Pre and Post-test



Graphic 2

Changes in Students' Speaking Skills Pre and Post-test.



Moreover, the student teachers emphasized the importance of creating a positive learning environment that fosters student confidence in expressing their prior knowledge rather than grading them using a standardized rubric. They believed that the use of podcasts in EFL education can support this approach by allowing learners to engage with the language in a more natural, contextualized, and personalized way.

The student teachers also recommended using podcasts with advanced learners, teenagers, or adults rather than children, as the length of some podcasts may become tedious for younger learners. Additionally, they suggested that podcasts would be more effective in face-to-face classrooms, as connectivity issues may limit learners' access to the benefits of this tool.

Overall, the student teachers believed that podcasts could make a significant contribution to EFL education by providing exposure to natural language input, promoting speaking practice, and supporting learner confidence and engagement.

In response to the question of the contributions of podcasts to EFL student teachers, the research conducted open interviews with three Ecuadorian student teachers to analyze their perspectives. The findings are presented in Table 2.

The participants in the interviews unanimously agreed that podcasts are a valuable tool for developing listening skills, as they provide exposure to natural and authentic language input from native speakers. They also noted that podcasts can

be beneficial for enhancing speaking skills, as they allow learners to practice their own speaking abilities by imitating and mimicking the language and pronunciation they hear in the podcast.

Table 2

Podcast contribution to EFL student teachers

Category	Evidence	Subcategory
Podcast contributions for speaking skill	P1_0:02:10: "Definitely podcast is a valuable resource as a new updated tool in education, it comes with new input, like accent, pronunciation, fluency, and the best is that it can be repeatable".	High valuable
	P2_0:06:02: "Podcast is an open world for those learners cannot travel abroad, feeling the sensation of hearing someone who is native".	Medium valuable
	P3_0:18:15: "It helps the learners to get more used to the natural sound and linked words".	High valuable
Podcast contributions for listening skill	P1_0:10:25: "Even at the beginning, it was hard; now I feel comfortable because I can understand more native sounds, and I am more aware of how to say it".	High valuable
	P4_0:15:08: "A lot because your worksheets on listening were nice with the questions given".	High valuable
	P1_0:19:50: "The same as Listening, the part I really enjoyed was Speaking because I feel the confidence to speak, because I have listened to the podcast before and used the vocabulary".	High valuable

Source: Interviews in the research project.

The data presented in Table 3 aims to answer Research Question 3, which investigates the knowledge, practice, and motivation of EFL teachers in Manabí, Ecuador, regarding the use of podcasts in language instruction.

Table 3 shows the results of a Likert Scale questionnaire administered to a representative group of teachers in service in the region.

In the first category, "Teachers in service knowledge about podcast for acquiring EFL", the results demonstrate that most teachers surveyed believe that podcasting has a positive impact on language learning, particularly on listening and speaking skills. Additionally, many teachers agree that using ICTs as a learning strategy can increase student engagement.

The second category, "Teachers in service abilities using podcast in inclusive EFL class", highlights that some teachers feel uncertain about their ability to support students with communication deficits. However, most surveyed teachers recognize that learning English can provide better social and employment opportunities for students with communication deficits, and that podcasts can be used as an inclusive educational resource.

In the third category, "Teachers in service attitudes for using podcast as tool for innovation in EFL classes", the results suggest that most teachers believe that podcasts can be used to create and develop innovative English classes. Additionally, using ICTs stimulates critical thinking, promotes innovative feedback for English language learners, and offers learning opportunities for students living in urban areas.

Regarding practice, the results show that EFL teachers in service have limited experience using inclusive education techniques. While most teachers agree that podcasts can help students with communication deficits, many teachers do not yet incorporate inclusive practices in their teaching.

Table 3

Teachers' in service knowledge, abilities, and attitudes for using podcast

Items	TA	SA	A	N	D	SD	TD
Category 1: Teachers in service knowledge about podcast for acquiring EFL							
1: I am convinced that podcasting is beneficial as an innovative resource within the educational field.	64.4 %	32.7 %	0 %	2.9 %	0 %	0 %	0 %
2: I think the podcast promotes autonomous learning and personal initiative.	37.2 %	51.4 %	0 %	11.4 %	0 %	0 %	0 %
3: I think that the podcast strengthens the improvement of the listening skill in the English language.	65.7 %	31.4 %	0 %	2.9 %	0 %	0 %	0 %
4: In my opinion, podcasts strengthen students speaking skill in the English language.	48.6 %	20 %	0 %	28.5 %	2.9 %	0 %	0 %

Items	TA	SA	A	N	D	SD	TD
5: I think the podcast strengthens students writing skill in the English language.	25.9 %	37.1 %	0 %	28.5 %	8.5 %	0 %	0 %
6: I think the podcast strengthens students reading skill in the English language.	25.9 %	34.2 %	0 %	22.9 %	17.1 %	0 %	0 %
7: I am convinced that the use of ICTs as a strategy for learning development stimulates students' interests.	48.5 %	40 %	0 %	11.5 %	0 %	0 %	0 %
8: I am convinced that the Podcast can improve listening practice sessions in traditional classes.	48.5 %	40 %	0 %	11.5 %	0 %	0 %	0 %
9: I am sure that the use of podcasts helps in meaningful education.	42.9 %	48.5 %	0 %	5.8 %	2.8 %	0 %	0 %
Category 2: Teachers in service abilities using podcast in inclusive EFL class							
10: I think that children with communication deficits should go to special education institutions.	28.5 %	20 %	0 %	28.5 %	5.8 %	0 %	17.2%
11: I feel able to manage the inclusion of a student with a communication deficit disability within the classroom.	17.1 %	25.8 %	0 %	40 %	8.5 %	0 %	8.5%
12: I do not feel qualified to deal with the needs of students with communication deficits.	25.8 %	14.2 %	0 %	48.5 %	11.5 %	0 %	0 %
13: I am convinced that a student with a communication deficit causes conflict in the English language teaching process in relation to his or her classmates.	17.3 %	11.4 %	0 %	34.2 %	20 %	0 %	17.1%
14: Consider that English language learning creates better social and employment opportunities for people with communication deficits.	31.5 %	34.2 %	0 %	31.4 %	2.9 %	0 %	0 %
15: I am not sure I can find technology resources to support the needs of students with communication deficits.	20.1 %	22.8 %	0 %	28.5 %	20.1 %	0 %	8.5%
16: I believe English teachers can provide quality foreign language instruction to students who have a communication deficit.	25.6 %	28.4 %	0 %	28.4 %	11.4 %	0 %	5.6%

Items	TA	SA	A	N	D	SD	TD
17: I think the podcast is a way of inclusion for people with communication deficits within the educational environment.	28.4 %	34.4 %	0 %	28.6 %	8.6 %	0 %	0 %
18: I am sure that audio, transcription, and discussion questions contribute to the improvement of the communication deficit.	31.4 %	34.2 %	0 %	25.8 %	38.6 %	0 %	0 %
19: I think the podcast format can be adapted for people with communication deficits.	31.4 %	37.1 %	0 %	28.5 %	2.8 %	0 %	0 %
20: I feel the podcast allows inclusive education in higher education for people with communication deficits in the English language.	34.2 %	37.1 %	0 %	22.8 %	5.7 %	0 %	0 %
21: I consider that the podcast enables inclusive education in primary education for people with communication deficits in the English language.	28.5 %	37.1 %	0 %	31.4 %	2.8 %	0 %	0 %
Category 3: Teachers in service attitudes for using podcasts as a tool for innovation in the EFL classes							
22: I am convinced that the podcast can be used as a resource to start the warm-up in an English class.	34.2 %	54.2 %	0 %	5.7 %	5.7 %	0 %	0 %
23: I am sure that the podcast can be used as a resource for the complete development of an English class.	28.5 %	54.2 %	0 %	8.5 %	5.7 %	0 %	2.8 %
24: I believe that the use of ICTs stimulates critical thinking.	34.2 %	48.5 %	0 %	17.1 %	0 %	0 %	0 %
25: I am convinced that the podcast promotes innovative feedback for English language learners.	31.4 %	51.4 %	0 %	17.1 %	0 %	0 %	0 %
26: I agree that tics stimulate the teacher-student bond during and after classes.	31.4 %	57.1 %	0 %	11.4 %	0 %	0 %	0 %
27: I am sure that ICTs offer learning opportunities for people living in urban areas.	28.5 %	54.2 %	0 %	14.2 %	2.8 %	0 %	0 %
28: I think the podcast provides learning opportunities for children in an autonomous way.	42.8 %	45.7 %	0 %	11.4 %	0 %	0 %	0 %

Items	TA	SA	A	N	D	SD	TD
29: I think the podcast offers learning opportunities for young people in an autonomous way.	51.4 %	40 %	0 %	8.5 %	0 %	0 %	0 %
30: I think the podcast brings learning opportunities for adults in an autonomous way.	51.4 %	40 %	0 %	8.5 %	0 %	0 %	0 %

Note: TA= total agree, SA= strongly agree, A= agree, N/A/D= no agree and no disagree, D= disagree, SD= strongly disagree, TD= total disagree.

Source: Likert scale questionnaire

Teachers demonstrate motivation to use podcasts as a tool for innovation in English classes. Participants show a positive trend using podcasts to promote critical thinking and autonomous learning.

Overall, the results suggest that while EFL teachers have a positive attitude towards the use of podcasts, some may require training for an inclusive classroom.

DISCUSSION

According to the findings of this educational research work, the research team supports the view of Ramli and Kuriawan (2018) that podcasts are an emerging and effective online teaching resource that provides an optimal learning environment. Additionally, the team agrees with Nenna and Endang (2021) argument that podcasts have a structured format, thematic content, and diverse accents, which can help improve listening skills for foreign language learners.

Furthermore, the research team aligns with Jovanović's (2021) assertion that podcasts have numerous positive effects on language learners, including long-term memory retention, promoting autonomous learning, consistency in student involvement, motivation, engagement, learners' conversation, and teaching methodologies. Thus, results ratify the position of Rosyidah et al. (2021) that podcasts can expose learners to features not available in other language learning media.

As listening skills are critical for language comprehension, the research team agrees with Sidhu et al. (2021) that English has many variations in phonetic sounds, shapes, and sound symbols, which can make the process of understanding more challenging for learners. However, learning to navigate these variations can help

individuals adapt to different communication styles and engage in conversations more effectively.

In this regard, the authors confirm Khairani's (2021) view that fluency in speaking a language is vital for high school students. Four indicators for assessing speaking fluency: pause, rate, utterance, and volume, which can help evaluate students' speaking abilities in delivering concise and clear talks.

In summary, this research work confirms that podcasts are a valuable resource for language learning and provide diverse benefits, including enhancing listening and speaking skills, promoting autonomous learning, and engaging learners in meaningful conversations. Additionally, the research team supports the notion that developing fluency in speaking a language is crucial for language learners, and appropriate indicators can help evaluate and improve their speaking abilities.

Changes in participants' listening and speaking skills:

At the outset of the study, students reported listening skills ranged from 2 to 8 points, while their speaking skills ranged from 4 to 9 points. However, following the educational intervention, students reported significant progress, with listening skills increasing to between 6 and 10 points, and speaking skills improving to the same range.

Podcasts have emerged as a powerful tool for promoting the development of listening and speaking skills in foreign language learners. As Al-Ahdal and Alkhalaf (2020) reported, the use of podcasting in the EFL classroom has been found to enhance linguistic competence, thereby improving overall language performance. Based on these findings, it is recommended that podcasting be utilized as a regular resource in English language classes.

Podcasting is especially beneficial for advanced learners, as it offers a diverse range of opportunities for additional listening and speaking practice, both inside and outside the classroom. Alzabidi (2022) emphasizes the significant benefits of podcasting, including its flexibility and adaptability, as well as the opportunity it provides for learners to engage with authentic language materials and real-world situations.

Contributions of Podcast as a tool for innovation of EFL instruction.

The implementation of podcasts in the classroom has been shown to contribute significantly to the improvement of students' listening and speaking skills. Despite the challenges posed by the COVID-19 pandemic, this research highlights the benefits of utilizing podcasts in EFL education.

Teachers who participated in this study demonstrated a high level of understanding of podcasts as a tool for innovation in the EFL classroom. Podcasts offer an opportunity to break away from traditional teaching methods and create engaging, enjoyable learning environments for students. Teachers also recognized the potential of podcasts to promote autonomous learning among students.

However, it was observed that some teachers felt inadequately trained to teach students with disabilities using podcasts. This raises the question of why some instructors do not utilize podcasts more frequently as an effective tool for teaching EFL.

Podcasting can offer numerous benefits for listening and speaking skills, and the promotion of autonomous learning. Therefore, it is recommended that teachers receive sufficient training to use podcasts effectively as a teaching resource.

The experience of creating podcasts to enhance students' language production has fostered significant growth for us as professionals, making us more aware of the urgent need for educational innovation in Ecuadorian classrooms. Selecting the podcasts required effort, dedication, and responsible learning, as the content and topics covered can influence students' thinking.

CONCLUSION

Innovating learning environments with technology can significantly enhance the process of acquiring a new language. However, it's crucial to present the content in an effective way that motivates students to engage with the material. Podcasts, as a tool to improve English language skills, have the potential to transform traditional classroom settings into more interactive and engaging learning environments. The literature review and results of this study confirm the significant impact of podcasts on the development of listening and speaking skills in higher education.

The study found that 70 % of participants demonstrated improvement in their listening skills, with scores increasing from 30 correct answers in the pretest to 80

in the posttest. Similarly, speaking skills improved, with participants' scores increasing from 40 correct answers in the pretest to 60 in the posttest. The use of podcasts was found to be an efficient approach to enhance indoor and outdoor classroom performances. Moreover, students' efficacy development was demonstrated by presenting their own audio podcasts, which encouraged shy students to step out of their comfort zone.

One weakness of this study was the small size of the corpus, which could have been affected by the pandemic situation. Nevertheless, the use of podcasts provided an alternative teaching solution during the pandemic when learners were forced to stay at home. Students assessed with podcasts reported a feeling of privilege due to the enthusiasm generated during classes, along with the background sounds, structure, and well-advised podcast resources.

To further explore the use of technology in language learning, future research should focus on integrating technology with appropriate pedagogical approaches that enhance learning outcomes. The authors encourage other researchers to generate new information about using podcasts in English education, especially in Latin America, where new technologies attached to the classroom may change the perception of teachers and learners.

In conclusion, podcasts have the potential to revolutionize the way English is taught, providing students with a more engaging and interactive learning experience. With further research, podcasts can be fully integrated into language learning and utilized to their full potential.

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CHAPTER 2

Amplifying voices: promoting gender equality in schools through podcasts

Amplificando voces: promoviendo la igualdad de género en las escuelas a través de podcasts

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Proyecto de investigación: Innovación educativa a través de podcast: Impacto en el Aprendizaje de Estudiantes Universitarios con Enfoque de Género

Abstract

This chapter aims to raise awareness about the need to review the state of gender equity in the Ecuadorian educational context. The UNESCO methodology for systematizing educational projects was used, which involves reconstructing experiences based on key milestones. This experience arose from a pre-professional teacher training program at a university in Manabí, Ecuador. The informants are six students who share their experiences, perspectives, and lessons learned during the planning, recording, and editing process of a podcast production. The participants assumed the roles of student, teacher, researcher, psychologist, and presenter. The conversation examines (1) the state of gender equity found in schools and (2) proposes strategies to improve students' social inclusion through gender equity. Among the lessons learned, it is highlighted that podcast production is a learning environment that demand to participants soft skills such as leadership, teamwork, technology proficiency, emotional intelligence, and organizational and communication skills. In conclusion, podcast has high potential as an innovative educational resource that allows the analysis of socio-educational problems that are latent in society.

Keywords: innovative education, podcasts, gender equity, student teacher.

Resumen

Este capítulo busca generar conciencia sobre la necesidad de revisar el estado de la equidad de género en el contexto educativo ecuatoriano. Se utilizó la metodología de la UNESCO para la sistematización de proyectos educativos, la cual implica la reconstrucción de experiencias a partir de hitos clave. Esta experiencia surgió de un programa de formación docente preprofesional en una universidad de Manabí, Ecuador. Los informantes son seis estudiantes que comparten sus experiencias, perspectivas y lecciones aprendidas durante la planificación, grabación y edición de un podcast. Los participantes asumieron los roles de estudiante, docente, investigador, psicólogo y presentador. La conversación examina (1) el estado de la equidad de género en las escuelas y (2) propone estrategias para mejorar la inclusión social del alumnado a través de la equidad de género. Entre las lecciones aprendidas, se destaca que la producción de podcasts constituye un entorno de aprendizaje que exige a los participantes habilidades blandas como liderazgo, trabajo en equipo, dominio de la tecnología, inteligencia emocional y habilidades organizativas y comunicativas. En conclusión, el podcast tiene un alto potencial como recurso educativo innovador que permite el análisis de problemas socioeducativos latentes en la sociedad.

Palabras clave: educación innovadora, podcasts, equidad de género, estudiante de magisterio.

INTRODUCTION

Podcasts have gained popularity as educational tools, allowing students and teachers to access flexible and fun content. Apart from being useful in language learning, podcasts can become a powerful tool to foster awareness on socially relevant issues such as Gender Equity in educational environments. In this context, this chapter explores the use of podcasting to sensitize future English teachers on the different ways boys and girls are treated in classrooms, regardless of possessing the same intellectual capabilities.

There are also studies focusing on the gender perspectives of communication in schools, whether its women or men who express the message. Yavuz (2020) states that when a teacher communicates effectively can ensure that students are included in the teaching and learning process. Thus, the importance of effective

communication in education has come to be clearly an important tool for students and teacher development, adopting this approach, a teacher will turn their classes into a much more effective environment for students, as Karasova (2023) confirms when instructors implement effective communication skills and appropriate communication strategies, they help learners to improve their autonomy, engagement, and self-concept.

The pre-professional internships project. – The work is related to the Pre-professional Internships executed in private and public elementary and high schools located in Manta, Ecuador, by the program PINE at the ULEAM.

Gender Equity in education has been a debate in previous decades. Research has shown that in various educational environments, girls have less access to Math and Science, while boys put less effort into fields like Communication and Expression. These differences could influence students' perceptions of their own abilities in their academic and professional development. Teachers play a crucial role in the growth of generations. It's fundamental for them to be conscious of these biases and work to avoid using them in their pedagogical practices.

Ecuador's public policies regarding social diversity mark a clear milestone through the Constitution of the Republic (2008). However, observations of schools reveal weaknesses in their inclusive practices and culture (Corral et al., 2018). This confirms the need to promote, through education, social transformations that contribute to the revaluation of women's and men's work based on gender equity to advance the construction of more equitable societies (Tubay, 2020).

The research team uses podcasts to raise awareness about a topic as broad as gender equality, to understand each of its aspects.

METHODOLOGY

The research used the UNESCO methodology to systematize educational projects experiences. It examined different voices that have meant on the innovative educational environment. The informants play a key role in understanding the focus of our gender equity topic. Through dialogue and collaboration, informants allowed the research team to capture different perspectives that enriched the understanding of the podcast itself.

PARTICIPANTS:

They are 6 Students of the program PINE of the ULEAM. The roles assumed for the participants are:

A researcher professor, two students, a student parent, a psychologist, and a podcast hoster.

PROCEDURE

Step 1: Organization of the team. - The participants agree on the idea for the topic of the podcast. They assigned the roles to every participant. The choice of the main topic of the podcast was discussed, as well as the characters that would be relevant in the intervention of the podcast.

Step 2: Collection of information about the topic. – Participants researched information about the topic: gender equity.

Step 3: Script preparation. - Each character prepared their part in the dialogue and wrote the script. The team leader integrated all the participants' contributions and edited the final script.

Step 4: Recording the podcast. – Students recorded the podcast in a radio studio in the location where they live. The research team faced difficulties and challenges in the production of podcasts.

Step 5: Podcasts edition. – Students supported by an expert in edition worked the final version of the podcast.

FUNDAMENTAL CONCEPTS

Some fundamental concepts that can help readers deeper understanding of the work are:

Digital resources. – They transformed the educational landscape, creating new ways of teaching and learning. Among these resources, podcasts emerged as a revolutionary strategy that facilitates access to new educational content in a more dynamic and flexible way. They allow students to acquire diverse content, but also help them learn while engaging in other activities.

As Saborío (2018) states, technology offers relevant implications in the educational field and in teacher training. It integrates diverse communication tools as educational resources, which in turn requires training and the development of

teaching competencies on how to generate effective communication in virtual learning environments.

Podcasts. - They are digital audio or video files distributed over the internet. According to Figueroa (2019), "a podcast can also be a program with a format similar to radio, addressing specific topics related to the humanities, sciences, entertainment, and religion" (p. 130). Many of these programs have entertainment, technology, and education as their objectives, and an accessible format that serves as an effective and simple tool allowing listeners to learn and reflect while participating in other activities.

Educational podcasts. - Educational podcasts are considered more engaging, creative, and confidence-boosting for students. In line with this, podcasting also allows teachers to experiment with content that adapts to current needs, helping students develop greater autonomy and control over their learning process. The potential of podcasts for education has enriched self-directed learning, making them a method capable of teaching subjects (Piñeiro-Otero, 2012).

Empathy and digital communication. - Empathy is the human skill to understand and share another person's emotions (Cohen and Strayer, 1996). Van Ryzin and Roseth (2019) found that increasing levels of affective empathy among students can lead to higher cooperative learning, in which students get to know their classmates more closely. Furthermore, teachers can influence students' social choices by observing the teacher's displays of sympathy or antipathy toward the student when communicating corrections or feedback.

According to Wang et al. (2021), a positive mindset and digital resilience are essential for overcoming the challenges people face when working online, such as producing content for podcasts. Thus, when using mass media, members of digital citizenship focus on the ethical aspects that contribute to building a respectful online culture.

Communication. - Bernal-Álava et al. (2022) emphasize that communication is a subjective process that allows people to express their own point of view. Assertive communication emerges from this perspective, seeking to reconcile the diverse positions held by interlocutors through respect and inclusion, and to make decisions based on the stated objectives. Thus, Bohórquez et al. (2023) argue that poor communication creates gaps that negatively influence the learning process and

people's performance in the educational community. Consequently, communication allows for the appropriate transmission of information and knowledge, assertive correction, and the expression of feelings and emotions, since 21st-century teachers must facilitate the development of competencies that overcome the technical-scientific barrier, shaping people to achieve better performance in various areas of life (Morales, 2023). Ullauri Carrion (2024) argues that communication allows people to connect based on their individual and collective desires, interests, and goals. However, for communication to be effective, it must be planned, deliberate, and strategic to achieve the desired goal, ensuring the interlocutors' level of awareness of the power of words.

Communication in education. - Effective communication is fundamental in educational settings, fostering collaboration among educators, students, and school communication skills, this contributes to a positive school environment, facilitating any conflict resolution, and enhance decision-making processes within educational institutions, just as Akinnubi et al (2012) state “In any organization, formal or informal, effective communication leads to effective management which aids achievement of organizational goals”.

Thus, authors consider how effective communication is seen from the teacher's perspective. Therefore, Tekel (2023) argues that effective communication skills are necessary to mediate relationships between interpersonal mindfulness and teachers' subjective well-being. Thus, constructive feedback is essential for student progress. In this way, a teacher who communicates effectively provides clear, specific, and encouraging feedback that will surely help students understand their strengths and areas for improvement, fostering a growth mindset.

Communication in education is relevant to make of school a safe place for students with struggles to ask for help and raise their voice for their rights. In the words of Salamondra (2021): Effective communication creates positive school cultures wherein staff can adapt and embrace changes. Increased skill in all components of effective communication decreases the fear associated with challenging conversations. Trust is essential for building strong relationships among stakeholders. Clarity of intent increases transparency, and active listening supports people to process feedback and implement changes for growth.

According to Brinia et al. (2022), communication is a crucial factor that allows achieving goals. It involves learners teams to reach goals by communicating feelings and ideas.

Exclusion. - Guamán Gómez et al. (2019) argue that exclusion is linked to the economic and social transformations of the population, but discriminatory patterns of behavior are rooted in society. A lack of attention to this in education can jeopardize compliance with the fundamental guarantees of access to educational and health services (Bravo et al., 2021). These are complex realities that persist despite the implementation of policies that have not been fully implemented (Oliva & Badilla, 2020).

However, intentional, indiscriminate, and repeated aggressive bullying in schools is exacerbated by sexual orientation, gender identity, and body type (Rodríguez-Hidalgo et al., 2021) and undergoes transformations that allow it to continue causing harm. Thus, the importance of women's work in various fields of knowledge remains invisible. Therefore, the implementation of innovative educational strategies aimed at overcoming this social weakness is urgently needed (Gómez-Bermeo y Cucunubá, 2025).

RESULTS

The authors agree with Ullauri Carrión et al. (2024) statement that the development of social skills in future professionals is vital, and that alternative communication that uses massive computing resources, such as PODCAST responds to current communication needs. In this regard, they agree with Morales's (2023) assertion that it is necessary to go beyond the limit of working on building professionals' profiles to contribute to improving performance, adaptability, resilience, and knowledge management.

It is necessary to implement dynamic learning processes that explore individual intelligence and introduce students to professional practice scenarios. In this regard, a key strategy is student-to-student learning, which is achieved through the implementation of integrative, multidisciplinary projects, teacher research activities, and community work.

The PODCAST project is a valuable opportunity that contributes to professional profiles, strengthening soft skills and the innovative educational management

required by today's society. Thus, the teaching-learning process utilizes emphatic communication at various levels and in various contexts, whether between teacher and student, student and student, or teacher and teacher. There, knowledge transfer processes find communication as an essential avenue for mutual exchange and growth.

Picture 1

Planing the podcast



LESSONS LEARNED FROM THE EXPERIENCE:

Beyond the final product, the process of creating this podcast leaves us with unforgettable experiences and learning. Not only do we deepen our knowledge and understanding of the importance of talking about issues that are so present in our society, but we also gain confidence to express our ideas and show our present voice.

In the process, diverse points of view and perceptions are present, where through dialogue and support, we managed to take away a pleasant experience raising our voice on an issue as important as gender equity, for a better coexistence in the classrooms.

The use of the podcast as a communication tool helps us not only to teach, but also to create an educational environment while doing any other activity, that is, passive learning. This podcast focused on a very important topic in society, which is to analyze how gender equity works in a classroom and how substantial it is to

communicate those gaps when teaching, and how significant it is to carry out a constant reflection on teaching practices to recognize the influence on the perception of equity by students. In addition, it allows for the resemblance of challenges and opportunities to foster an inclusive environment to promote fair and equitable education.

As a final reflexion, research team affirms that podcast supply beneficial for students and teachers, but also for every key actors in the educational context. It allows to analyse and work on complex issues as socio-emotinal education, ecological crisis, diversity, or secure and peaceful communities. In the same way, parents can use this resource to reflect on the importance of fostering friendly learning environment, respect and inclusion at school but, also at home, thus complementing a dignified environment for their children.

Picture 2

Recording the podcast



Authors learned podcasts are really useful for both teachers and students, especially in our formation as future educators. They give us the chance to explore different topics and ideas in a more flexible and accessible way. Instead of just reading or listening in class, podcasts let us connect with real opinions and experiences, which makes learning feel more meaningful and closer to reality.

From our perspective as a teachers in training, podcasts can feel a bit intimidating at first, especially when you have to speak or share your ideas. But after that initial stage, they become really helpful. They push you to be more confident, to organize your thoughts, and to express yourself better. Little by little, you start developing a more natural and fluent way of speaking, which is something we really need as future teachers. Another thing, we like about podcasts is that they help us learn in both direct and indirect ways. Sometimes you're researching or preparing content, and other times you're just listening and still learning without even noticing. The best part is that it doesn't feel like forced studying. It's more entertaining, and at the same time, you're learning about new topics and improving different skills. For me, that makes podcasts a really valuable tool not only for our academic formation, but also for our personal growth.

APPENDIX: TECHNICAL SCRIPT

N°	Section	Description	Time
1	Participants	Guaranda Paredes Fernando Calderón Carlos Barreto Calderón Helen Palma Cedeño Nixon Sánchez Varela Kimberly	
2	Title	Voices in the classroom	-
3	Podcast aims	To foster awareness and reflection on the issue of gender equity in educational environments. It aims to explore how girls in schools are often treated differently despite having equal capabilities and intelligence as boys.	-
4	Total time	16 minutes	
5	Podcast structure	Introduction, development , closing	-
	A. Introduction	Welcome to this episode of Voices in the Classroom! Today, we'll have a special conversation about gender equity in education. This episode will allow us to foster awareness and reflection on the issue of gender equity in educational environments.	2 min.

N°	Section	Description	Time
		<p>-Equity isn't just a goal; it's the foundation for a better future!</p> <p>-How is gender equity experienced in schools? Let's find out together.</p> <p>-Joining us are Fernando Guaranda, a teacher passionate about inclusion; Helen Barreto, an expert in educational guidance; Carlos Calderón, a researcher who will share his findings with us; Kimberly Sánchez, a student of the Republic of Ecuador who will share with us her experiences.</p>	
	Introductory music	Little Mix – Power (2:04 – 2:18)	15-20 sec.
	B. Development		10 min.
	Part 1: Context	<p>Despite efforts to create more inclusive learning environments, gender stereotypes still influence the way students are perceived and treated in classrooms. This raises the question: why do we need to continue addressing gender equity, and what stereotypes persist?"</p> <p>Question for the Researcher: "Why is it still important to discuss gender equity in classrooms? What stereotypes prevail?"</p> <p>Researcher: Thank you. The Constitution of Ecuador (2008) marks a clear milestone in public policies regarding social diversity. Thus, institutional cooperation networks contribute to the progress of social diversity. However, according to Corral (2018) and Villafuerte (2017), observation of schools shows weaknesses regarding their inclusive practices and culture.</p> <p>Citizens expect having more justice, progressive and inclusive societies.</p> <p>Educational psychologist answer: Answering the question, it is crucial to discuss gender equity in classrooms because it helps foster an environment where all students, regardless of gender, feel valued, supported, and capable of achieving their full potential. These stereotypes still prevail, subtly shaping expectations about what students should be interested in or good at, based on their gender. Discussing gender equity challenges, these outdated beliefs and encourages students to pursue their interests freely, without the constraints of rigid gender norms.</p> <p>Teacher:</p>	4 min.

N°	Section	Description	Time
		<p>I completely agree, and as a teacher, I see how subtle but powerful these stereotypes can be. They show up in the smallest ways—like who raises their hand in class discussions or who gets encouraged to take on leadership roles in group projects.</p>	
Part Benefit	2:	<p>Teachers play a crucial role in shaping students' perceptions of fairness and equality. However, promoting gender equity is not without its difficulties. Educators often face systemic and societal challenges when trying to create balanced classrooms".</p> <p>Question for the Teacher: "What challenges do teachers face when trying to promote equality?"</p> <p>Teacher: Promoting gender equity in the classroom is a rewarding but challenging task. One of the main challenges we face is unlearning deeply rooted stereotypes. For example, there's often an assumption that boys excel in math and science while girls are better at language and arts. These beliefs can influence how teachers, even unintentionally, interact with students or set expectations. It's not just about what we teach; it's about how we teach—making sure every student feels valued, heard, and capable of succeeding in any field they choose</p> <p>Researcher answers: Yes, of course. Referring to Fernando's opinion, it could represent a challenge to people who work as teachers. In addition, according to the information published by the newspaper EL COMERCIO People receive income for a basic salary of \$460 dollars for 2024. In addition, they work equal to or more than 40 hours a week. A survey of last June shows adequate employment for man in 41 % and 28 % for women.</p>	3 min.
Part Challenges	3:	<p>The psychological impact of gender stereotypes on students is often overlooked but can be profound. Stereotypes can shape how students view themselves and their potential, as well as affect their emotional well-being."</p> <p>Question for the Psychologist: "How do these stereotypes affect students' emotional health and learning?"</p>	4 min.

N°	Section	Description	Time
		<p>Students are at the center of this discussion, as they experience firsthand how gender dynamics play out in schools. Their perspective is vital to understanding how these stereotypes influence daily interactions".</p> <p>Educational psychologist answer: Gender stereotypes can significantly impact students' emotional health by limiting their sense of self-worth and potential. Citing the example of Professor Fernando, If a girl believes she isn't "supposed to" excel in math or science, or if a boy feels pressured to suppress emotions in order to appear "tough", it can lead to feelings of inadequacy, anxiety, or frustration. These stereotypes can also hinder a student's willingness to engage in certain subjects or activities, potentially leading to disengagement from school and lower academic achievement. Over time, these pressures can contribute to mental health issues such as stress, depression, or identity confusion, especially if a student feels they are not allowed to fully express or develop themselves.</p> <p>Student answer: Gender stereotypes affect my ability to concentrate and stay motivated. Sometimes, I doubt myself because I want to prove I can break stereotypes. These expectations affect self-perception. Some girls and boys avoid activities they're seen as "too smart" or "too girly". These stereotypes limit our potential and prevent us from being ourselves. We need to challenge these ideas, support each other, and create an environment where we all feel free to be who we are and do better for ourselves.</p> <p>Question for the Student: "Have you noticed differences in how boys and girls are treated at your school?"</p> <p>Student answer: Yes, I've noticed differences". Boys get more chances in subjects like math, science, and sports, while girls are expected to focus on areas that are seen as more 'appropriate' for us. When a girl shows she can do well in these subjects, some teachers, especially those with more traditional ideas, tend to doubt her abilities or expect her to work even harder to prove herself. This can be frustrating and makes it difficult to feel confident. I think it's crucial to challenge these outdated views so that we all get the same opportunities, regardless of gender.</p> <p>Teacher:</p>	

N°	Section	Description	Time
		<p>In reference to what Kimberly mentioned, differences in treatment can sometimes happen. As a teacher, personally I try to be mindful of this and create a balance in my classroom. I ensure that all students, regardless of gender, get equal opportunities to participate and showcase their abilities. It's also important to teach students to challenge these biases themselves, so everyone feels confident pursuing their interests.</p> <p>Researcher answers: According to Bravo (2021), advances in this regard have been concentrated in the European and North American space, but in Latin America educators have made little progress in addressing sexual diversity.</p> <p>Women in human mobility face xenophobia and discrimination based on gender and nationality. According to the Report on Insecurity in Ecuador, the United Nations in 2024 found that children, women, and adolescents were taken as part of illicit activities in the cities of Guayaquil, Lago Agrio, and Esmeraldas.</p>	
	Part Closing	<p>3. As we've heard today, gender equity is an ongoing challenge in our educational environments, but also a crucial one. From the perspectives of our researcher, teacher, psychologist, and student, we've gained valuable insights into how gender stereotypes still influence the way students are treated and how they perceive themselves. We've learned that promoting gender equity requires addressing not only the behaviors of students but also the systemic and societal structures that perpetuate these stereotypes.</p>	2 min.
	Closing music	<p>Thank you so much for joining us in this episode! We hope you enjoyed the discussion and that it provided valuable insights about gender equity in education. Don't forget to share this episode with anyone who might benefit from this information. See you next time!</p> <p>Song "The Life" by Fifth Harmony (0:33 al 0:55)</p>	22-28 sec.
6	Technical instructions	<p>Voice with a dynamic and motivating tone. Low ambient background music. Strategic pauses to emphasize important information.</p>	-

Nº	Section	Description	Time
7	Additional notes	Introductory music https://www.youtube.com/watch?v=Dw8B1q1tKgs&list=PLJoHmvZUE8V9oYGxrbAYh6mzAocSe_50x Closing music: https://www.youtube.com/watch?v=EEx1jQ7DRp4	-

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CHAPTER 3

The 7 Rs: Revolutionizing Waste and Redefining Sustainability

Las 7 R: Revolucionando la gestión de residuos y redefiniendo la sostenibilidad

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Abstract

This work aims to systematize the production of a podcast to sensitize the 7RS of sustainability. The world is facing an unprecedented environmental crisis. The massive generation of waste has reached alarming levels, and inadequate waste management threatens biodiversity, contaminates oceans, and accelerates climate change. Amid this crisis, a transformative solution emerges: the 7Rs of sustainability. The participants are 4 English as a Foreign Language student teachers from the Laica Eloy Alfaro de Manabí University (ULEAM). The podcast examines how 7Rs actions and principles are designed to reshape our relationship with natural resources and consumption. Implementing them is necessary and urgent if we want to preserve our planet for future generations.

Keywords: innovative education, podcasts, sustainability, student teacher.

Resumen

Este trabajo busca sistematizar la producción de un podcast para sensibilizar sobre las 7R de la sostenibilidad. El mundo enfrenta una crisis ambiental sin precedentes. La generación masiva de residuos ha alcanzado niveles alarmantes, y la gestión inadecuada de los mismos amenaza la biodiversidad, contamina los océanos y acelera el cambio climático. En medio de esta crisis, surge una solución transformadora: las 7R de la sostenibilidad. Los participantes son cuatro

estudiantes de magisterio de inglés como lengua extranjera de la Universidad Laica Eloy Alfaro de Manabí (ULEAM). El podcast examina cómo las acciones y los principios de las 7R están diseñados para reconfigurar nuestra relación con los recursos naturales y el consumo. Su implementación es necesaria y urgente si queremos preservar nuestro planeta para las generaciones futuras.

Palabras clave: educación innovadora, podcasts, sostenibilidad, estudiante de magisterio.

INTRODUCTION

Over the past decades, society has been trapped in a "use and dispose" culture, where products are consumed and discarded without questioning their environmental impact. This mentality has led to the depletion of natural resources, the uncontrolled increase in waste, and the environmental crisis we face today. Recycling, although fundamental, cannot be the sole solution. To bring about real change, we need to promote a transformation in the way we think and act. The 7Rs offer a more comprehensive approach, advocating for a circular economy based on reducing waste and making sustainable use of materials.

The 7Rs invite student teachers to rethink the relationship with the products people acquire and to be more responsible with the decision making daily.

Rethinking our actions is the first step toward a more responsible society. It requires finding alternatives to plastic or reducing resource use, but about rethinking how people consume products that impact on the nature. Refusing unnecessary products and opting for more sustainable options is crucial to reducing pressure on ecosystems.

Creating a cleaner future begins with the conscious decision not to buy what we don't need. Similarly, reducing waste is not only about optimizing resource use but also about changing habits where efficiency and environmental respect are key. Reusing materials and objects, on the other hand, is a critical strategy to reduce waste and foster creativity in making the most of what we have.

The next fundamental step is to repair the damaged instead of discarding it. We live in a society where replacing an item is easier and cheaper than repairing it, but this approach only reinforces the discard culture. Repairing not only extends the life of products but also helps reduce the need for raw material extraction.

Regifting items instead of throwing them away is another powerful action. Giving a second life to something we no longer use is not just an act of generosity but also a way to contribute to the circular economy and prevent more products from ending up in landfills. Finally, recycling remains an important option when other 6Rs are no longer feasible, though it should be considered the last resort in a broader waste reduction strategy.

Implementing the 7Rs in our daily lives is not an easy task, but it is essential if we want to mitigate the effects of climate change and environmental destruction. It requires a shift in mentality and a collective effort, where environmental education, individual commitment, and institutional support are key to making these actions common practice. Various studies, such as those by the Ellen MacArthur Foundation (2019) demonstrated that transitioning to a circular economy can significantly reduce the negative impacts of production and consumption on the environment.

The 7Rs are more than just a set of recommendations; they are an invitation to rethink how we relate to the world around us. If we all adopted these practices, we could make a significant positive impact in the fight against the environmental crisis. Every small change matters and the sum of our daily decisions can make a real difference. By incorporating the 7Rs into our lifestyles, we are not only contributing to the planet's sustainability but also transforming our consumption culture into one that is more ethical and responsible.

As university students, we have a unique responsibility. We are in a privileged position to question traditional consumption models and propose new solutions. We chose this topic because we understand that change begins with us. It is not just about reducing the amount of waste we generate, but about deeply reconsidering how we consume, how we use resources, and how we can modify our everyday practices to be more mindful of their environmental impact.

The educational research project. - The idea for this podcast came from our academic project as English Pedagogy students, focusing on sustainability and environmental impact. We chose "The 7 Rs" because it is a relevant and educational topic to raise awareness about more sustainable practices. Additionally, this podcast was a great opportunity to improve our communication skills in English and expand our vocabulary related to sustainability.

Writing the script was a collaborative effort. Each team member researched the 7 Rs and shared their findings. We discussed our ideas and structured the content to ensure it was clear, coherent, and educational. We aimed for accessible language, adding examples and personal experiences to make the podcast more engaging.

METHODOLOGY

The research project experience is systematized following the UNESCO methodology. It allows to recover the experience using key milestones to understand better the experience.

PARTICIPANTS:

They are 6 students of the program PINE of the ULEAM and 3 professors that support the project in the organization of the work groups, training in podcast production process and monitoring.

PROCEDURE

The procedure consists in three main steps:

Step 1. Introduction: presenting the topic and why it matters.

Step 2. Development: explaining each of the 7 Rs, answering questions, sharing personal stories, and discussing challenges in adopting sustainable habits.

Step 3. Lessons learned: final thoughts, advice, and recommendations.

This structure helped us organize our ideas logically and keep listeners interested. Recording was an exciting experience. Although we were a bit nervous, we managed to record the entire episode in one take.

The researcher team focused on keeping a dynamic and engaging tone, following the technical guidelines from our script. Strategic pauses and background music helped enhance clarity and flow.

FUNDAMENTAL CONCEPTS

Podcast.- Shamburg (2010) highlights that the term Podcast is a mix of the words “iPod” and “broadcast”, refers “the distribution of audio/video files in digital form”. According to Quintana and Heathers (2021) emphasize that podcasts could be made from a community perspective to share and discuss any topic related to education.

In addition, Kurniawan (2022), the podcast is definite as a form of digital media that solicits the senses of hearing and sight with the use of headphones or speakers for listening to and the content.

Communicative development of podcast use. - Podcasts are a potential to transform language learning by giving meaningful tasks to students (Thorne & Payne, 2005). According to Alpay and Gulati (2010), the use of podcasts is challenging traditional methods of communication in higher education with the potential to create attractive and flexible resources for learning.

Practice using educational technology. - The word technology is derived from the Greek word “techno” which means the willingness, skills, knowledge of the way, rule, skill, tools, and “logos” which means science, word, learning, mental state (Stošić,2015). In agreement with Biggs and Tang (2022), the use of technology in educational practices is aligned with the principles of constructive alignment, ensuring that learning activities are desired outcomes. According to Eurydice (cited in López, 2013), shows in its conclusions that communicative activity is essential in the use of information and communication technologies, which are evolving and enabling interactive, dynamic activities with an exchange of information.

Communication in education. - Giovannini (1996) highlights that teaching of oral communicative skills must support the experiences and attitudes of students. In addition, communication is the process of transmission and reception of ideas, information, and messages (Parrales et al., 2018).

Once the technical terminologies have been defined, the focus of the podcast itself consists of the 7Rs of waste management. According to Merli et al. (2018)

Waste management. - It is a process of collection, transportation, and disposal of waste. Thereby, it offers various ways to recycle waste into a valuable resource, and hence it is the most relevant area to the circular economy. Once the main idea is clear, the following are the definitions of each of the 7Rs of waste management: rethink, refuse, reduce, reuse, repair, regift, and recycle.

According to the Ellen MacArthur Foundation, **rethinking** involves questioning current consumption patterns and product lifecycles, and redesigning systems to minimize waste and maximize resource efficiency. Whereas Bea Johnson (2013) considers that **refuse** means saying no to things you don't need, preventing waste from entering your life in the first place. **Reduce** is defined by the United Nations

Environment Program as involving in optimizing resource use, minimizing material and energy inputs in production and consumption processes. Another definition provided by Cooper (2010) *reuse* is an essential component of sustainable product design, focusing on durability and multiple lifecycles. As mentioned by Sennett (2008) *repair* is a practice that cultivates craftsmanship and a sense of responsibility towards material objects.

Moving on to Sherman (2011) defines *regifting* as the act of redistributing material goods to limit the consumption of new goods. Finally, the Environmental Protection Agency defines *recycling* as the process of collecting and processing used materials to make new products, reducing the need for virgin resources.

RESULTS

Creating this podcast allowed us to develop several skills such as language skills, as we improved our pronunciation, fluency, and vocabulary in English. In the matter of teamwork, we learned to collaborate effectively, respecting and valuing each other's ideas. Adding the communication techniques, we also discovered the importance of tone, rhythm, and pauses in delivering a message effectively. In conclusion, this podcast was not only an academic exercise but also a valuable learning experience. It helped us grow professionally while spreading awareness about sustainability.

REFLECTIONS

The experience of producing podcasts creates potential opportunities in several aspects, going from storytelling and inspiration through compelling narratives. We can showcase individuals and organizations making a tangible difference. The community building of a podcast can foster a sense of community by encouraging listeners to share their experiences, challenges, and successes in reducing waste. Also, the call to action can end with actionable steps that listeners can take to reduce their environmental impact. This can translate into real-world change. In addition, teamwork and collaboration bring together diverse skills and perspectives. The experience working in teams for this podcast process involves content development, feedback, and refinement. Actively seeking and incorporating feedback from team

members and listeners to improve the podcast. In addition, the shared responsibility of working in a team. It means that the responsibilities and workload are distributed.

LESSONS LEARNED

We the researcher team affirm that the 7Rs of waste management: rethink, refuse, reduce, reuse, repair, regift, and recycle, offer a comprehensive framework for achieving a more sustainable economy. By deeply understanding and applying these principles, we can significantly diminish our environmental footprint. The definitions provided by various authors highlight the multifaceted nature of each "R" emphasizing the need for systemic change and individual responsibility.

Picture 1

Participant in the podcast recording



Creating a podcast centered on these principles holds immense potential. It can serve as a powerful tool for education, inspiration, and community building, making sustainability accessible and engaging for a broad audience. The collaborative process of podcast production not only enhances teamwork and communication skills but also fosters a deeper understanding of the subject matter.

Participating in the podcast experience was very meaningful because it allowed me to be part of something completely different, something I hadn't experienced before. It was a particularly significant experience for two reasons.

We find podcasts useful because they offer a new way to learn, using multimedia content to build new knowledge interactively and with a communicative focus.

Personally, the research team faced a new challenge: expressing ourselves in front of cameras and microphones, especially in another language. These two aspects made the podcast project a very meaningful experience for our professional development.

APPENDIX: TECHNICAL SCRIPT

N°	Section	Description	Estimated Length
1	Authors	Adrián Macías Melissa Mendoza Juleisy Mendoza Katherine Moreno	
2	Episode Title	The 7 Rs: Revolutionizing Waste and Redefining Sustainability.	-
3	Episode Objective	The objective of this episode is to dive deep into environmental issues, share tips, and discuss the power we all have in creating a more sustainable world.	-
4	Estimated Length		12 min.
5	Podcast Structure	Introduction, Development (Definitions, Q&A/Personal Stories), Conclusion.	-
	A. Introduction	Today we'll be talking about the 7 Rs of sustainability: Rethink, Refuse, Reduce, Reuse, Repair, Regift, and Recycle. Plus, we'll be sharing personal stories and insights on how recycling can benefit both the planet and our daily lives.	1 min.
	Intro		15-20 sec.
	B. Development	Definitions, Q&A/Personal Stories	10 min.
	Section 1: Definition of the 7Rs	Defining each of the 7Rs and giving examples: Rethink, Refuse, Reduce, Reuse, Repair, Regift, and Recycle.	3 min.

Nº	Section	Description	Estimated Length
	Section 2: Q&A/ Personal Stories	How do you incorporate “rethinking” into your daily life? How can we reduce waste in our day-to-day lives? Do you have any creative ways you’ve been reusing things? Have you had any experience with repairs? Do you have any thoughts on gifting? Do you have any tips on how to make sure we’re recycling properly?	5 min.
	Section 3: Challenges	Suggest tips that each of you would give to someone who’s just starting their sustainability journey.	2 min.
	C. Conclusion	Recommendations and final thoughts.	2 min.
	Closing		15-20 sec.
6	Technical Indications	Voice with dynamic and motivating tone. Low background music. Strategic pauses to emphasize important data.	-
7	Additional Notes	References to additional resources and extra educational material.	-

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CHAPTER 4

Using podcasts to innovate higher education: Systematizing experience

Utilizar podcasts para innovar la educación superior: Sistematizar la experiencia

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Abstract:

The use of podcasts for educational purposes has become widespread; however, efficient use of these tools is required. This paper aims to share the experience of a research project that seeks educational innovation in higher education. The methodology selected is the systematization of experiences following the UNESCO model. The instruments used for the empirical part of this work are a checklist, a focus group guide, and a contextualized observation sheet. The results include a list of podcast usage examples to promote independent work and critical thinking. Additionally, the script was created within the framework of a language practice designed to produce a podcast. It is concluded that podcasts offer multiple effective uses in the context of higher education.

Keywords: communication, education, innovation, teacher training, university.

Resumen

El uso de podcast para fines educativos se ha extendido ampliamente, sin embargo, se requiere de rutas para su utilización eficientemente. Este trabajo tiene como objetivo socializar una experiencia de proyecto de investigación que procura la innovación educativa en el ámbito de la educación superior. La metodología seleccionada es la sistematización de experiencias siguiendo el modelo de la UNESCO. Los instrumentos que se utilizan para la parte empírica de este trabajo son ficha de cotejo, guía de grupo focal y ficha de observación contextualizada. Entre los resultados se presenta una lista de uso de podcast para promover el trabajo

autónomo y pensamiento crítico. Además, el guion que fue producido en el marco de una práctica idiomática para producir un podcast. Se concluye que los podcasts ofrecen múltiples formas efectivas de uso en el contexto de la educación superior.

Palabras clave: comunicación, educación, innovación, formación docente, universidad.

INTRODUCTION

The rapid advancement of technology has significantly transformed the educational landscape, providing students and educators with innovative tools to enhance the learning experience. One tool that has gained immense popularity is the podcast.

Podcasts were originally designed for entertainment and the dissemination of general information, but they have found a valuable place in education thanks to their accessibility, flexibility, and ability to meaningfully engage students.

As digital learning continues to evolve, the integration of podcasts into educational settings has opened new possibilities for improving student comprehension, motivation, and engagement. Thus, podcasts have a unique advantage over traditional learning methods, as they cater to auditory learners and provide an immersive experience that enhances understanding and retention. Unlike traditional lectures, podcasts allow students to interact with content in a more personalized way, enabling them to listen at their own pace, review complex topics, and reinforce their understanding through repetition.

This technology allows students to consume content on their own time, breaking down traditional classroom barriers. According to Pérez (2020), podcasts have broken down the constraints of time and space, enhancing access to cutting-edge information. This capacity, understood as flexibility, promotes a more inclusive and accessible educational experience, making podcasts an indispensable resource for modern education. Furthermore, podcasts provide an auditory learning experience that is suitable for students who may struggle with text-based materials. This makes them an effective supplementary tool in diverse educational contexts, from language learning to complex scientific debates. Another key aspect of integrating podcasts into education is the practical application of educational technology (Kiernan et al., 2023).

According to Rosenberg et al. (2023), podcasts offer a flexible format for creating and consuming audio content, allowing for greater reach and engagement. It is noteworthy that this medium has transformed communication by offering a direct channel for creators to connect with audiences. Furthermore, the interactive nature of podcasts, where listeners can access content at their convenience, it reinforces their role as an important educational resource. In addition, Educational podcasts improve student participation and motivation in higher education. These platforms complement self-directed learning by allowing students to review materials at their own pace. Thus, Aguiar et al. (2022) state that educational podcasts can be used to reinforce and solidify course content for students more efficiently. In the field of foreign language teaching, podcasts can be elements that attract students to meaningful content in the target language. The work of Chaves-Yuste and de-la Peña (2023) is cited in this regard. They studied the effects of podcasts on issues of social inequality and their impact on the language skills of secondary school students in Madrid, Spain. They found that podcasts contribute to the improvement of speaking and listening comprehension skills.

Consequently, the use of technology in learning environments has become an essential component of modern education, facilitating more interactive and dynamic learning experiences. Therefore, this chapter delves into the role of podcasts in education, focusing on their practical uses, benefits, and impact on communication in learning environments.

The objective of this work is to share a research project experience that seeks educational innovation in the field of higher education.

The research project. - This experience using podcasts focuses on a research project that has as aims identifying activities that contribute to innovation in higher education in Ecuador.

METHODOLOGY

The methodology used in the work is the UNESCO methodology for educational projects experiences systematization. It allows to organize ideas emerging from the podcast production process.

PARTICIPANTS

The informants are 5 student teachers in the area of English as a Foreign Language (EFL), 3 professors and 2 technicians in podcast production. All they subscribe to the program PINE in a public university located in Ecuador.

PROCEDURE

Milestones of the Experience: The milestones used in this experience are:

Milestone 1: Selection of the topic to be addressed in the podcast.

Milestone 2: Generation of the podcast content.

Milestone 3: Podcast production (Recording)

Milestone 4: Reflections based on the experience.

FUNDAMENTAL CONCEPTS

For a better understanding of the systematization of experience, the fundamental concepts are presented below:

Origin and Meaning of Podcasts. - The emergence of podcasting as a method of digital audio distribution dates back to the early 2000s, when technological advances enabled the seamless distribution of audio content over the internet. Unlike traditional broadcasting, which required specific programming and real-time listening, podcasting introduced an innovative way to distribute and consume audio content asynchronously. The foundation of this development was the integration of RSS (Really Simple Syndication) feeds, which allowed users to automatically receive and download new audio episodes from subscribed channels.

This technological advancement, coupled with the growing popularity of portable media players like Apple's iPod, created the perfect conditions for podcasting to become a distinctive and influential medium. The term "podcast" was initially coined in 2004 by journalist Ben Hammersley, who combined the words "iPod" and "broadcast" to describe the trend of independent production and distribution of audio content (Minooka, 2024).

The term Podcast comes from two syllables: "iPod" and "broadcasting" (Tarmawan et al., 2021). Rosenberg et al. (2023) define podcasts as digital audio platforms with such a level of flexibility that they allow the creation and consumption of content on specific topics.

Education. - Adam (2020) states that education aims to teach students critical thinking skills so that they achieve functional and complete levels that contribute to their social development. For Chazan (2021), modern education is based on fundamental concepts such as instruction, objectives, goals, curriculum, and pedagogy. These are crucial for defining educational strategies both inside and outside the classroom. These concepts describe the structure, purpose, and techniques of education, guiding how knowledge is imparted and assessed.

Podcasts and Science Dissemination. - Podcasts have increasingly proven to be a fundamental tool for sharing academic and scientific knowledge with a wider audience (Rahmatullah, 2022). They facilitate flexible communication and foster a more personal connection between researchers and listeners. DeMarco (2020) argues that podcasts allow researchers or science communication professionals to present their findings in a different and creative way. It allows listeners to hear a researcher's journey directly, in their own voice, democratizing the dissemination of discoveries or research results.

Innovation. - This refers to changes implemented to improve identified situations and problems (Clarisa et al., 2020). Innovation involves an intentional change in teaching techniques, learning methods, and institutional structures to improve academic outcomes. Therefore, careful planning and intention are required to ensure its effectiveness.

These innovations challenge preconceived ideas about how students learn and how teachers teach, resulting in a more stimulating, inclusive, and effective educational environment.

Technology. - According to Agar (2018), technology offers designs and materials for working on solutions to specific problems. The term "technology" contributes to the search for solutions to global social problems such as climate change, disease, and famine, among others (Wolff, 2021). The objective is to improve human capabilities and create simpler ways to achieve proposed goals.

Technology in Education. - According to Haleem et al. (2022), changes in educational processes at a global level demand the use of digital technologies. As education increasingly transcends national borders, digital resources promote interaction, teamwork, and global access to information. Thus, virtual learning

environments, online classrooms, and electronic materials allow students and teachers to engage beyond physical distances and regional limitations.

The integration of technology in education reflects its function as a material means to an end. Thus, learning management systems structure the way in which students access the materials, while AI-based tutoring adapts to individual needs. In this sense, Hawkrige (2022) argues that technology in education generates advances in the quality of education.

Podcasts as an Educational Technology Resource. - It is undeniable that the use of podcasts has increased in recent years, especially in education (Kiernan et al., 2023). Podcasts have become a transformative educational tool, particularly in higher education, offering unprecedented flexibility in how students' access and interact with learning materials.

Communication in Education. - It is a fundamental element of effective education. A study by O'Bannon et al. (2020) explored how podcasts, used as alternatives to traditional lectures, influenced student performance. Their findings show that when podcasts are used to replace lectures, improvements in student performance are achieved. This highlights the ability of podcasts to revolutionize educational communication by offering students more flexible and engaging learning opportunities. Therefore, effective communication is crucial in education, and podcasts have become innovative tools that facilitate this process. According to Díaz et al. (2021), educational podcasts improve students' oral expression. This statement highlights the positive impact of podcasts on the development of communication skills, particularly oral expression, by offering students platforms to create and share content, thereby promoting active participation and self-directed learning.

RESULTS:

Milestone 1: Selection of the topic to be addressed in the podcast.

Educators can innovate teaching processes with digital media that encourage student participation. Consequently, the availability of educational podcasts on various platforms allows students to access quality content from experts in different fields, expanding their learning opportunities beyond the classroom.

The participants chose to develop the podcast topic to learn about its uses for educational purposes. Thus, the flexibility of podcasts makes them an invaluable tool for both formal and informal education.

Unlike traditional lectures or textbooks, podcasts do not require visual interaction, making them ideal for multitasking. This feature is especially beneficial for students with busy schedules or those who prefer an alternative to reading extensive academic material. As a result of this milestone, the following pathways for using podcasts in higher education are presented.

Podcasts as an educational tool. - Educators can use podcasts to complement classroom teaching by assigning specific episodes as pre-class preparation or post-class reinforcement. This approach fosters a flipped classroom model, where students engage with the material before class and use face-to-face sessions for further discussion and analysis.

Traditional learning resources, such as printed textbooks, can be adapted into podcast format to change the way large amounts of content are reviewed, using a dynamic and motivating tool.

The impact of podcasts on student motivation and engagement. - It is another crucial aspect to explore. Many students find traditional lectures monotonous or overwhelming, which can lead to disengagement. However, podcasts often feature a conversational tone, narrative elements, and expert perspectives that make learning more engaging and enjoyable.

Advantages of using podcasts in teaching. - Podcasts are convenient because they can be accessed from virtually anywhere using mobile devices, meaning students can participate in learning activities while commuting, exercising, or performing other tasks.

Another important factor to consider when examining the role of podcasts in education is communication. Effective communication is a fundamental pillar of education, as it influences how knowledge is transmitted and understood. In this sense, podcasts are a powerful medium for improving communication in education by promoting active listening, fostering debate, and providing students with exposure to diverse linguistic and academic perspectives.

Podcasts as a class project. - Podcasts can serve as a platform for student-generated content to develop communication, critical thinking, and creativity skills.

It encourages students to research, organize their thoughts, and present information coherently—essential skills for academic and professional success. Some educational podcasts incorporate interviews with professionals, case studies, and practical applications of theoretical concepts, making the learning experience more dynamic and relevant. These elements help foster curiosity, critical thinking, and a deeper connection with the subject matter.

Furthermore, integrating podcasts into education aligns with the principles of lifelong learning. With rapid advancements in various fields, continuing education has become increasingly important. Podcasts offer a practical way to stay up-to-date with the latest developments in areas of interest. Whether students, professionals, or lifelong learners, podcasts allow for accessible and flexible knowledge acquisition. Educational institutions can leverage this by incorporating podcast-based learning modules, enabling students to explore contemporary topics, industry trends, and expert opinions beyond traditional curricula.

Podcasts in Educational Inclusion. - Podcasts contribute to bridging gaps in accessibility and inclusion. Students can access classes through podcast services that cover curriculum topics, as in-person classes can pose challenges for students with motor, visual, or learning disabilities. Podcasts offer an alternative medium that adapts to diverse learning needs, ensuring a more inclusive education. Furthermore, the availability of multilingual podcasts allows students to explore content in different languages, which is especially beneficial for language learners studying in international contexts, or for students migrating to a country where a different language is spoken.

Podcasts as a Promoter of Collaborative Learning. - Educators can encourage students to participate in discussions based on podcast content, fostering critical thinking and analytical skills.

Group activities, such as analyzing podcast episodes, debating viewpoints, or even creating student-led podcasts, promote collaboration and greater interaction with learning materials. These activities improve understanding and strengthen teamwork and problem-solving skills, essential competencies in today's interconnected world.

Milestone 2. Podcast Content Creation

Researchers team required of documental search for a better to understanding of the topic and structure of a podcast. Researcher team prepared a script that appears in appendixes.

Milestone 3. Podcast Execution or Recording

The idea that creating educational content is not an individual effort, but rather involves a balance between creativity, technical skills, and effective communication. The following was extracted from the focus group:

GF.23: “The process of creating a podcast as a team was an invaluable experience that not only taught us the technical aspects of podcast production, but also strengthened our collaboration and communication skills. From the initial brainstorming sessions to the final edit, working together allowed us to share ideas, divide tasks efficiently, and learn from each other's strengths. We faced challenges in aligning our vision for the podcast and ensuring that the content was educational and engaging for the audience”.

GF.31: “The recording and editing stages were particularly revealing, as we discovered the nuances of sound quality, pacing, and the importance of clear articulation. It became clear that creating a successful podcast requires more than just subject knowledge; it involves a deep understanding of how to present information in an engaging and accessible format”.

Teamwork was crucial, as each member contributed unique skills, whether in scriptwriting, voice recording, editing, or technical troubleshooting. This collaborative process reinforced the value of cooperation and highlighted the importance of having a shared goal when working on an educational project.

As technology continues to advance, teacher training must be an ongoing process, with professional development opportunities focused on emerging tools and trends in educational technology. By equipping educators with the skills and knowledge needed to navigate and utilize these resources, we can improve teaching methods and provide students with richer and more dynamic learning experiences. Ultimately, the successful integration of technology into education requires a commitment to continuous learning and adaptation for both educators and students.

Milestone 4. Reflections based on experience.

Podcasts have become an increasingly important resource in education. Their potential as teaching material goes beyond simply presenting content, allowing students to engage with the subject matter in a more flexible and interactive way. One of the main advantages of podcasts is their accessibility, which allows students to listen to lessons whenever it is convenient for them, whether at home, on their commute, or in their free time.

Such a flexibility allows participants to adapt different learning schedules but also fosters the development of independent learning. Podcasts can also be tailored to specific educational needs, offering content on a wide range of topics that can be easily updated and adapted as needed. Furthermore, several studies have demonstrated the positive impact of podcasts on student performance. In particular, the use of podcasts as a substitute for traditional lectures has been shown to significantly improve student performance, as it encourages active listening and offers an alternative method for assimilating the material.

In today's rapidly evolving educational landscape, integrating technology is no longer optional, but essential for modern teaching practices. Teachers must continually adapt to new tools and methods to provide effective learning experiences for their students. Educational technology, including the use of podcasts, offers numerous opportunities to engage students in innovative ways. However, for teachers to harness the full potential of these tools, it is crucial that they receive adequate training.

Teacher training programs should incorporate instruction on how to use technology effectively in the classroom, ensuring that educators are well-prepared to integrate these tools into their teaching practices. Podcasts, in particular, offer a versatile platform that can be used across various subjects and learning levels. Teachers must not only master the use of these technologies, but also understand how to design and implement them in ways that align with pedagogical objectives.

We have different types of devices that learners and instructors can use for educational purposes; One of the most popular practice is the use of AI, as this technology helps create new opportunities for students' learning process. Furthermore, it offers exercises and creative scenarios for practicing knowledge and

achieving the corresponding objective. This confirms Zhang and Ayse's (2021) position that Artificial Intelligence (AI) technologies have great potential in education, particularly for increasing access to learning opportunities and developing content for teaching.

LESSONS LEARNED

Integration of podcasts as education resource represents a significant advancement in modern learning. By leveraging the accessibility of digital media, educational podcasts offer an innovative way to support diverse learning styles, enhance technological applications in education, and improve students' communication skills.

As educators and institutions continue to explore the potential of podcasts in academic settings, it is crucial to recognize their value in achieving a more inclusive, engaging, and effective education for students worldwide. Thanks to their ability to adapt to different learning preferences, facilitate lifelong learning, and foster student participation, podcasts are undoubtedly a transformative tool for the future of education. The audio format of podcasts also promotes auditory learning, which is beneficial for students who may struggle with traditional reading-based materials. In conclusion, podcasts are a valuable tool for diversifying the educational experience and improving communication between teachers and students, but also the community.

The use of technology in education has significantly improved the learning experience by providing students with greater access, engagement, and flexibility. One such innovation is podcasts, which have become a valuable tool and an alternative to traditional learning methods. Supporting diverse learning styles, especially for auditory learners, podcasts help students reinforce their knowledge and enhance their understanding. They also promote independent learning, as students can listen to educational content at their own pace and review key topics as needed.

As education becomes increasingly globalized, digital resources like podcasts are essential for communication and collaboration beyond the classroom. They also help students develop critical thinking, language skills, and motivation, making

them an important tool in modern teaching. Furthermore, podcasts encourage active participation, whether through educational platforms or content creation.

The experience of producing a podcast on a topic we believe requires urgent attention always yields valuable lessons. The impact of human beings on nature has fostered our growth as professionals, making us aware of climate change and that this global phenomenon must be stopped.

Creating the podcast involved effort, dedication, learning, improving our English diction, and, above all, the courage to tackle a relevant and timely topic.

APPENDIX TECHNICAL SCRIPT

N°	Section	Description	Time
1	Authors	Andrés Carvajal Jhon Quiroz Elvis Carranza Ashley Bravo Itsel Holguín	
2	Título	Renewable Energies: The Green Revolution in Latin America. It captures interest and summarizes the topic.	1 min
3	Episode aims	The podcast's objective is to show the benefits and weaknesses of ICTs in education within educational institutions.	4 min
4	Time	Total podcast episode length:	15 min
5	Podcast structure	Introduction, development, and conclusion:	-
	A. Introducción	Information about the participants	2 min
	Music	Song title: Jazzy Hiphop - Lo-fi Rain ☂️ Coffee time / for Study / Focus / Relax https://www.youtube.com/watch?v=bBQA7yy7EBU The key topic to be addressed is the application of ICTs to education and whether they are truly effective.	15-20 sec.
	B. Execution	ICTs, ICTs in education: are they functional or not? These are the topics that will be considered for the development of the podcast.	10 min
	Segment Context	1: Brief explanation of the concept of ICTs (Information and Communication Technologies) and their importance in current education.	3 min

N°	Section	Description	Time
		<p>Example: How have they transformed learning during the pandemic?</p> <ul style="list-style-type: none"> • Pose the main question: Are ICTs an essential ally or do they present risks that could hinder education? 	
	Segment Benefits	<p>2: Advantages of ICTs: Global access to knowledge. Flexibility in teaching methods. Use of platforms such as Google Classroom and Moodle.</p> <p>Statistics: According to UNESCO (2022), 90% of countries implemented ICT solutions during the pandemic.</p> <ul style="list-style-type: none"> • Successful example: Remote learning project in Finland.Ventajas de las TICs 	4 min
	Segment Challenges	<p>3: Current challenges: Digital divide (not everyone has access to the internet or devices). Digital distractions and technological dependence. Solutions and future: Greater investment in digital infrastructure. Education on the responsible use of ICTs.</p>	3 min
	C. Closure	<p>ICTs are powerful tools, but they require proper management to maximize their benefits. Call to action: Reflect on how we use ICTs in education and promote their responsible inclusion. Closing remarks.</p>	3 min
	Closure music	<p>Music : Jazzy Hiphop - Lo-fi Rain ☂ Coffee time / for Study / Focus / Relax https://www.youtube.com/watch?v=bBQA7yy7EBU.</p>	15-20 sec
6	Technical aspects	It details aspects such as music, sound effects, vocal tone, and guest appearances.	-
7	Notes	It also includes supplementary information, such as links, references, and resources useful for the listener.	-

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CHAPTER 5

Podcast: A tool for practicing English as a foreign language: the rise of augmented reality and virtual reality

Podcast: Una herramienta para practicar inglés como lengua extranjera: el auge de la realidad aumentada y la realidad virtual

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Abstract

Podcasts can be used as a means of mass communication. They are spaces for discussion on a specific topic, the preparation of which requires the participants to research and analyze the information they will present and discuss. This work aims to share a learning experience within the framework of the research project "Educational Innovation through Podcasts: Impact on University Students' Learning with a Gender Perspective." The selected methodology is the systematization of experiences. The instruments used to collect data are a checklist of the podcast content planning process, observations of the development of participants' English language communication skills, and a focus group. The results suggest that participants deepened their knowledge regarding the emergence of augmented and virtual reality. Furthermore, they identified the potential of podcasts as a pedagogical tool that contributes to improving the communication process in the use of English as a foreign language. It is concluded that the use of podcasts exposes participants to situations that require soft skills such as decision-making, communication, and adaptability to the conditions that arise during podcast production.

Keywords: educational tools, communication, English language, augmented reality, virtual reality

Resumen

Los podcasts pueden utilizarse como medio de comunicación masiva. Son espacios de debate sobre un tema específico, cuya preparación requiere que los participantes investiguen y analicen la información que presentarán y discutirán. Este trabajo tiene como objetivo compartir una experiencia de aprendizaje en el marco del proyecto de investigación "Innovación Educativa a través de Podcasts: Impacto en el Aprendizaje de Estudiantes Universitarios con Perspectiva de Género". La metodología seleccionada es la sistematización de experiencias. Los instrumentos utilizados para la recopilación de datos son una lista de verificación del proceso de planificación del contenido del podcast, observaciones del desarrollo de las habilidades de comunicación en inglés de los participantes y un grupo focal. Los resultados sugieren que los participantes profundizaron sus conocimientos sobre la aparición de la realidad aumentada y la realidad virtual. Además, identificaron el potencial de los podcasts como herramienta pedagógica que contribuye a mejorar el proceso de comunicación en el uso del inglés como lengua extranjera. Se concluye que el uso de podcasts expone a los participantes a situaciones que requieren habilidades blandas como la toma de decisiones, la comunicación y la adaptabilidad a las condiciones que surgen durante la producción del podcast.

Palabras clave: herramientas educativas, comunicación, lengua inglesa, realidad aumentada, realidad virtual

INTRODUCTION

The 21st century have marked a turning point in human society, as social revolutions, armed conflicts, and continuous advances in all fields of science and technology have emerged in the last 100 years of human history. While not everything has brought benefits to humanity, there have certainly been developments that have benefited society. Thus, this work focuses on the improvements and benefits that advances in educational technology have brought about. From a temporal perspective, Aghaviah (2012) generally describes the technological achievements during this period:

The first half of the 20th century was characterized by the rapid development of land, sea, and air transport, as well as telecommunications. From the second half onward, developments took place in the use of nuclear energy, space travel,

electronics, computing, artificial intelligence, information technology, and now, nanotechnology (p. 6).

The development of telecommunications technology at the beginning of the 20th century led to a more profound advancement and the focus on the information society. Consequently, these efforts led to the creation of the Internet. Thus, during the Cold War, the United States funded the development of ARPANET, a network initially conceived to share specialized resources among users, enabling faster communication. By 1983, Internet was called as the collection of interconnected and publicly accessible networks using the TCP/IP protocols (Slevin, 2000 in Cohen-Almagor, 2011). Thus, using Internet contributes to the development of new forms of communication and expression. Text messaging and email services allow for reliable and rapid communication between users, regardless of their physical location. Social networks provide users with avenues to express their thoughts and experiences in various ways. Furthermore, entertainment channels have expanded from television and radio to platforms using the Internet.

According to Berry (2006), podcasts emerged in 2004. By that time, it was already possible to find information about podcasts through an internet search. Podcasts have been used as an entertaining and educational tool to express curious topics of public interest. However, podcasts are still unknown to many people, and in the context of education, they are an under explored resource that offers many potential uses.

In the field of language teaching and learning, podcasts can be used as a resource for listening practice of real conversations (Elmenfi, 2020). The most interesting aspect is that today there is a specialized podcast for almost every topic. This means that if users want to listen to podcasts of people discussing music, games, or art, they will find them without difficulty. However, there are some limitations surrounding podcasts due to their similarities with other digital audio sources, such as audiobooks (Rime et al., 2022).

Therefore, its definition has evolved, and different genres and types of podcasts have emerged. Nevertheless, podcasts available on the internet have become a constant source of entertainment, learning, or simply a way to pass the time. The podcasting practice stems from the influence of radio programs on listeners in the late 20th century, which established a strong presence in the audience. As a result,

people are using radio less and less each year worldwide, while some radio stations are being replaced by podcasts (Rime et al., 2022).

The question arises: Why? The possible answer is that podcasts are used as an alternative to radio programs and to attract listeners with information, distraction, and companionship. These are the same reasons why people listened to the radio during its heyday. Furthermore, the use of technological advancements has provided podcasts with greater personalization, freedom, and convenience, for example, when using a portable device (Perse & Butler, 2005, cited in Rime et al., 2022).

Advances in technology have also paved the way for technologies that affect and change how we perceive reality. One such technology is augmented reality. Fuchs and Guiton (2011) argue that it is an imaginary, symbolic world or a simulation of certain aspects of the real world, while Arena et al. (2022) maintain that augmented reality aims to digitally integrate and expand the physical environment surrounding users in real time. To achieve this, various display technologies are combined before the user's eyes, with the purpose of enabling sensorimotor and cognitive activity by exposing people to a digitally created artificial world. The Experience:

The educational research project. – The work is related to the use of educational technology in the English language acquisition process. It led to the idea of creating a podcast episode to assess the contribution of podcasting experience on the student teachers profile.

METHODOLOGY

Researcher team chose the UNESCO methodology to systematize educational research projects experiences. It allows the reconstruction of an educational experience using podcast.

PARTICIPANTS:

They are 3 Student teachers, 2 professors to guide the process for podcast production.

FUNDAMENTAL CONCEPTS

The fundamental concepts considered for a better understanding of this systematization of experience are:

Podcast. - According to new trends in entertainment among young people and adults, one of the most popular communication resources is the podcast. It is a digital recording (Indahsari, 2020).

Podcast as a Tool in Language Learning. - Podcasts are a useful tool for listening, but research has also shown how students who listened to podcasts improved their self-confidence and their language proficiency in speaking (Mohzana, 2024). This is a noteworthy fact because podcasts are primarily an audio resource not intended for speaking. However, as teachers use it, they create opportunities for learning strategies in the classroom. Students can create their own podcast after a period of simply listening.

Augmented and Virtual Reality. - Augmented reality (AR) allows users to view detailed digital images in the real world through smartphone cameras (Yin et al., 2021). However, the next level of immersive reality is virtual reality (VR). This is not a new term, but it is true that when it emerged, scientists tried to create a device that perfectly supported VR. This has faced many barriers to access due to high costs, discomfort, and other factors.

Types of Virtual Reality. - Virtual reality consists of two types. The first type is non-immersive, in which people are surrounded by a digital environment without being able to interact with it. The second one is less affordable, but where people can interact with it thanks to different devices that allow them to participate in the digital world (Hamad & Jia, 2022; Putranto et al., 2023).

Virtual Reality in Foreign Language Teaching. - It is known that cultural and linguistic immersion is the fastest way to learn a language, that is, going to the country where the language you wish to learn is spoken. In this way, the person can experience being surrounded by the culture and people thanks to the 3D virtual world (Pinto et al., 2021). Furthermore, the use of AR is perfect for recognizing objects, understanding meaning, recall, and pronunciation. With the help of mobile devices, students can use it to access digital images that provide words and sounds of a different language (Majid & Salam, 2021).

PROCEDURE

The milestones used in this experience are:

Milestone 1: Selection of the topic to be addressed in the podcast.

Milestone 2: Preparation of the podcast content.

Milestone 3: Recording the podcast.

Milestone 4: Reflections on the experience.

RESULTS

Milestone 1: Selection of the podcast topic.- The selected topics are (1) augmented reality and (2) virtual reality. For the selection process, the presenters met and brainstormed, arguing the reasons that supported their proposed topics. The proposed topics were then analyzed, and the team democratically made the decision. The section highlights the contributions of augmented reality and virtual reality to the development of various fields of knowledge.

a. Virtual reality and inclusive education:

In the field of autism treatment, augmented reality is used, similar to virtual reality, with children who experience discomfort using specialized VR headsets. One of the advantages of AR is that it can be used on a wide range of devices, allowing children to interact with multiple devices and develop learning skills through applications (Berenguer et al., 2020).

According to Zhang et al. (2022), virtual reality is a tool for children with autism spectrum disorder, where they will not feel anxiety or stress.

b. Virtual reality in the medical field: The possibilities for its use have increased in healthcare at the level of diagnosis and treatment. However, more research is needed, since healthcare is a sensitive area (Kouijzer et al., 2023). The use of AR is useful for professionals because they can better visualize images of the human body and prepare for surgeries or predict the outcome of medical treatments (Iqbal et al., 2024).

Virtual Reality and the Conservation of World Cultural Heritage. - This technology allows for the preservation and dissemination of ancient art, such as ceramics, by scanning pieces or relics in 3D for display to future generations using virtual reality environments (Ming et al., 2023). AR is a way to showcase antiquities that can

superimpose digital images onto our real world to show people how antiquities were physically present in the past (Tribhuvan and Abdullah, 2025).

Milestone 2: Podcast Content Preparation .- A script was prepared and revised several times until the final version in Spanish and English was reached. For this milestone, the presenters consulted scientific articles available in databases such as Scopus, Web of Science, and SciELO to strengthen the team members' knowledge of the selected topic with high-quality, up-to-date information.

It is essential that people develop the ability to communicate effectively; practice improves a person's abilities. However, one of the factors that affects individuals is self-confidence, a skill that is the result of personal struggles until that confidence is achieved (Febriyani et al., 2020). Thus, in the field of foreign language use, self-confidence arises as a result of consistent practice. Therefore, the more someone speaks, the more fluent their English will become (Lar & Maulina, 2021).

As a result of this milestone, the technical script prepared by the team of presenters appears in appendixes.

Podcast Title: The Rise of Virtual and Augmented Reality in Language Learning

[Intro Music]

Host 1 (Jean):

Welcome to today's episode of "Innovations in Education." I'm Jean, and with me are two fantastic co-hosts, Santiago and Misael. Today, we'll be diving into a fascinating topic – how Virtual and Augmented Reality are revolutionizing the way we learn languages, specifically English as a foreign language.

Host 2 (Santiago):

That's right, Jean! Virtual and Augmented Reality, or VR and AR, are no longer just buzzwords in the tech world. They're transforming classrooms and learning environments globally. But before we dive deep, Misael, can you break down what exactly VR and AR are for our listeners?

Host 3 (Misael):

Of course, Santiago! So, Virtual Reality (VR) creates an entirely immersive environment. When you put on a VR headset, you're transported to a virtual world, where everything you experience feels real. On the other hand, Augmented Reality (AR) overlays digital content onto the real world. So, while you're still in your physical space, you see interactive elements, like virtual objects or text, that blend with

Figure: Script.

Milestone 3: Podcast Recording.- The podcast's production was planned. This involved coordination with the research project directors, who provided the facilities of a local radio station. The studio was technically equipped with professional recording equipment and furniture. A specialized technician was assigned to carry out this task. He directed each step of the recording process.

Developing the ability to speak English correctly is a process that takes time and is considered one of the most important skills when learning a language. Furthermore, it is known that students must practice real conversations to improve their pronunciation; however, people tend to lose confidence when speaking and their partner doesn't understand (Ork et al., 2024).

Thus, the process of creating a podcast, in which the students who became podcast hosts, required significant preparation to achieve clear and correct pronunciation, as they had to maintain extended dialogues. This situation became a concern for the students, especially when they realized that the podcasts would be posted online where people from all over the world could notice their pronunciation, vocabulary mistakes, or grammatical errors. This demands personal improvement (Sulistiawati & Suseno, 2022).

Picture 1

Recording the podcast



Milestone 4: Reflections on the experience. - After experiencing something new for all the university students who became podcast hosts, a space for dialogue arose to evaluate the process and reflect on the use of podcasts as a language practice tool.

LESSONS LEARNED

The experience of creating a podcast as a group was an enriching process that allowed us to understand that learning a language is not limited to acquiring grammar rules or vocabulary, but requires constant practice in authentic and stimulating environments. Throughout this project, we experienced firsthand the importance of preparation, discourse structuring, and fluency in the fundamental elements of communication to achieve effective communication in a foreign language.

One of the main challenges we faced was the initial insecurity about speaking and the fear of making mistakes. However, as we progressed, we realized that each recording attempt helped us refine our pronunciation and ability to articulate ideas more clearly and naturally. This evolution reinforces the idea that confidence in oral expression is not an innate trait, but a skill that develops over time with continuous practice.

Another important aspect was teamwork. Creating the podcast allowed us to directly experience the importance of collaboration, coordinating ideas, and distributing responsibility. Each member of the group contributed different perspectives and skills, enriching the final content and making the process more dynamic and effective. Furthermore, learning to communicate and organize ourselves within the team was a valuable opportunity to develop interpersonal skills that will be useful in various academic and professional settings.

In addition, sharing our work with a real audience, even a small one, made us reflect on the importance of clear and structured communication. Knowing that our project could be heard by others motivated us to make an extra effort to articulate ideas, improve pronunciation, and ensure content coherence. This experience helped us realize that language learning is not just about receiving information, but also about actively producing and sharing knowledge.

Ultimately, creating this podcast was a transformative experience that allowed us to strengthen our confidence in speaking, improve our oral expression, and develop a more positive attitude toward language learning. Beyond the knowledge gained, this activity taught us that perseverance, practice, and the use of innovative digital tools can make a significant difference in the learning process. In the end, we understood that making mistakes is part of the journey and that each mistake is an opportunity to learn and grow as speakers of a new language.

The use of podcasts in language learning has proven to be an innovative and highly effective tool for improving both listening comprehension and speaking skills. A review of the literature clearly shows that this methodology allows students to be exposed to authentic conversations and develop their confidence in speaking another language (Mohzana, 2024). Unlike traditional resources, podcasts offer the advantage of providing an immersive and accessible learning experience where students can practice listening and speaking in real and varied contexts.

Our experience creating a podcast as a group allowed us to apply these concepts practically, facing real communication challenges in a foreign language. From planning the content to recording and editing the audio, each stage required significant effort to improve our pronunciation, fluency, and coherence. One of the most enriching aspects was realizing how simply listening to ourselves helped us identify errors and areas for improvement—something that can often go unnoticed in a traditional conversation. Although we initially felt some insecurity about speaking spontaneously and fluently, with practice, we noticed a significant improvement in our ability to express ourselves. This progressive improvement confirms what previous studies have shown: practicing in controlled environments, such as podcast recording, significantly contributes to reducing anxiety and strengthening confidence in oral expression. Furthermore, advances in other technologies, such as virtual and augmented reality, open up new possibilities for language learning. While our main focus was podcasting, it is interesting to consider how combining digital tools could offer even more immersive and effective experiences. In this sense, the future of language learning appears to be a field where technology will play a key role in personalizing and optimizing teaching and learning processes.

Podcasts are an accessible and dynamic resource for language acquisition, but they also foster independent learning and the development of essential skills such as active listening, pronunciation, and speaking confidence. Through our experience in producing a podcast, we realized that these types of tools represent an excellent alternative to complement language teaching in the classroom and strengthen communication skills in a motivating and meaningful environment.

The authors state that their experience working with podcasts has been invaluable in their teacher training, as it has enabled them to improve their communication and expression skills. Writing is not the same as speaking to an audience, and this process helped me gain more confidence and better organize what a professional should say. Furthermore, it was interesting to use a different, more dynamic tool, one that is more accessible to students through social media. Ultimately, I hope to use podcasts in some activity once I begin practicing my profession.

We feel that podcasts help people be more creative and listen more to others. Working as a team and sharing ideas made the experience more meaningful. Attending the podcast recording was a special moment where none of the group members knew what to expect from the filming. The studio we went to was high-quality, which inspired a lot of energy, but also some nervousness due to the fear of not achieving the desired result during the recording. Overall, I believe that these types of activities not only contribute to academic work but also help us grow as individuals and better prepare us to teach in an increasingly digital world.

APPENDIX: TECHNICAL SCRIPT

N°	Section	Description	Time
1	Authors	Jean Pierre Piloso Cedeño Misael Barcia Santiago Lorente	3 min 3 min 4 min.
2	Título Episode	of The rise of virtual and augmented reality in language learning.	-
3	Episode aims	Explore how these technologies enhance the learning experience, offering interactive and immersive environments that facilitate the acquisition of foreign languages.	-

N°	Section	Description	Time
4	Time	Total podcast recording time: Introduction, development, and conclusion.	10 min
5	Episode structure	Introduction, development, and conclusion.	
	A. Introduction	<p>Introductory music, volume increases, foreground, fades to background</p> <ul style="list-style-type: none"> - (Enthusiastic greeting and introduction of the topic) Welcome to today's episode, "Educational Innovations." I'm Jean Pierre, and let's delve into the fascinating world of VR and AR. - Hook: Virtual reality and augmented reality are revolutionizing the way we learn languages! - Key question: 'Do you know the difference between virtual reality and augmented reality?' - Today, along with Santiago and Misael, we'll analyze this interesting topic 	2 min
	Introductory music	Generic, upbeat podcast music to set the mood. Breakdown of the topic into key segments, with explanations, examples, and thought-provoking questions.	15-20 sec
	B. Episode body	Introduction to Virtual and Augmented Reality (VR and AR).	6 min
	Segment Context	1: In this segment, the hosts explain what virtual and augmented reality are, how they work, and how they can transform language learning, particularly English as a foreign language.	2 min
	Segment Benefits	2: Impact of VR and AR on Language Learning. This article delves into how these technologies enhance the learning experience, from immersion in realistic scenarios to vocabulary and pronunciation reinforcement in a pressure-free environment. It also highlights the accessibility and benefits of these tools for different learning styles.	2 min
	Segment challenges	3: The future of VR and AR in language education. In the final segment, the hosts discuss how these technologies could evolve in the coming years, offering more personalized learning experiences integrated with artificial intelligence to make language learning even more efficient.	2 min
	C. Closure	This closing summarizes the key points, invites action, and leaves the listener with a sense of excitement for the future of learning with VR and AR.	2 min

Nº	Section	Description	Time
	Closure music	Closing Remarks: And so we conclude today's episode on how virtual and augmented reality are revolutionizing language learning. As we've seen, these technologies not only make learning a new language more interactive and accessible, but they also offer a unique immersion experience. [Applause effect] [Music to end with impact]	15-20 sec
6	Technical instructions	Voice with a dynamic and motivating tone. Low ambient background music. Strategic pauses to emphasize important information.	-
7	Notes	References: Realidad aumentada y realidad virtual para la creación de escenarios de aprendizaje de la lengua inglesa desde un enfoque comunicativo - https://ddd.uab.cat/record/226872 La realidad virtual como herramienta de aprendizaje del idioma ingles. https://mail.redtis.org/index.php/Redtis/article/view/158	-

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CHAPTER 6

Best Practices in the Use of Podcasts as a Language Learning and Practice Resource

Buenas prácticas en el uso de podcast como recurso de aprendizaje y practica de idiomas

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Abstract

The paper aims to share nine best practices for using podcasts in teaching processes within the Ecuadorian university context. It addresses podcast production and consumption activities in which students assume responsibility as managers of their own knowledge. The use of podcasts as an assessment tool is highlighted when soft skills are incorporated. The need for innovation in professional training processes and the importance of student participation in research that contributes to improving the quality of higher education in Ecuador and South America by stimulating critical thinking are emphasized.

Keywords: educational innovation, professional training, podcast, participation.

Resumen

Este trabajo tiene como objetivo socializar 9 buenas prácticas de uso de podcasts en procesos de la enseñanza en el contexto universitario ecuatoriano. Se abordan actividades de producción y consumo de podcast en los que los estudiantes asumen su responsabilidad como gestores del propio conocimiento. Se resalta su utilización de los podcasts como modalidad de evaluación cuando se incluye el uso de las competencias blandas. Se recalca de la necesidad de innovación a los procesos formativos de profesionales y de la relevancia de la participación del alumnado en investigaciones que aporten al mejoramiento de la calidad de la formación superior en Ecuador y en América del Sur mediante la estimulación del pensamiento crítico.

Palabras clave: **innovación** educativa, formación de profesionales, podcast, participación.

INTRODUCTION

In past decades, radio was one of the predominant media. Its use began for transmission purposes and was characterized (and still is in most cases) by synchrony, linearity, and fleeting information (since the programs were not stored).

Over time, the digital transformation incorporated this format strongly through tools like podcasts (Rime et al.,2022). It probably is because they are more engaging, creative, and confidence-boosting resources (Kurniawan, 2022; Morales, 2023).

The podcast, unlike radio, allows time control, incorporates ubiquity (the student can learn at any time and place), and is presented as a content management format through hyperlinking and portability. However, Nurisma & Kusumawati (2021) state that the Podcast gives an alternative to students to interact with others on online. In addition, the low cost of production under a basic-materials scheme is a significant advantage. This change implies that the podcast moves from a limited sphere of application to an exponential increase in access and the creation of content across all imaginable fields. Thus, Tekel (2023) argues that effective communication allows appropriate feedback, providing specific and clear aspects.

In this field, language learning is one in which the use of podcasts and their applications becomes, so to speak, almost obvious. When communication between students and professors is poor, it leads to poor learning processes and student performance (Ullauri, 2024). Good communication enables the appropriate transmission of information and knowledge in the educational context.

We could talk about two types of podcasts for these purposes. The first is the authentic podcast, developed by native creators, which covers a variety of topics. On the other hand, pedagogical podcasts are designed specifically for language learners.

Mastering a language today also implies being able to receive and communicate complex ideas clearly in different contexts. In this sense, a great advantage of the podcast as a didactic tool is that it not only allows you to hear but, as a teaching methodology, leads to the curation and creation of content. Here, the term prosumer (producer and consumer) appears, a concept that, pedagogically speaking, involves

moving from receptive learning to active and meaningful learning, in constructivist terms.

The podcast breaks away from the artificial classroom ecosystem to expose students to real communicative situations, such as interviews, debates, or technical presentations. It also allows them to interact with technical terminology, accentual diversity, and face linguistic anxiety through practice in a safe space. Ultimately, the podcast represents not only a communicative exercise but a moment of discursive professional appropriation. With this, the goal is to provide tools to improve the student's profile.

Upon completion of this research, the following best practices for using podcasts as a teaching resource are proposed:

1. Integrate podcast activities into the lesson plan.

The implementation of podcasts for pedagogical purposes should be included in the syllabi of the subjects involved in a multidisciplinary project within the context of professional training programs. The didactic sequence of each stage should be included, from planning and information research to script development, recording, editing, and distribution of the final product. This integration into the syllabus demonstrates its relevance to the learning process.

2. Define clear and specific learning objectives.

Their integration and purpose should always be clearly established. The idea behind implementing podcast projects goes beyond simply presenting quality content. The aim is to provide a learning environment where students can apply their knowledge and professional skills. Therefore, the objectives guide students and teachers in specific activities, ensuring the efficient use of time, materials, and resources. It is essential that the objectives be measurable and contribute to the professional in training's profile.

3. Provide listening and analysis guides.

Students should have access to listening guides when analyzing podcast content. This helps students focus on the specific messages and data they need to gather from the episode they are working on. These guides are essential for navigating accent

diversity and technical terminology in authentic podcasts, especially in complex subjects or those with a high theoretical content.

4. Relate the podcast to professional problems and practices.

Working with podcasts enhances their value when contextualized within the professional environment the student will enter. By focusing on real-world scenarios, students bridge the gap between academic language and specialized professional discourse.

5. Prioritize content relevant to the learner and the work environment.

Podcasts produced and listened to are more relevant and valuable when they address the learner's interests. Topics should be related to the cultural, academic, or professional context. The podcast listened to should always facilitate the transfer of learning processes that emerge in professional practice.

6. Connection with reflective processes and debate.

Student participation in both podcast production and listening improves knowledge transfer and a thorough understanding of the messages conveyed. It is also a practice that respects the students' learning pace. Podcasts are excellent resources for sparking discussion among the student group on topics of interest. Spaces should be provided for exchanging opinions, comparing ideas, and building collective knowledge.

7. Podcasts as an assessment tool and the use of rubrics.

The experience clearly demonstrates the feasibility of using podcasts as an assessment tool, accompanied by a rubric that considers aspects relevant to the subject or skills being evaluated, at both the process and final-product levels. Its features even allow for student self-assessment in subjects related to human communication. Rubrics help to make the evaluation process transparent, allowing students to track their progress in oral fluency and accuracy.

8. Promoting research in podcast production.

To ensure that podcast content has a solid foundation, rigorous prior research is required. This review of specialized publications should be done following the

processes generally used in scientific research, which seeks the critical and systematic analysis of secondary sources of information.

9. Podcasts as a self-learning platform.

Students can use podcasts to focus their efforts on areas they perceive as weak in the podcast product itself. This creates a safe space to manage linguistic anxiety by allowing for multiple recordings and rehearsals. This allows them to continuously evaluate their work and provides them with evidence they can use to request support and feedback from more experienced professionals in the field of communication.

Conclusion

Author finish the present project, ratifying that podcasts can strengthen communication skills in future professionals. Teachers are aware of the role of podcasts in developing communication skills. This benefit should be leveraged to enhance students' professional profiles. Speaking behind the microphone demands mastery of communication techniques and the use of appropriate tone, speed, and pauses. Furthermore, they encounter issues they previously knew only as theory: conciseness, synthesis, and oral expression.

Project Outreach and Acknowledgments

This work is part of the project "Innovaciones pedagógicas e internacionalización de la formación de docentes para el desarrollo humano y sostenible." We invite the academic community to learn more about our progress and ongoing research through our official platform:

- **Website:** <https://proyecto-innovacion-e-internacional.vercel.app/>
- **Experience:** Our practical implementation and field work are continuously documented at Radio Uleam, where students transform theory into real-world broadcasting experience.

Picture 1

Practice and professional discursive appropriation at Radio ULEAM



Picture 2

Students and professors of Eloy Alfaro University of Manabi recording a podcast, 2026



Picture 3

Students and professors of Eloy Alfaro University of Manabi recording a podcast, 2026



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