Academic Podcast Entanglements
McMaster University
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Opening

The *Academic Podcast Entanglements* project stems from my undergraduate podcast series: Student Learning Podcast Experience (SLPE). Here, interviews were conducted with McMaster Humanities and Social Sciences faculty, staff and students asking how podcasts are used as an educational tool. As we advance, a spin-off podcast series, Academic Podcast Entanglements aims to interview scholars who amplify their research and teachings through podcasts. The study addresses the identified gap, academic podcasting as a method within the Knowledge Mobilization (KMb) system. Brandon David Edward-Schuth's Critical Podcasting Methodology (CPM) (2023) provides an entry point for this discussion of podcasting as a method query.

To help further associate educational podcasting nuances, the Social Sciences and the Humanities Research Council's (2012) defined Knowledge Mobilization (KMb) is applied. For instance, the connections of (KMb)'s co-creation, co-production and transfer are well-suited for answering the who or what is involved in the podcast as a method concept. Podcasts as a method, involve individual or collective knowledge brokers such as academics, researchers, students, community members, organizations, etc. Thus, the research seeks guidance from Stuart Hall's cultural representation and new media understandings to challenge podcasts as a newer modality in our cultural system (Hall, 2017). Podcasting as a method for (KMb) is most appealing to the industry because it can be understood as being part of the research process providing audiences with an account of certain phases of the research like pre-production/production/post-production, and so on.

For these reasons, the research consists of a podcast series and paper which addresses the following questions: How do academic podcasters make use of podcasts as a method of

knowledge mobilization? And in what ways does Critical Podcasting Methodology (CPM) challenges educational podcasting pedagogy? Overall, situating podcasts as entanglements of methods re-evaluate educational podcasting as a multimodal means. A system within systems.

Deliverable (1) Podcast Series

The research is shared as an 8-episode podcast series on Spotify and YouTube seeking to gain insights about podcasts as a method for knowledge mobilization (KMb): synthesis, dissemination, transfer, exchange, and co-creation or co-production by researchers and knowledge users (SSHRC, 2021). Addressing the question: In what ways does Critical Podcasting Methodology (CPM) change our understanding of podcasts as mediums of knowledge Mobilization? Since the research calls for human participation, a formal ethics application was submitted and granted by McMaster's Research Ethics Board (MacREM).

Each episode was expected to be 20 minutes long, accounting for listening capacity during a walk, commute, or activity like washing dishes. However, when co-creating and synthesizing the data, each episode developed to an average of 40 minutes in length. The rationale for editing the podcast was to situate the audience and enhance the listening experience. Mark Steadman, a podcasting consultant (2024) discusses the three key motivations for podcast listening. He suggests podcast audiences listen to learn, escape and connect (Steadman, 2024). In response, the concept of each episode is intended to be reflexive and attentive for conversation authenticity and audience reception.

In addition, the use of academic podcasting frameworks from Stacey Copeland and Hannah McGregor's, *A Guide to Academic Podcasting* (2021) extends the collective mission of podcasting dissemination and archives in the Amplify Podcast Network Project. Collectively,

these feature applications along with (CPM) could reveal valuable podcasting pedological entanglements. Further discussion of these methods will be outlined in the later part of the paper.

Deliverable (2) Academic Paper

Academic Podcast Entanglements: Podcasts as a Methodology delves into the multiple dimensions of academic podcasting as a method in teaching and research. It reveals the associated levels of engagement from all podcasting stakeholders such as education, organizations, students, and other civic engagements. The target audience is aimed for the higher education fields within the Humanities and Social Sciences. The paper serves its purpose in meeting academic expectations and standard research protocols; the academic rigour hidden behind the microphone. It is applied as a traditional and alternative method of mobilizing knowledge in communication and media studies scholarship, the podcasting industry, and the public. In addition, the paper provides contextual affordances in further analyzing and critiquing academic podcasting for its multimodality.

Spotify: Academic Podcast Entanglements
YouTube: Academic Podcast Entanglements

Season 2: Academic Podcast Entanglements

Episode	Participant	Synopsis

S2E1	Hannah McGregor	Opening Season 2 with a podcast episode from Student Learning Podcast Experience (SLPE, 2021). Listen to the conversation about podcast structures, methods, professor relations, and academic knowledge and creation.
S2E2	Chelsea Miya	From past to present day reflections on campus radio and voice prints. What do they mean to us today? Listen to the critical dialogue about remixing and remaking audio scholarship, the importance of voice in space and how podcasts can transform the ways of doing research.
S2E3	Brandon Edwards-Schuth	Join host Milica Hinic in discussion with Brandon Edwards-Schuth about his Critical Podcasting Methodology (CPM). He reveals his development and reasoning behind the CPM method. A focus on critical dialogue, relationship building and way of doing podcasting which could generate social impact.
S2E4	Ian M. Cook	Scholarly Podcasting: What, How and Why. From teaching, research, and industry…Ian shares his experiences with podcasting as a methodology.
S2E5	Lori Beckstead	Lori teaches courses in podcasting and audio production, sound design, radio production, as well as more theoretical sound studies type courses. She delves into the concepts of peer review podcasting – the benefits and tensions
S2E6	Kim Fox	A focus on critical reflexivity, co-creation & coproduction. Kim Fox shares her audio teaching and radio perspectives from the Global South.

S2E7	Roxana Escobar	Enter a world of performances through space and time. Roxana extends Afro-Peruvian woman performers of Criollo music and the relationships within the city of Lima.
S2E8	Fay Daemi	"Just hit the record button!" says, Fay. Join our organic conversation about Fay's podcasting projects, voice, and activist spaces.

Background + Intensions

Podcasting as an educational tool has been investigated with McMaster University faculty, support staff and students in undergraduate research, a podcast series: *Student Learning Podcast Experience (SLPE)* (Quail & Hinic, 2021). Here, interviews were conducted with Humanities and Social Sciences faculty, staff and students asking how podcasts are used as an educational tool. Even though many students were encouraged to use diverse forms of media, the classroom podcast applications were limited. The instructors interviewed for this research phase were applying experiential learning to their podcast efforts in classroom pedagogy. The podcast was described as audio files or podcasts designed by professors as separate DIY projects. Some used podcasts for guest lectures, pre-lecture material, or student assignments. There was some positive feedback from the experimental podcasting use within classrooms (SLPE, 2021). Even so, the levels of student engagement were difficult to measure. McMaster University Humanities and Social Sciences revealed their use of podcasts in higher education was still in its infancy. Where some scholars may perceive these podcasts as not being podcasts at all. Overall, the

researchers identified barriers to podcast knowledge, accessibility, technological intimidation, and levels of engagement. These challenges gave reasons why individuals were reluctant to use podcasts as educational tools at McMaster University. In reflection, the Student Learning Podcast Experience demonstrated that there was still work to be done with how podcasts could extend benefits to McMaster students, faculty, and support staff.

Academic Podcast Entanglements

As we advance, a spin-off podcast series, Academic Podcast Entanglements, the series aims to interview scholars who amplify their research and teachings through podcasts. For my study purposes, an academic podcaster can be defined as someone who makes use of podcasts in their teachings and research regardless of their status. Due to the nature of podcasting the definition is not a fixed one. Academic podcasting is a dynamic system thus, it acknowledges the tensions of ownership and who holds knowledge. Brandon Edward-Schuth bases his CPM on being situational, local, and contextual (Edwards-Schuth, 2023). The idea pushes boundaries to open knowledge co-creation and co-productions to individuals within educational institutions, organizations, or private sectors. Carola Boehm's *Academia in Culture 3.0: A Crime Story of Death and Rebirth* (2016) attests to this need to re-evaluate academia's role in knowledge and society. In particular, the shifts of gatekeeping functions to promote diversity and acknowledge diverse ways of knowing. Boehm (2016) emphasizes the importance of this collective shift of traditional learning environments which could co-create a democratic space for equity and social impact. That said, the research goals of Academic Podcast Entanglements include working with the existing community of academic podcasters and revealing how these individuals or groups are utilizing podcasts within transdisciplinary realms.

Entanglements

Why entanglements? Several methods co-exist within the workings of a research process and the complexity of academic podcasting becomes an entanglement of its own. So, if we could attune to the research process (KMb) and explore other forms of podcast application it could open a generative and experiential environment. An environment which permits interdisciplinary collaboration, co-creation, and epistemological humility. In this web of academic podcasters, I seek to unwind methods and make sense of things. Collectively, podcasting as a method of knowledge mobilization (KMb) could reveal the impacts of (1) the researcher and audience, (2) societal and cultural change (3) educational podcast pedagogy. Overall, the importance of investigating academic podcasters extends voice to their research findings and provides insights into constructing new routes to academic podcasting across knowledge mobilization systems.

Scholarship on Podcasting as a Methodology

The existing literature on podcasting as method has been identified in various fields of scholarship like; communication, geography, philosophy, environmental studies and so on. Nurgül Yardım Meriçliler's chapter in *Collaboration in Media Studies* (2024) delves into the concept of making, makers, and makerspaces through podcasting as a methodological tool in research. Their focus is making use of podcasts for data collection, participatory culture, and applying produsage in architectural design and media applications. The emphasis on podcast co-creation generates momentum for podcasts as digital makerspaces for community projects. Similarly, Cox et al. (2023) found that podcasts as a method of knowledge production generate meaningful social interactions which bridge the gap between education and partnerships. For instance, the transdisciplinary team for the podcast, Water Dialogue Project (2017) demonstrates how Indigenous storytelling and Western research methods open collaborative podcasting as a

knowledge mobilization tool which facilitates data gathering and representing data in and of itself. Day et al. (2017) applies the concepts of podcasting as both, a research method and as an ideal platform for sharing and learning within a decolonizing context (p.218). Furthermore, Heuristic approaches with feminist methodologies emerge from English professors Charles Wood and Devon Fitzgerald Ralston. Their article titled *Towards Best Practices for Podcast Rhetoric and Composition* (2023) reflects on the critical podcast, re:verb: A Podcast about Politics, Culture, and Language Action. They emphasize the importance of podcasting language design and how oral citation practice automatically gives back to the participant.

In addition, when referring to podcasts as "epistemic living spaces (Cox et al., 2023)," we start to unwind access to power. *The Black Podcaster Scholar: A Critical Reflection of using Podcasting as a Method* (2022) utilizes podcasting as a method for scholars, and centers on voice and Black sonic existence. Here, the strength of voices radiates and is being heard with podcasting as a methodology (Smith, 2022). In effect, these valuable conversations and sonic engagements build alliances and solidarity. For instance, the acoustic ecology *Data Streams* podcast (2024) affords knowledge translation from human and nonhuman sources. Here, the application of sound and music creates an immersive experience; shaping digital space. The audience enters a space in which podcasting as a method facilitate deep listening and storytelling in the natural sciences. The emotional response from these digital ecosystems evokes agencies which attest to how podcasting as a research method can produce geographical knowledge and generate scholar-activism (2020). In short, sharing voice(s), digital space, and transdisciplinary pedagogies are being enabled and tested. These academic podcasts open spaces and mobilize knowledge across multiple communication channels and environments.

Cultural Binds

Bernico and Dettloff (2019) revealed that podcasts as a method connote features of early radio broadcasting. Yet, the need to re-examine the modality of podcasts in our current cultural system seeks guidance from Stuart Hall's *Representation & the Media* understandings (Hall, 2017). When applying new understandings of representation to academic podcasting and KMb practices, Hall suggests, "representation is not outside the event, not after the event, but within the event itself; it is constitutive of it (p.7)". In response, podcasting as a method for knowledge mobilization is most appealing to me because it can be understood as being part of the teaching and research process. For instance, it provides audiences with an account of certain phases of the research: pre-production/production/post-production, and so on. In addition, podcasting as a method in (KMb) systems provides intimate spaces where niche communities get together and embrace participatory practices while maintaining trust and transparency.

Last, incorporating UNESCO's Imagining the Future of Knowledge Mobilization to further cultivate local knowledge production highlights the importance of community-based research in the article titled, Community-Based Research and Social Responsibility in Higher Education, (Hall & Tandon, 2021). The article emphasizes place-based epistemologies which demonstrate the ways knowledge creation is based on the local and contextual. Hall & Tandon (2021) encourage sharing lived experiences for social impacts that affect the everyday lives of people where they live and work. Collectively, these concepts echo my community-based approaches to teaching and learning and add emphasis and validation to (KMb) and (CPM); podcasting as a method.

The intention is to collaborate with academic podcasting communities, to extend accessibility and awareness to researchers, students, communities, and organizations. At the

same time, engage with how academic podcasting use has changed in higher educational settings.

Critical Podcast Methodology

Drawing from Brandon David Edwards-Schuth's Ph.D. Dissertation Radical praxis pedagogies: A critical podcast methodology (2023) investigates the academic podcast methodology potentials. Edwards-Schuth (2023) bases his framework on a critical arts inquiry or "bricolage", a multi-method approach which generates social impact (p.95). He illustrates the core components of the Critical Podcasting Methodology (CPM) are Critical Reflexivity, Voice(s) (Polyvocality and Conflict Consensus), Counter Narratives, The Dialogic Spiral and Public Pedagogy-Journalism (Edwards-Schuth, 2023 p.95). Here, we can see a grouping of methods and theories through an interdisciplinary lens of philosophy, sociology, and the critical arts (p.83). The ability to unpack these podcast nuances could generate new meanings and understandings of how a medium of knowledge mobilization can also be positioned within the teaching and research process. Perhaps these conversations could instigate others to challenge podcast use.

The Linkage of (KMb) & (CPM) Praxis

Many perceive knowledge mobilization as an end goal whereas, the (KMb) system is an ongoing process. Likewise, academic podcasts consist of several methods and are perceived as an end goal; a medium of choice to achieve broad impact. Yet, scholars are beginning to experiment with podcast use beyond the technology itself. Highlighting the linkages of (KMb) and (CPM) can shape meanings and ways of doing academic podcasting. Moreover, making connections of (KMb) process & (CPM) praxis could help knowledge brokers harness academic

podcasting within all phases of (KMb). More importantly, (CPM) could aid with these sensitive

yet deeper conversations and situate what academic podcasting means to us today.

(CPM) Critical Reflexivity & (KMb) Co-creation and co-production

Critical Reflexivity draws from critical ethnography methods where the researcher

considers their positionality concerning the research (Edward-Schuth, p.95). Here the research

critically focuses on addressing the influence or biases of oneself. The notion of dominant

discourses, mainstream standards, and access are considerable variables to consider in the

critical reflexive process. Linda Finlay (Finlay, 2012) agrees as an academic and physiotherapist,

she discusses her experiences interviewing a therapist as a therapist. Finlay (2012) looks at ways

reflexivity is part of an interviewer's role and part of the research process, and how it can also

be part of the data being collected for reflexive analysis. The concept resonates with my interest

in interviewing other podcasting scholars. To be mindful and try to reflect on how they feel in

what they reveal in the podcast conversations. Moreover, critically reflecting on my position as a

researcher, amateur academic podcaster and student could help guide the interview process.

Succinctly, it complements the (KMb) co-creation and co-production of meaningful responses.

Hence, the attention to critical reflexivity nurtures the relationships and amplifies voice(s)

beyond.

(CPM) Voice(s): Polyvocality and Conflict Consensus & (KMb) Translation

Podcasting interviews demonstrate voices of inclusion, diversity, and equality in

conversation (McHugh, 2022). Moreover, Ian Cook (2020) discusses how the changes in

language use allows academics to be open (no paywalls) and provide information in a more

accessible "everyday" language. This validates the feature of Voice(s) sub-themes: polyvocality

and conflict consensus; a default of democratic dialogue and conflict practices (Edward-Schuth,2023, p.100). Regarding the idea of 'default,' Edward-Schuth mentions that democratic dialogue may or may not be welcomed. However, he stresses if the dialogue is welcomed, it creates "fluidity between host-guests and guests-hosts (Edward-Schuth, 2023, p.100)". An example of democratic dialogue is articulated in the Art of Change (McMaster OCE, 2022). In the podcast series, they demonstrate how voice(s) interact and exchange knowledge between activists, academics, policymakers, community organizers, and engaged citizens driving change in their communities. Together, through polyvocality and conflict consensus, they embrace an inclusive, personal, and empowering dialogue.

(CPM) Counter-Narratives & (KMb) Synthesis

The application of (KMb) knowledge synthesis; the story behind the voice(s) is an important piece in the meaning-making process. While, in Critique of Podcasting as an Anthropological Method (Cook, 2020) notes how some scholars have a challenging time accepting the use of 'unscholarly' forms of analysis. According to (CPM) frameworks, sub-theme Counter-Narratives involve listening and sharing lived experiences, shedding awareness, challenging oppressive hierarchies, and building relationships of trust for social movement (Edwards-Schuth, 2023, p.101). Ian Cook (2020) claims the opportunity to use digital methodology like podcasts to bring forward these oppressive concerns. He exemplifies this, in his research with Sahana Udupa, a podcast titled Online Gods: Digital Cultures in India and Beyond (2020). Cook (2020) applies podcasts as a method to analysis how digitalization was changing public spheres in India by national belonging, politics, and religion. Similarly, Doing

Digital Humanities (Barber, 2020) makes connections to digital storytelling and multimodalities like podcasts to help ground the idea of iterative approaches to practice-based pedagogy.

(CPM) Dialogic Spirals & (KMb) Dissemination

The sub-theme of Dialogic Spirals is meshed in the conversation by challenging the research-participant binary, where speakers-listeners share understanding, learn and are open to vulnerability (Edwards-Schuth, 2023, p.102). More importantly, they are resistant to complex structures of power and traditional publishing. Where Bernico and Dettloff (2019) suggest podcasts and radio alike help establish personal narratives and anti-oppressive constructs, they are not dependent on literacy (public, organic intellectuals) (p.308). The idea of providing the public with accessible means like podcasts to synthesize data offers an increase in societal and cultural awareness. This echos the Pedagogy, and the Inheritance of the Clandestine Radio (Bernico & Dettloff, 2019) which provide historical accounts of radio use as a method to mobilize public action for social justice. When placed within contemporary contexts, the capacities of podcasts as a method for social movement are notable inherited features.

(CPM) Public Pedagogy- Journalism & (KMb) Co-creation and dissemination

Journalism has notably been used in sharing individual accounts of lived experiences. In this field, researchers and scholars begin to take on a scholar-activist role in pushing boundaries between academia and the public sphere (Edwards-Schuth, 2023, p.104). These can be demonstrated by various guidebooks, workshops, and transdisciplinary concepts like (CPM). From a literacy, cultural, and digital perspective, Martha Pennington (2017) seeks a balance between homogenization and innovation. Pennington (2017) argues that if we are

interconnecting historical and contemporary languages, mediums, and methodologies, we should be rethinking the ways literacy and culture operate within the digital systems (p.261). To enlighten educational podcast pedagogy, Out on a Wire, (Abel, 2015) provides a pathway to Pennington's idea of balance through storytelling materials of radio broadcasting. The graphic novel narrates the details of an interview structure (an ancient storytelling structure). The anecdote is a sequence of actions: what happened, this happened, then that happened (Abel, 2015, p.20). Here we can see how interconnecting traditional public pedagogy into a contemporary podcasting model could find some unity. Sensitizing how digital innovation such as podcasts has created affordance to accessibility, changes in social behaviour and pedagogies which are key in cultural media shifts. Noting, Stuart Hall (2017) On Culture is Primary, describes "Cultures consist of the maps of meaning, the frameworks of intelligibility, the things which allow us to make sense of a world which exists but is ambiguous as to its meaning until we've made sense of it (p.9)." In this response, we can illustrate the cross-public-academic veins of educational podcasting pedagogy in (CPM) and learning from the past (KMb) public dissemination teachings of radio transmission.

Collectively, the literature scan addresses the multi-faceted ways the Critical Podcasting Methodology (CPM) attempts to change our understanding of podcasts as mediums of knowledge mobilization (KMb). In linking the (CPM) within (KMb) system we could fill in the gaps of how podcasts as a method impact, researchers, audiences, and educational podcast pedagogy. In terms of design, the critical podcast methodology (CPM) focuses, "on the cogeneration of knowledge, relationship, community, and social change (Edwards-Schuth, 2023, p.94)." It differs from other educational podcasting pedagogies since it captures several methods

and relations between knowledge brokers. Situating podcasts as entanglements of methods re-evaluates podcasts as a multimodal digital tool. A system within a system.

Research-Creation + Voices as Data

A qualitative method for research was used for this research-creation project. Drawing upon (CPM), Critical podcast interviews were conducted via Zoom. The reasoning behind choosing this platform versus other digital applications was the user experience and familiarity of the technology. Everyone involved with the project has already been exposed to the Zoom space and has familiarized themselves with the platform's affordances. For instance, the benefits of international scheduling, and recording separate video and audio files directly to your computer or cloud make Zoom an ideal platform for podcast co-production.

The sample population was academic podcasters from all levels of expertise, located geographically everywhere. Participants were recruited by snowball sampling methodology via social media platforms and email recruitment. In doing so, the learning environment was open to new academic possibilities and perspectives. Open-ended questions were asked to allow for organic conversation, generative meaning-making, and trust-building. All these features complement the (CPM) and (KMb) methods in sharing voices as data.

The process of recording interviews or conversations for research has been structured within various academic disciplines such as anthropology and sociology (Cook,2020). Similarly, recording voices from a Communications and New Media lens gathers methods from journalism and ethnographical approaches to interviews. The concept of voices as data is not a new one. However, the podcasting process requires additional technological skill and assistance from the digital humanities, specifically, with the guidance of audio recording, sound feedback,

microphone positioning, Zoom settings, audio editing software, music/sound files and transcription.

The Sherman Centre for Digital Scholarship (SCDS), Graduate Residency facilitated the creative research project with expert podcasting support which included attuning to the (physical and digital) environments. Since all the episodes were recorded via Zoom platform, testing the external research space or physical environments felt necessary for quality assurance. The Lyon's New Media Centre provided the project with a professional podcasting studio space (recording booth) and free access to Adobe Audition. Unfortunately, due to time constraints in learning new software, the open-source audio editing program, Audacity, was used to edit the final podcast episodes. Overall, Audacity's sound output quality had increased significantly. Mainly because of (SCDS) - suggested environmental, technical equipment positioning and Zoom setting adjustments made.

Before public release (Spotify and YouTube), the academic podcasters were asked to review their episode for changes or sound additions. The idea was to allow continuous dialogue and collaboration between all individuals from the project, beginning to end.

To further mobilize and accredit the academic podcaster's projects, a choice of oral citation approaches and show notes are expressed within each podcast episode. Together these media production practices provide an inclusive and accessible means to the academic podcaster and their audiences. While, making connections to those niche academic podcasts, articles, or related works to the academic podcaster. In doing so, the podcast instantly gives back to the academic podcaster community!

Other materials include Stacy Copeland and Hannah McGregor's *Guide to Academic Podcasting* (2021). They provide; useful checklists, and templates for the media production, and planning phases of the project. In these phases of podcast creation, the idea was to experiment with length, structure and music while keeping (CPM)'s focus on dialogue and community. To which Ian M. Cook's *Scholarly Podcasting Why, What, How?* (2023) provided transdisciplinary scholarly podcast examples and detailed accounts of how scholarly podcasting is being done. In having these contextual materials, together they genuinely helped situate the Academic Podcast Entanglement creative project pathway.

Lastly, my decision to use YouTube and Spotify for the podcast series was primarily chosen for synchronization - Series 1: Student Learning Podcast Experience with Series 2. Also, the user experience and familiarity of the two applications made the file transition process efficient and timely.

Threads + Cords

Throughout each conversation the common threads and cords being interconnected and unfolded were...

(1) Voices

(2) Freedom

(3) Experiential Learning

Voices

The language around voices between the 8 episodes was situated around audio storytelling, critical engagement, and how voice creates agency.

> S2E5
>
> 7:10 Speaking is messy and imprecise, but what it does force us to do is articulate our argument, our data, our study in a somewhat simplified way to be able to explain it in conversation, even if it is explaining it to another academic, It just, you know, it forces you into a different, like different parts of your brain are engaged to do that.
>
> ~ Lori Beckstead

Situating voices in the middle of the entanglement center voice as the activator with/in/out and around the local, contextual, and situational. Several podcast guests emphasized dialogue and the reciprocal value of having conversations. Whether these conversations provided awareness in a specific community or a critique during an open peer review podcast, each discussion involved having those intimate conversations- sharing experience, critical engagement, and digital storytelling.

> S2E8
>
> 6:11
> We just started, you know, talking, you know, this interesting conversation which led the beautiful brainstorming or getting to know what we should do about the whole project and stuff like that.
>
> 6:24
> So! I think for us it is mostly organic, especially if there is, you know, a group of people that's getting together to have just, you know, friendly conversations.
>
> ~ Fay Daemi

> S2E7
>
> 12:54
>
> It's a storytelling practice in which knowledge is being produced, in which memories are being activated, in which stories, even composition songs that no one has ever heard are being shared in Criollo spaces because that's what it's supposed to do.
>
> ~Roxana Escobar

In short, podcasts are humanizing the professor (Hinic & Quail, 2021) and humanizing academia (Hinic, 2024). It is a method for building relationships with audiences and across the dimensional layers of communities. It opens intimacy, emotions and agency for all parties involved (students, faculty, organizations, and publics). In reflection to Ian Cook's conversation, scholars or anyone for that matter will make more time to talk to you about their research for a podcast interview because it is rewarding and gives back (Academic Podcast Entanglements, 2024). It is the reciprocal nature of dialogue, the process of meshing voices, and the dialogic spiral and public pedagogy that (CPM) reveals. Not only do these qualities amplify information onto others to hear, engage and challenge, from these conversations, we can validate that collective voices were and are continuously transforming meanings of podcast representation and culture.

Freedom

The idea of embodiment in the digital space creates freedom of space and status. Roxana Escobar explores human geographies in presenting Afro-Peruvian Criollo music/culture in Lima Peru. She told me that she does not listen to academic podcasts or considers her PhD dissertation an academic podcast. However, when describing her podcasting methodology approaches, they do reflect CPM's praxis: critical reflexivity, voices, and counter-narratives. She uses podcasts to create a digital space for Criollo women to perform and share their lived experiences. As Roxana says, "Podcasts became a place of freedom for the Afro-Peruvian women to shine. A digital space for knowledge creation of the past, present and for the future (Academic Podcast Entanglements, 2024)".

> S2E6
>
> 29:26
>
> So, it's nice to be in these different spaces because even though they're different, they have something similar.
>
> ~Kim Fox

As Ian Cook says scholarly podcasts are a "forgiving medium" for knowledge mobilization practices; and actions of freeing voices and emotions. But even if it is a performance, we are still the people controlling space. We are going to edit the podcast to some degree (Academic Podcast Entanglements, 2024). Even so, we have this transition occurring where academics are engaging with counter-narratives and challenging hierarchies. On the contrary, the need to address the elephant in the room (power-knowledge/knowledge power) remains an ongoing discourse.

> S2E4
>
> 6:03
>
> ...it's a really good way of like starting new cycles of knowledge production also of messing with the hierarchies of who is, you know, who's the expert and who's not.
>
> ~ Ian M. Cook

> S2E6
>
> 12:00
> Maybe that's why it's like, yeah, we're going to put our work into the public sphere because that's where it belongs.
>
> 12:07
> That's where the dialogue is going to happen.
>
> 12:10
> That builds on whatever you've put out into the public sphere.
>
> ~ Kim Fox

The academic podcasters have been freeing up education to the best of their capacities by utilizing (KMb) practices of synthesizing, translating, and mobilizing these voices into public spheres. In effect, a digital archive emerges for preservation; an ideal agent for memory activation and co-creation of new meanings. Collectively, these temporalities push creativity!

Experiential Learning

The themes of application, design, flexibility...

> S2E1
>
> 7:44
>
> There's been a real rise in how much people are using this medium to play around with what constitutes scholarly knowledge production.
>
> ~Hannah McGregor

The academic podcasters each apply diverse methodologies such as feminist approaches, community-based, place-based, and Indigenous decolonizing methods which introduce multiple perspectives and meanings. As Hannah McGregor states, podcasting opens the flexibility to play (SLPE, 2021). Contextually, academic podcasting allows us to apply our knowledge to practice. From here, we critically share our data, identify knowledge gaps, and challenge each other (CPM's dialogical spiral).

> S2E2
>
> 7:24
>
> The dialogic spiral in particular, I wanted to see if there's a way to like switch up research so that it's like you're not doing research on, you're doing research for and with.
>
> ~Brandon Edwards-Schuth

For example, *Spoken Web* Season 3 Episode 8: Listening Party (2022) emphasizes the cultural shifts that were being experimented on in the past. More specifically, the representations of campus radio and public broadcasting. Here, the social movements of faculty and students were experimenting with the dualities of public and academic pedagogies.

> S2E2
>
> 6:59
>
> In the case of the radio show, we were really captivated by this really fantastic and weird artsy experimental show
>
> ~ Chelsea Miya

And we can see that this conversation continues to be challenged in the current academic podcasting era. In this case, academic podcasting generates a multimodality which affords blurred lines and epistemological humility. In other words, academic podcasting as a method within knowledge mobilization processes allows room for creativity and failure. It teaches us that classroom or research design can be undone and redone again; an iterative process.

Sensitivities + Safety + More Questions

According to voice(s) as data, the (CPM) features are effectively being experimented with and used by researchers, faculty, staff, and students. But as Lori Beckstead puts it, "they might just be calling it something else (Academic Podcast Entanglements, 2024)".

If we continue to push boundaries to academic podcasting what are the dangers? Disconnects?

<u>**Theory – methods – credibility**</u>

Theory – W*ays of being* in the academic world, organizations, and public.

Methods – *Ways of doing:* soft skills, hard skills and lived experiences.

Credibility – Who is an expert?

While closely listening, each expert or knowledge broker has their own biases or their own ways of being or ways of doing academic podcasting. In terms of using academic podcasting within (KMb), if others take infographics, posters, papers, and documentaries seriously, then academic podcasting within knowledge mobilization practices should be taken seriously. Academic podcasting is a scholarship method, public pedagogy, and communication method for unity. Each podcast conversation revealed how academic podcasters used podcasts in the classroom for their teaching and learning strategies. Collectively, Brandon, Kim, Lori, and Hannah experimented with (KMb) practices and (CPM) methods even if they described it as something else. They challenged the medium (podcast) and the classroom design (higher education teaching pedagogy). In terms of research strategies, Chelsea, Ian, Roxana, and Fay demonstrated the academic podcast nuances through (KMb) synthesis, translation, co-creation, and dissemination. Overall, each podcaster made use of podcasts as a means of an educational tool, a method; a multimodal medium.

Future of Academic Podcasting

Let us hope for academic podcasting and (KMb) practices to keep communicating in/out and within each other. As our world shifts to AI synthesis, translation, co-creation and dissemination, human responsibility involves the continuity of working and reworking with all knowledge brokers. The action of academic podcasting and its cultural impacts could intensify

the need for and importance of ethics, values, and trust. In addition, a co-created communal set of guidelines for these multi-dimensional knowledge productions could help keep balance and avoid the risk of misrepresentation, misinformation, or misconduct.

The future leaves us with more questions unanswered and with more entanglements. From (CPM)'s situational, local, and contextual frameworks the research has demonstrated podcasting as a method is feasible. The notion is that many knowledge brokers have been using similar praxes within their educational pedagogy or research. Stuart Hall's media representation and culture theory teaches us that new meanings and representations continue to be tested and applied in a collective dynamic manner. As we collectively try to make sense of our digital environments and responses to them, we may or may not completely agree with what is being done. Yet, these challenges have been integrated with part of the (CPM) and (KMb) dialogue processes. The idea of makerspaces, community, and access to power have been given opportunities for voice, freedom and experiential learning through podcasting.

At the same time, these intersections may be the limitations to Academic Podcast Entanglements. The blurred lines between public and academic pedagogy may generate hesitancies or lack of strength in certain academic teaching or research uptake. Even so, the consensus of podcasting as a method, as a multimodal system has been generating an increase of podcast conversations and academic podcasting interest. Overall, in situating podcasts as a method of knowledge mobilization, the podcast series and paper encourage others to use their voice, co-create freedom and design accessible experiential learning practices inside and outside of the classroom.

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