

**The Integration of Podcasts in Teacher Training and the Efficient Use of Technology tools  
in the Contemporary Didactic Trends class**

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### **Dedication**

I would like to express my deepest gratitude to the individuals and institutions that have supported me throughout my academic journey.

First and foremost, I am profoundly grateful to my mother, whose unwavering love, resilience, and encouragement have been a constant source of strength. Her guidance has instilled in me hope, determination, and the perseverance to overcome challenges.

I extend my sincere appreciation to my family for their enduring support and motivation, which have been instrumental in my personal and academic growth.

I am also deeply indebted to my teachers, whose mentorship and wisdom have shaped my intellectual and professional aspirations. Their dedication has provided me with the knowledge and inspiration to pursue my goals.

Finally, I would like to acknowledge my university and the public education system for granting me the invaluable opportunity to pursue higher learning. Their role in fostering academic excellence has been foundational to my development.

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## Resumen

**Título:** Integración de podcasts en la formación docente y el uso eficiente de herramientas tecnológicas en la clase de Tendencias Didácticas Contemporáneas.<sup>1</sup>

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**Palabras Clave:** Podcasts, Formación docente, Herramientas tecnológicas, Tendencias Didácticas Contemporáneas.

**Descripción:** Esta intervención pedagógica tuvo como objetivo dotar a los futuros educadores con habilidades propias del siglo XXI, como el pensamiento crítico, metodologías innovadoras y tecnologías emergentes, incluyendo la creación de podcasts. Basándome en mi experiencia personal como estudiante de lenguas extranjeras y posteriormente como profesional en este campo, el proyecto abordó la carencia de recursos digitales que apoyen los enfoques pedagógicos modernos. El proyecto fomentó el diálogo mediante podcasts sobre temas relevantes para futuros profesores de lenguas en la UIS, integrando esta herramienta en el curso de Tendencias Didácticas Contemporáneas para mejorar las experiencias de aprendizaje y abordar desafíos educativos. La intervención se centró en incorporar podcasts al curso de Tendencias Didácticas Contemporáneas durante el primer semestre del 2025 mientras brindaba apoyo a docentes en formación mediante actividades y herramientas basadas en IA. Participaron nueve estudiantes (cinco hombres y cuatro mujeres). La intervención logró tres objetivos: integrar exitosamente podcasts y herramientas de IA en metodologías docentes modernas, implementar actividades con podcasts alineadas al currículo que mejoraron los enfoques didácticos y los resultados de aprendizaje, y demostrar los beneficios educativos de los podcasts con apoyo de IA, los cuales enriquecieron las discusiones entre pares y el desarrollo de habilidades del siglo XXI. Los resultados subrayan la eficacia del aprendizaje basado en podcasts en la formación docente, especialmente con diseños potenciados por IA, proporcionando un marco para integrar tecnologías emergentes en la enseñanza de lenguas mientras se atienden las demandas de alfabetización digital.

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### Abstract

**Title:** The integration of podcasts in teacher training and the efficient use of technology tools in the Contemporary Didactic Trends class<sup>3</sup>

**Author:** Daniela Andrea Umaña Rodríguez<sup>4</sup>

**Key Words:** Podcasts, Teacher training, Technology tools, Contemporary Didactic Trends

**Description:** This pedagogical intervention was designed to equip future educators with essential 21st-century skills, including critical thinking, innovative methodologies, and emerging technologies with particular emphasis on podcast creation. Building on my experience as both a foreign language student and later as a professional in the field, the project sought to address the significant gap in digital resources that support modern teaching approaches. The initiative specifically promoted professional dialogue through subject-relevant podcasts for aspiring language teachers at UIS, strategically incorporating this technology into the Contemporary Didactic Trends course to enhance learning experiences and tackle educational challenges. The intervention focused on integrating podcasting into the Contemporary Didactic Trends curriculum during the first semester of 2025, while simultaneously providing AI-supported learning activities for teacher candidates. The study involved nine participants (five male and four female students) and successfully achieved three primary objectives: first, the effective incorporation of podcast and AI technologies into contemporary teaching methods; second, the implementation of curriculum-aligned podcast activities that improved both instructional approaches and learning outcomes; and third, the demonstration of AI-enhanced podcasting's educational benefits in fostering peer discussions and developing 21st-century skills. These results highlight the effectiveness of podcast-based learning in teacher education, especially when combined with AI-enhanced instructional design. The study provides a practical framework for integrating cutting-edge technologies into language teaching while simultaneously addressing the growing need for digital literacy in teacher training programs. The findings offer valuable insights for educator preparation in our increasingly digital educational landscape.

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## Introduction

This paper presents a proposal for a pedagogical implementation project that was carried out within the framework of the teaching practicum to fulfill the requirements for a degree in Foreign Language with an Emphasis in English from the Language School at Universidad Industrial de Santander (UIS). This project introduced a structured pedagogical intervention within the *Contemporary Didactic Trends* (41231) course during the first academic semester of 2025. The main objective of this pedagogical intervention was to provide prospective educators with essential skills for the 21st century, such as critical thinking, the application of innovative methodologies, and the incorporation of emerging technologies, including the creation of Podcasts and the utilization of Artificial Intelligence (AI) tools for English language teaching.

The project was designed to present diverse methods of sharing knowledge through podcasts by utilizing tools of Information and Communication Technologies (ICTs). The methods included instructional videos, multimedia presentation, and interactive workshops, all designed to develop the essential skills for podcast creation. These resources provided step-by-step guidelines, practical demonstrations, and relevant informational content to support learners throughout the process.

The creation process was entirely conducted using Artificial Intelligence tools, divided into three distinct phases: pre-creation, during creation, and post-creation. The pre-creation phase provided pre-service English teachers and Educators with a tool that enabled them to organize and plan their podcasts effectively. During the creation phase, it involved the use of AI tools for editing and production purposes, as well as the utilization of AI tools to produce podcast cover

art and logos. Finally, in the post-creation phase, AI tools were used to distribute the Podcast content with a wider audience.

### **Contextualization and rationale**

This pedagogical intervention was designed to address the requirement for the integration of technological tools in the realm of the course in *Contemporary Didactic Trends* (41231). Drawing from my personal experience and professional expertise in the field of foreign languages, it has become evident that there is a dearth of digital resources that facilitate didactic growth aligned with contemporary teaching approaches. Throughout my professional career here at UIS, I have observed a scarcity of resources and implementation of technological tools in various subjects. This issue became apparent to me from the beginning of my career, as very few professors utilized digital tools that would enable me to stay at the forefront of my educational journey. Consequently, there arises a necessity to introduce a didactic unit that equips prospective educators with essential skills for the 21st century, including critical thinking, the utilization of innovative methodologies, and the incorporation of emerging technologies. I deem these competencies crucial in navigating a world that is perpetually evolving and undergoing transformation.

As my career progresses, after about four years of studying the foreign language program in English at UIS, the implementation of new technological tools that keep pace with technological advancements was evident, as technology and education are two areas that need to be connected. Due to this rationale, the continuous advancement in technology results in

improvements in education. Novel technological resources, such as podcasts and applications utilizing AI, serve as innovative teaching methodologies that must be incorporated not only in the domain of contemporary didactic trends but also in all subjects pertaining to the study of the English language within the foreign language curriculum.

The importance of providing new teaching methods linked to technology is entirely due to the different perspectives and realities that each teacher must deal with when realizing his project as a teacher. For this reason, new teaching methods must include the use of technological tools that enable students to develop critical skills. Helping student teachers develop critical thinking skills requires innovative teaching strategies that leverage technology. To bring about a good and evolutionary change in the way knowledge is acquired in the classroom, it is important to integrate the use of ICTs and teaching styles.

The current proposal presented videos, presentations and workshops on the skills required to create and use podcasts as a teaching method using the ICTs tools. The following course work was conducted in the subject area of *Contemporary Didactic Trends*. This subject is included in the Foreign Language Curriculum with an emphasis on English from the Languages School at UIS, which lasts for 10 academic semesters in a personal setting, affiliated with the Faculty of Humanities. This English degree program belongs to the Language School, which was established on the basis of the agreement No. 153 dated November 28, 2000, and was integrated into the National System of Higher Education (SNIES) on June 29, 2001 under the National Ministry of Education (MEN in Spanish) Resolution 1361 in accordance with MEN resolution 1361 according to the Program Educational Program (PEP) (2016). The foreign language program of UIS combines not only the complementary perspectives of Critical Pedagogy,

Post-Method Didactics and Research Applied to Foreign Languages, but also the perspectives of different fields of study, Language, Culture, Literature, Applied Linguistics and Research.

Particularly, the subject of *Contemporary Didactic Trends* is as of now within the seventh semester of the Bachelor's degree program in Foreign Languages with a focus on English. And it is part of one of the needs proposed by the Service of National Instruction (MEN) in Proclaim 2041 of 2016, specifically: didactics of the disciplines shaped by the subjects that frame the establishments of the didactics of instructing English in foreign language contexts. The subject is found within the seventh semester and requires didactic English as a prerequisite, it has 2 ponder focuses and an hourly escalated of four hours per week, partitioned as takes after: 2 theoretical hours and 2 practical hours. The aim of the subject is to supply students with a comprehensive understanding of current patterns in outside dialect education as well as an overview of the strategies and approaches right now utilized. The foundation of the methodology consists of reading seminars, where assigned texts are discussed, and workshops, which involve students engaging in practical tasks. These courses encompass a range of topics, such as the creation of materials, conducting database searches, working on project assignments, and participating in feedback sessions. Additionally, the teacher's assessment system is based on various components, including assignments, class work, attendance, classroom observation and needs analysis, project proposals, reflective papers, and oral presentations.

After providing the necessary contextual background and relevant characteristics of the topic, it is appropriate to proceed with presenting a comprehensive portrayal of the project. In addition to highlighting the importance and application of podcasts in educational projects as a

cutting-edge and efficient tool that can improve the standard of education, this discussion will also delve into the use of Artificial Intelligence tools to enhance the podcast creation process.

What is the significance of podcasts and their implementation in this class? The utilization of podcasts in pedagogical projects is an innovative and effective tool that has the potential to enhance the quality of education. Podcasts can be broadly defined as audio and video files provided in digital formats and are increasingly used in higher education to support and enhance learning and teaching (McGarr, 2009). Podcasting is part of a broader expansion and diversification of digital technology in education, responding to desires for and commitments to greater student interaction, the introduction of alternative methods of inquiry and epistemologies to curricula, and creative and broader communication of knowledge and research (Gurran 2018; Sen et al., 2017). Furthermore, the innovative format of podcasts can pique students' interest, particularly those drawn to technology.

The Organization for Economic Cooperation and Development (2005) emphasizes the importance of utilizing ICT in education for various purposes. Firstly, it should be employed to equip students with the necessary skills that will be valuable in their future professional endeavors. Secondly, it should facilitate access to information and communication beyond the confines of the classroom. Thirdly, it should aid in individual development through external networks. Lastly, it should contribute to the enhancement and transformation of the learning and teaching process. In line with these objectives, the incorporation of podcasts in this educational project seeks to leverage ICT to engage students in activities that foster critical thinking and enable them to construct their own knowledge based on their personal experiences.

By offering students the opportunity to explore topics and concepts at their own pace, educational podcasts can effectively support constructive learning. Lazzari (2009) posits that podcasting functions as a tool for distributing diverse forms of digital media content, including texts, images, and videos, pertaining to topics or concepts. These media files can be conveniently accessed and played back on portable media players through the Internet. In contrast, Al Sheef and Althobaiti (2019) conducted a study that examines a distinct dimension of podcasting. Their research emphasizes the advantageous role of podcasts in exploring culture, values, and history. Consequently, it is suggested that the integration of this format should be contemplated to empower future educators in embracing innovative approaches to communication, promoting critical pedagogy, utilizing technology, and facilitating meaningful discussions on relevant subjects in the future.

Therefore, I presented the following question: Do current and future Colombian educators possess the necessary skills and knowledge to effectively adopt cutting-edge technological advancements? To address this question, I examined various viewpoints. Young (2010) asserts that individuals in this profession should possess the capacity to acclimate to the swift transformations brought about by advancements in information and communication, as well as the knowledge society. Moreover, they should be capable of meeting the diverse educational needs of the new generations, not solely within the confines of the classroom, but also within the broader societal context.

The primary objective of this educational implementation project is to foster dialogue by utilizing podcasts that revolve around subjects relevant to prospective language teachers at UIS. Consequently, the intention is to incorporate podcasting into various activities in the

*Contemporary Didactic Trends* course that enable these individuals to create, produce, and apply their own learning experiences, all while connecting them to issues that impact educators. As teachers in the digital era, it is imperative for them to confront novel challenges and adapt to the evolving societal framework. This process aids in their assimilation and alignment with the contemporary social model, wherein technology and education must harmoniously coexist.

Teacher training that focuses on integrating ICTs in the classroom should aim to develop skills in the technical, pedagogical, and methodological aspects of these new tools. According to Rodríguez and Pozuelos (2009), without this combination of skills, the potential of these technologies is significantly limited. The authors also argue that teachers should be innovative and knowledgeable about the instrumental and pedagogical use of technological resources. They should be able to design and create multimedia materials, as well as employ the latest methodologies to achieve the best results from their students. It is crucial, therefore, to equip teachers with innovative skills that enable them to implement the latest methodologies and effectively engage students who are part of a technology-driven society or are considered digital natives.

What are the justifications for pursuing the development of Artificial Intelligence for the production of Podcasts? The term intelligence refers to the ability to acquire and apply different skills and knowledge to solve a given problem. In addition, intelligence is also concerned with the use of general mental capability to solve, reason, and learn various situations according (Feuerstein, 2002). The origin of artificial intelligence goes back to the advances made by Alan Turing during World War II in the decoding of messages. The term as such was first used in

1950, but it was only in the 1980s when research began to grow with the resolution of algebra equations and analysis of texts in different languages (Shabbir & Anwer, 2018).

Today's Artificial Intelligence has the capabilities to imitate human intelligence, performing various tasks that require thinking and learning, solving problems and making various decisions. Artificial Intelligence software or programs that are inserted into robots, computers, or other related systems which give them the necessary thinking ability. UNESCO Director-General Audrey Azoulay stressed that "humanity is on the threshold of a new era" and that the "transformation has already begun" (2018). As time has advanced teachers are demanded to be part of a new technological era in which their skills are demanded to be updated. Following those ideas, considering the reality of the fast growth of technology and digital media, educators need to bring these digital means into the classroom and teachers know that the integration of ICT can lead students to reach the outcomes of the course (García & Rey, 2013).

AI plays a crucial role in the field of education. According to the U.S. Department of Education (2023), there are three key reasons to consider the integration of AI in education. Firstly, AI has the potential to enhance educational priorities in a more efficient and cost-effective manner. With the policy priority of addressing the unfinished learning of students due to the pandemic, AI can improve the adaptability of learning resources to cater to individual students' strengths and needs. Additionally, AI can provide teachers with greater support through automated assistants or other tools, thereby improving teaching jobs. Secondly, the urgency and importance of AI in education stem from the awareness of system-level risks and concerns about potential future risks. For instance, there is a possibility of increased surveillance of students. However, it is important to note that the Department firmly rejects the notion that AI could

replace teachers. Lastly, the urgency arises due to the potential unintended consequences that may arise at scale. When AI is used to automate instructional decisions, educators may encounter undesirable outcomes. For example, if AI adjusts the pace of the curriculum based on incomplete data, flawed theories, or biased assumptions about learning, it could widen achievement gaps among students.

Finally, the utilization of AI-based activities will be implemented to cater to the varying and dynamic requirements of learners, learning environments, and novel tools and resources. This approach aims to incorporate and tackle the latest technologies and insights in the field of learning.

## 1. General Objective

The present work aims to apply a pedagogical intervention that facilitates the integration of podcasts into the syllabus of the *Contemporary Didactic Trends* class in the semester of 2025-1. Furthermore, the pedagogical intervention aims to offer essential assistance to prospective language teachers within the classroom setting through the utilization of activities and tools rooted in artificial intelligence. These activities and tools have been suggested as effective methodologies for teaching. The design of these activities will be guided by the program of the teacher's subject, ensuring that it aligns with the learning objectives and outcomes of the curriculum. The proposed approach is expected to enhance the effectiveness of podcast-based instruction and promote the adoption of innovative teaching practices in the classroom.

### 1.1 Specific Objectives

1. To design podcasts into modern pedagogical approaches by the incorporation of technological tools based on Artificial Intelligence.
2. To implement learning activities that integrate podcasts and AI to promote contemporary didactic trends and enhance student outcomes.
3. To assess the impacts of creating podcasts by implementing technological tools based on Artificial Intelligence for the students participating in the pedagogical intervention.

## 2. Theoretical Framework

## **2.1 Podcast: Benefits of Utilizing Digital Audio Broadcasting**

The term "podcast" is a combination of the words "iPod" and "broadcast" (Watson, 2005). It was first used by Ben Hammersley, a columnist for The Guardian and a journalist for the BBC, in early February 2004. Hammersley coined the term while writing an article for The Guardian newspaper. The term gained popularity within the audio blogging community in September 2004 when Danny Gregoire (2004) introduced it in a message to the iPodder-dev mailing list. Adam Curry, a podcaster, then adopted the term based on Gregoire's usage. It is worth noting that despite its etymology, podcast content can be accessed using any computer or similar device capable of playing media files. The term "podcast" actually predates Apple's addition of podcasting features to the iPod and iTunes software (BBC news, 2005).

According to Cambridge Dictionary (2022) a podcast refers to a digital program that is accessible for downloading through the Internet. It typically consists of a series of digital audio files that users can download onto their personal devices and listen to at their convenience. While podcasts are primarily focused on audio content, some programs also include additional video elements. Streaming applications and podcasting services offer a convenient and integrated solution for users to organize their personal podcast playlists across various sources and playback devices. It can be used through the internet freely and can be listened to on any devices that support MP3/MP4 files such as a computer, smartphone, and MP3 player (Samad, Bustari, & Ahmad, 2017).

Podcasts have three different types available on the internet, including audio Podcast, video Podcast and enhanced Podcast, a combination of image and audio (Sze, 2006; Bolliger, et

al., 2010; Shoar, et al., 2011; Darwis, 2016). Audio podcasts are the most widely used type of podcast, however, information delivery is limited to only the auditory mode. Audio podcasts utilize the .mp3 format. Enhanced podcasts enable pictures to be displayed and linked to the corresponding narration using chapter markers. The addition of multimedia enables the engagement of the learner through dual channels, auditory and visual. Enhanced podcasts offer reduced file size and streamlined viewing with chapter markers for each image and its associated narrative. Enhanced podcasts utilize the .m4a format. Full-motion video podcasts incorporate video media, utilizing the .mp4 or .mov formats. The cognitive benefits of multimedia are well-documented (van Merriënboer & Ayres, 2005; Mayer, 2009).

Despite the recent literature on the advantages of incorporating podcasts into educational settings, authors such as Lazzari (2009) emphasize the importance of conducting research to investigate the actual influence of podcasts on the learning processes of students, regardless of whether they are consuming or producing the podcasts. Instead, it necessitates educators to implement it and enhance any instructional approach through ongoing technological training (Saborío, 2018). Podcasts are a valuable learning resource for teachers and students because they provide direct delivery of and access to instructional materials outside of the classroom (Pilarski, Johnstone, Pettepher, & Osheroff, 2008).

Various instances demonstrate the outcomes of utilizing podcasts. According to prior studies, podcasts have multiple effects on language proficiency among its users, as discovered by researchers. Podcast influences of improving listening and speaking skill (Bustari et al., 2017; Abdulrahman, Basalama, & Widodo, 2018; Yoestara & Putri, 2019), increasing student's motivation and attitude in learning English (Meng Chan, Won Chi, Nyet Chin, & Yao Lin, 2011;

Chung & Kim, 2016). Podcasts can advance language learning in pronunciation, vocabulary, grammar, and related learning activities. The students enjoyed using podcasts for learning English and they showed positive perceptions and attitudes towards the use of podcasts in learning English (Darwis, 2016).

Another positive impact is related to the availability of high-quality multimedia material at home supporting learners who are at a disadvantage in the traditional classroom, such as those with learning disabilities or for whom English is not their first language (Copley, 2007). The emergence of podcasting as a modern technology has had a significant impact on the realm of education. It has revolutionized the way students obtain information and interact with educational resources. Podcasts offer educators a valuable tool to create engaging audio content that can be easily accessed by students at their own convenience and from any place. The portability, convenience, and accessibility of podcasts make them an excellent medium for facilitating adaptable learning. Furthermore, podcasts have the capacity to enrich the overall learning journey of students, improve teaching and learning approaches, and foster increased accessibility and engagement.

Recently, educators began to recognize podcasts as an effective tool in language teaching and learning (Yeh, 2013). Podcast is a new technology that has attracted a rapid attention from educators in the late few years. Also, it has been one of the hottest topics in education (Zhao & Jiao, 2012). Research in podcasting for language teaching and learning English has been investigated by many researchers (see for example: Bolliger et al., 2010; Kargozari & Zarinkamar, 2014; and Kavaliauskiene, 2008). A study conducted Kavaliauskiene (2008) at Mykolas Romeris University in Lithuania, examined the utilization of podcasts as listening aids

beyond the classroom setting. The research involved 27 students from the fields of psychology and law. The findings of the study indicated that most of the participants regarded podcasts as an effective means of improving their listening abilities.

Moreover, Hasan and Hoon (2013) have reviewed twenty journal articles regarding the research of podcasting in the last few years. The review's findings highlighted two key points. Firstly, podcasts proved to be highly beneficial in enhancing students' English skills, including grammar, vocabulary, and pronunciation. Secondly, most students exhibited positive attitudes and perceptions towards incorporating podcasts into their English learning journey. Finally, a study conducted by Darwis (2016) indicated that the students exhibited a favorable disposition towards podcasts. A majority of the participants concurred that they appreciated podcasts due to its beneficial impact on their English language acquisition. Research has shown that the integration of podcasting in education is advantageous for students as it aids in the acquisition of language, enhances their listening skills, improves their English proficiency in areas such as grammar, vocabulary, and pronunciation, and also develops their critical thinking abilities.

## **2.2 The utilization of Artificial Intelligence tools to enhance the process of podcast creation**

The utilization of Artificial Intelligence (AI) tools has revolutionized the podcasting landscape. These advanced technologies have significantly enhanced the production process, enabling creators to optimize their workflow and deliver high-quality content to their audience. By leveraging AI tools, podcast creators can efficiently perform a range of tasks, including transcription, editing, and content generation. This not only saves valuable time and effort but

also guarantees precision and uniformity in the final product. In the context of pedagogical interventions, the integration of AI tools holds immense significance as it equips future educators with the necessary technological resources to create podcasts by incorporating AI elements.

To begin with, it is crucial to establish the concept of Artificial Intelligence (AI) as the utilization of a specific computer system or machine that possesses certain characteristics akin to the human brain. These characteristics include the capacity to comprehend and generate language in a manner that resembles human communication, identify or generate visual representations, solve problems, and acquire knowledge from the data provided to it, as stated by the Cambridge Dictionary. For instance, Nils John Nilsson, a computer scientist, defines AI as a technology that operates suitably and with anticipation within its surroundings (Nilsson, 2009). Additionally, AI can be defined as the ability to perceive, pursue objectives, initiate actions, and learn from a feedback loop, as stated by DenkWerk (2018). Similarly, the High-Level Expert Group on Artificial Intelligence of the European Commission (2019) has proposed a comparable definition: "Systems that exhibit intelligent behavior by analyzing their environment and taking actions – to some extent autonomously – in order to accomplish specific goals".

AI is revolutionizing the podcasting industry by introducing innovative tools and techniques for content creation, as well as podcast editing and production. The primary objective of AI in content creation for podcasting is to simplify and streamline the production process, enabling podcasters to generate high-quality content more effortlessly and expeditiously. AI-powered tools, such as speech-to-text transcription, audio editing software, and distribution platforms, are integrating this technology to enhance the user experience and provide a more efficient means of creating and disseminating content, as stated by AIContentfy's website (2023).

In the implementation of my proposed pedagogical intervention, AI technology was implemented as a valuable tool for content creation, podcast editing, and production, empowering educators to generate content more effectively.

According to the perspectives presented, several AI tools were utilized throughout the various stages of podcast creation. The process of creating a podcast was divided into three distinct phases: pre-creation, during creation, and post-creation. In the initial phase, known as pre-creation, the objective was to provide students with a tool that enables them to effectively organize and plan their podcasts. One such tool is The Alitu Showplanner, which assists students in developing their podcast ideas. This tool prompts the creator with a series of questions pertaining to different aspects of the podcast, and subsequently utilizes the provided answers to formulate a comprehensive launch plan. Another noteworthy tool is ContentShake, an innovative resource that generates a multitude of topic ideas based on the user's specific niche. By inputting project details, users can obtain a curated list of relevant content ideas that cater to their individual requirements.

The second phase of Podcast production involves the use of AI tools for editing and production purposes. One such tool is Descript, which allows for audio editing in a manner similar to editing a text document. The free version of Descript provides users with several hours of audio recording, transcripts, and the ability to edit audio clips. This tool is particularly beneficial for beginners due to its user-friendly interface and tutorials. Another commonly used AI tool is Audacity, an open-source audio editor that is compatible with Windows, MacOS, and Linux. Audacity is a popular choice among beginners due to its intuitive interface, but it also offers advanced features such as noise reduction, multitrack recording, and batch processing.

Furthermore, the implementation of Midjourney, an AI system, is utilized to generate images from text. This cutting-edge technology has the ability to produce intricate, precise, and high-quality images.

Finally, in the post-creation phase, it is crucial to disseminate the Podcasts to the general public. To achieve this objective, several applications can be utilized successfully. Firstly, Telegram can be employed to share the Podcasts through a public channel, where the episodes will be made available. Users will have the opportunity not only to listen to the audio content but also to contribute by adding new episodes to create a playlist of reproductions. Furthermore, applications such as YouTube and Google Podcasts are also valuable platforms to share the Podcast content with a wider audience. These platforms offer additional exposure and accessibility to the Podcasts, ensuring that they reach a larger number of listeners.

Lastly, the utilization of AI tools was implemented to address the varying and dynamic needs of learners, learning environments, and new resources. This approach aims to integrate and tackle the latest technologies and knowledge in the field of education. The use of these advanced technologies has significantly improved the podcasting process, allowing creators to generate high-quality content more effectively.

### **3. Methodology**

#### **3.1 Pedagogical Intervention Design and Implementation**

This project introduced a structured pedagogical intervention within the *Contemporary Didactic Trends* course during the first academic semester of 2025. The pedagogical intervention

aimed to prepare pre-service English teachers and educators with key 21st Century Skills. Based on Finegold and Notabartolo's (2010) framework, the 21st Century Skills focus on the development of five essential competencies: (1) using resources, (2) interpersonal skills, (3) information, (4) systems, and (5) technology effectively in the modern workplace. By integrating these competencies, my pedagogical intervention aimed to prepare pre-service English teachers for the dynamic challenges of contemporary teaching environments. Through this intervention, I enabled students to use technology effectively while developing interpersonal skills as they discussed class topics via podcasts.

Particularly, the pedagogical intervention emphasized on the development of critical thinking skills, the application of innovative pedagogical strategies, and the effective integration of emerging digital tools. A key component of this intervention involved training participants in the creation and educational use of podcasts, fostering both technical proficiency and pedagogical adaptability in technology-enhanced learning environments.

Prior to implementation, a thorough review of the course syllabus was conducted to ensure alignment between the intervention and the established learning objectives of the *Contemporary Didactic Trends* syllabus. This preliminary phase involved a series of structured consultations with professor Daniel Calderón Aponte, the project director and head of the course. This was carried out with the purpose to evaluate curricular compatibility, select appropriate thematic content, and determine the optimal timeframe for integrating the intervention through the use of podcasts to discuss class' readings and topics. These collaborative meetings were essential for maintaining coherence with the course's academic standards and outcomes while ensuring that the proposed module complemented existing instructional frameworks.

Following the planning phase, the intervention was systematically incorporated into the course schedule, with designated sessions allocated for both theoretical instruction and hands-on application. The selection of podcasting as a focal point was intentional, as it served as a practical medium for exploring broader themes such as digital literacy, student engagement, and multimodal pedagogy. By embedding this module within the course syllabus, this intervention sought to illustrate how innovative teaching methodologies could be seamlessly integrated into traditional teacher education programs, thereby enhancing their relevance in contemporary educational contexts.

### **3.2 Demographics and Course Structure**

The *Contemporary Didactic Trends* course comprised a cohort of twelve students enrolled during the first academic semester of 2025. However, on the day of the pedagogical intervention, on March 4th, attendance was limited to nine participants; five male and four female students. The course followed a structured schedule, with classes held twice weekly on Tuesdays and Thursdays, each session lasting two hours from 8:00 a.m. to 10:00 a.m. This consistent timetable provided a stable framework for the implementation of the instructional intervention, ensuring that participants had adequate exposure to both theoretical and practical components of the curriculum.

The Contemporary Didactic Trends course was designed to equip student-teachers with integrated theoretical, practical, and reflective opportunities to examine emerging approaches in English Language Teaching (ELT) from contemporary critical perspectives (see Annex A). This

course was organized around three fundamental competencies: cognitive, operational, and attitudinal dimensions of teacher development.

The curriculum systematically addressed seven core topics: course introduction with emphasis on English's societal position in Colombia; post-method pedagogy; multiliteracies, critical literacies and multimodality in ELT; cultural considerations in foreign language education; peace education and English language teaching; gender and sexuality in ELT; and community-based pedagogical approaches. These thematic units were delivered across a twelve-week instructional period.

Assessment followed a formative and informal evaluation paradigm, emphasizing process-oriented growth through individualized feedback mechanisms. The evaluation framework incorporated multiple measures: regular classwork and assignments, attendance records, classroom observation reports with needs analysis, instructional project design and planning, teaching performance, and culminating self-reflection presentations. This multidimensional approach ensured comprehensive monitoring of both pedagogical competencies and reflective practice development.

To establish a comprehensive understanding of the students' prior knowledge and contextual background, a multi-faceted data collection approach was employed. An initial questionnaire (see Annex A) was administered to assess the participants' familiarity with podcasts as an educational tool, serving as a diagnostic instrument to gauge baseline competencies. This preliminary assessment served a dual purpose: first, it uncovered critical insights into students' current technological literacy levels and their perceptions of podcasting's pedagogical potential, and, second, it systematically evaluated their prior knowledge and

frequency of podcast implementation in learning contexts. The findings from this questionnaire informed the subsequent design and focus of the intervention, ensuring that the instructional content was tailored to address identified gaps in knowledge and skills.

### **3.3 Pedagogical Intervention and Project Implementation**

The intervention itself was structured into three distinct phases: (1) theoretical instruction, (2) practical application, and (3) project-based assessment. The first phase involved a systematic presentation of the relevant theoretical frameworks, emphasizing the role of podcasts in modern education and their alignment with contemporary didactic trends. Following this, students engaged in hands-on activities designed to translate theory into practice, culminating in the creation of their own podcasts as a final project. This scaffolded approach not only reinforced conceptual understanding but also fostered technical proficiency and creative problem-solving. By integrating formative assessment throughout the process, the intervention ensured continuous feedback and refinement of student work, ultimately promoting a deeper engagement with the subject matter.

## **4. Instruments**

### **4.1 Questionnaire**

To assess students' prior knowledge and uses of podcasts as an educational tool, I developed and administered a questionnaire (see Annex B) as part of a broader pedagogical

intervention. As Rowley (2014) notes, questionnaires are commonly used in research to profile a sample numerically such as measuring the frequency of certain opinions, experiences, behaviors or to categorize respondents based on specific criteria. This approach allowed me to systematically analyze students' familiarity and perceptions of podcast-based learning.

Prior to its creation, I conducted several planning meetings with my academic director to ensure the instrument's validity and alignment with the study's objectives. During these consultations, we collaboratively determined the questionnaire's structure, including the types of questions to incorporate (e.g., multiple-choice, closed-ended, and open-ended), the estimated completion time, and the procedures for obtaining informed consent. Additionally, we discussed methodologies for data collection and analysis to ensure the results would yield meaningful insights for the subsequent phases of the intervention.

Following this preparatory phase, the finalized questionnaire was implemented on February 25, 2025. This preliminary assessment, conducted through an online questionnaire created via Google Forms, comprised a total of 12 questions, systematically organized into seven distinct categories: (1) questionnaire introduction, (2) personal information, (3) informed consent, (4) podcast uses, (5) preferred topics, (6) platform familiarity, and (7) open-ended reflections (see Annex A). Of these, four questions were multiple-choice, two were closed-ended, and six were open-ended, allowing both quantitative and qualitative data collection. The primary aim of this instrument was to evaluate students' existing familiarity with podcasts while simultaneously exploring their perspectives on innovative teaching strategies that

could enhance engagement and learning outcomes within the *Contemporary Didactic Trends* course.

In adherence to ethical research standards, I integrated an informed consent section into the questionnaire, ensuring participants were fully aware of the study's purpose, their voluntary involvement, and the confidentiality of their responses.

This approach aligns with the principles of informed consent described by O'Leary (2004), who asserts that researchers must provide participants with comprehensive and accurate details about the study. For consent to be truly informed, participants must fully understand the nature of their involvement, including the expected time commitment, activities they will engage in, topics covered, and any potential physical or emotional risks (O'Leary, 2004).

The estimated completion for the questionnaire time was projected at 15–20 minutes. However, actual completion times varied among students, with some finishing earlier and others requiring the full allotted duration. To minimize disruptions, I administered the questionnaire during a scheduled class session, providing clear instructions and remaining available to address any questions or concerns during the process.

The data obtained from this questionnaire served as a foundational diagnostic tool, informing the subsequent phases of the pedagogical intervention. By analyzing students' responses, I identified critical gaps in their understanding of podcasting as well as their preferences regarding content and platform usage. Despite their limited prior knowledge of podcasts as a pedagogical tool, the questionnaire provided valuable insights into their usage

patterns and experiences. For example, while most students showed limited familiarity with podcasts as an educational tool, two reported weekly listening habits and one engaged with podcasts daily (see Annex C).

This prior exposure proved particularly valuable for the project, as these students could apply their firsthand podcast experience to create more innovative and engaging work.

These insights directly influenced the design of the following instructional modules, ensuring they addressed students' needs and characteristics while fostering competencies in digital literacy and innovative teaching methodologies. Ultimately, this preliminary data collection phase was instrumental in tailoring the intervention to maximize its relevance and effectiveness within the course framework.

#### **4.2 Pedagogical Intervention**

Following the administration of the initial questionnaire, I proceeded to introduce students to the theoretical foundations of podcast applications in academic contexts. To ensure a structured and effective learning experience, I developed a comprehensive 90-minute lesson plan that was implemented on March 4, 2025. The lesson plan (see Annex D) was designed with two primary objectives: (1) to explore AI tools that could enhance the learning experience through podcasting, and (2) to guide students in designing teaching activities that effectively integrate podcasts and AI technologies. This phase represented a critical transition from diagnostic assessment to active pedagogical engagement, bridging theory with practical application.

The instructional session began with a warm-up activity designed to contextualize the relevance of podcasts in language education. In this introductory segment, I presented key concepts regarding the pedagogical value of podcasts, emphasizing their capacity to enhance listening comprehension, cultural awareness, and vocabulary acquisition. I further highlighted the synergistic potential of AI tools in optimizing podcast creation and classroom implementation. To ground these theoretical discussions in practical examples, I then facilitated a collaborative Podcast Analysis activity. Students were divided into small groups, each assigned a distinct podcast sample spanning various topics, formats, and linguistic complexity levels. Guided by a structured framework, groups were instructed to critically evaluate their assigned podcasts by analyzing linguistic features (e.g., vocabulary, accent, speech rate), content organization, and potential classroom applications.

Building on this foundation, I implemented two specialized AI tools to streamline educational podcast production: *Alitu*<sup>5</sup> for planning/recording and *Descript*<sup>6</sup> for editing. Alitu, a web-based platform designed for accessibility, exemplifies this technological shift by streamlining the entire podcast creation workflow from recording to publishing. Additionally, for the editing phase, I introduced Descript, which offers AI-powered tools like text-based editing and transcript polishing to refine episodes efficiently. This technological component served as a practical bridge between theoretical concepts and applied skills. Subsequently, I initiated a collaborative activity titled "Design of a Teaching Activity," requiring each group to develop a

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<sup>5</sup>AI tool used for planning/recording:Alitu

<sup>6</sup> AI tool used for editing:Descript

comprehensive lesson plan incorporating their analyzed podcast and selected AI tools. The activity design template included specific parameters: target English proficiency level, thematic focus, temporal allocation, learning objectives, implementation guidelines, and justification of AI tool selection. This exercise not only reinforced technological competencies but also encouraged pedagogical creativity, as students needed to align their designs with recognized language teaching methodologies and curricular standards.

The session concluded with a structured reflection phase, prompting students to synthesize their learning through guided questioning. I facilitated a group discussion centered on two key questions: (1) *How can podcasts and AI enhance English language teaching*" and (2) *What challenges might arise when implementing these tools in the classroom?*

The discussion was conducted orally as part of the final class session, allowing students to reflect on and synthesize their learning. Students actively engaged, sharing insights and perspectives, and successfully explored the topics in depth.

This reflective exercise served multiple pedagogical purposes: it allowed for metacognitive processing of acquired knowledge, fostered critical awareness of implementation barriers (e.g., technological access, educator preparedness), and encouraged students to articulate pragmatic solutions. The insights generated during this phase provided valuable feedback for subsequent intervention stages while reinforcing the interconnected nature of technological and pedagogical content in contemporary educational practice.

### 4.3 Podcast Creation

Upon concluding the theoretical instruction and preparatory modules of the pedagogical intervention, I transitioned students to the Podcast creation phase. At this stage, after equipping participants with comprehensive background knowledge about podcast pedagogy and AI tools, I formulated targeted discussion questions that aligned with both the project objectives and the *Contemporary Didactic Trends* syllabus. To ensure clarity and facilitate systematic production, I developed and distributed detailed guidelines outlining each stage of podcast development. These specifications included: (1) Format and Length (establishing parameters for structure and duration), (2) Pre-Production Planning (requiring outlines and script drafts), (3) Recording (specifying technical and content standards), (4) Post-Production (detailing editing expectations using tools like Descript), (5) Publishing (platform selection criteria), and (6) a Checklist Before Submission (quality control measures). (see Annex E).

Understanding the challenges multimedia production presents for the pre-services teachers, I implemented carefully scaffolded support structures at each stage of the podcast creation process. The discussion questions I developed served a dual pedagogical function: they simultaneously deepened students' critical engagement with course concepts while offering tangible frameworks for developing podcast content. Additionally, the pedagogical intervention was deliberately tied to course themes, including Multimodality and Linguistic Landscapes, and drew directly from class readings and discussions. The process was designed to give students hands-on learning opportunities, allowing them to engage critically with the material through podcast creation blending theory with practice while fostering collaborative dialogue.

Concurrently, the production guidelines served as a framework for developing 21st Century Skills, requiring students to synthesize creative, technical, and pedagogical decision-making. This structured approach balanced autonomy with support, challenging students to apply theoretical knowledge while providing clear benchmarks for success at each production stage. I established March 17th, 2025, as the definitive submission deadline to maintain project momentum while allowing sufficient time for iterative refinement (see Annex E).

## 5. Results

### **Evaluating Pre-service Teachers' Podcasts: Outcomes in Technical Execution and Content Quality**

The pedagogical intervention implemented within the *Contemporary Didactic Trends* course resulted in the production of podcast content as a final academic output. Upon completion of the instructional sequence, the pre-service English teachers demonstrated their competencies by designing three (3) podcasts, each one featuring unique thematic focuses and analytical discussions aligned with the class discussion. These audio productions were subsequently subjected to systematic evaluation, with assessments conducted across two principal dimensions: technical execution and content quality.

In this section, I evaluated the three podcasts based on their technical execution and content quality. In terms of technical execution, I assessed audio quality (clarity and absence of background noise) editing (precision in post-production) and content quality (structural

coherence). Regarding content quality, I analyzed structural coherence (including narrative flow and logical organization) and relevance (Engagement and Guest Quality). This comprehensive approach allowed me to systematically compare the podcasts' strengths and weaknesses across both production and substantive dimensions.

Prior to this podcast analysis, it is important to note that the podcast's topic aligned directly with the learning objectives of the *Contemporary Didactic Trends*, which aims “to provide students-teachers with theoretical, practical and reflective opportunities to explore the latest approaches proposed for ELT from current critical perspectives”. Additionally, the podcast content aligned with the Week 3-4 thematic focus on multiliteracies, critical literacies, multimodality in ELT, as well as the assigned readings and supplementary materials designed to enhance students' understanding of these topics (see Annex A).

### **5.1 Podcasts technical execution**

All podcasts were systematically evaluated according to the following criteria: Audio Quality (clarity and absence of background noise), Editing (precision in post-production), and Content (structural coherence). The evaluation process was consistent regardless of the audio format (MP3; audio or MP4; video), ensuring that the selected format did not influence assessment outcomes.

Before conducting the analysis, I first outlined my methodological approach for evaluating the podcasts. I listened to each podcast individually to form initial impressions. I then reviewed the checklist of guidelines provided to students to verify compliance with project requirements. Using the AI-powered software *Descript*, I generated transcripts of each podcast.

Subsequently, I organized my observations into a structured table categorizing four key aspects: content strengths, content weaknesses, relevance highlights, and guest quality (See Annex 6). Finally, I conducted a systematic evaluation of each podcast, assessing two key dimensions: (1) technical execution and (2) content quality. This comprehensive analysis was completed within the timeframe of March 18 to March 31, 2025.

Following this assessment framework, I conducted an in-depth analysis of each podcast, examining how they performed in both technical and content-related aspects. The three podcasts explored the following topics: the first podcast explored the meaning of inclusion in education, its significance, and practical strategies for teachers to foster inclusive classrooms. The second podcast examined how smartphones, social media, and digital platforms were reshaping urban interactions and community engagement. The third podcast investigated the visual representation of linguistic diversity in Colombian cities and what this revealed about their cultural identity. Below, I present a detailed evaluation of each production, highlighting their distinctive features, strengths, and areas for improvement based on the established criteria.

**Podcast 1: What inclusion means in education, why it matters, and how teachers can make their classrooms more inclusive.**

The podcast was collaboratively produced by four students: Matt OX, Sebastian, Isabella, and Diana. The final production had a duration of 3 minutes and 45 seconds and was delivered in MP3 format (see Annex G).

**Audio Quality.** The podcast demonstrated acceptable audio quality, as it was recorded and distributed in MP3 format, a standard for digital audio files. The majority of speakers were clearly audible, with minimal distortion or technical interference. However, due to the

decentralized nature of the recording process conducted across multiple locations, variations in audio fidelity were evident. Background noise, including ambient disturbances and occasional microphone interference, was present in several segments. These auditory distractions intermittently compromised speech intelligibility, particularly in sections where overlapping dialogue or low-volume speech occurred.

Furthermore, the podcast exhibited inconsistencies in vocal tonality and microphone balance among speakers. Some participants spoke at significantly different volumes or with varying degrees of microphone proximity, leading to uneven sound dynamics. This inconsistency not only affected listener engagement but also created challenges in tracking individual speakers during multi-participant discussions. While the overall audio quality was functional, these technical shortcomings detracted from the podcast's professionalism and accessibility. A more controlled recording environment would have mitigated these issues, ensuring a more uniform listening experience.

**Edition.** The podcast incorporated introductory and concluding musical segments, demonstrating the use of digital editing software in its production. These auditory elements indicated an intentional effort to enhance listener engagement through sound design. While the inclusion of such effects reflected a commendable attempt to improve production value, the execution revealed inconsistencies in editorial adherence.

Notably, participants failed to fully comply with prescribed editing guidelines, resulting in uneven audio processing throughout the episode. This deviation was particularly evident in abrupt transitions, inconsistent volume levels, and unrefined cuts between segments. Although

the creative intent behind the sound enhancements was apparent, the technical implementation lacked precision, ultimately diminishing the podcast's overall cohesiveness. A more rigorous application of editing protocols would have strengthened both the flow and professional quality of the final product. For example, in the opening segment of the podcast 1, at the 0:02 mark, a participant remarked:

“Grabando... Welcome to today 's podcast on inclusion in pedagogy.”

The analysis revealed that participants did not employ the recommended AI tools for editing the podcast such as Descript, specifically designed to automatically detect and remove those deficiencies. Additionally, certain background noises including distinct animal sounds, specifically a cat’s sound at the 2:05 mark were not adequately removed during post-production.

**Content.** The podcast featured a well-organized introduction that clearly outlined the topic, introduced participants, and provided key definitions, strategies, and challenges. It concluded with a coherent and substantive summary of the subject matter around multiliteracies, critical literacies, multimodality in ELT. However, the discussion itself deviated from the prescribed guidelines, as the content did not align with the suggested thematic framework provided for the assignment.

Despite this structural discrepancy, participant engagement was balanced, with each contributor playing a distinct and well-defined role in the conversation. The distribution of speaking turns was equitable, and the clarity of individual responsibilities enhanced the overall coherence of the dialogue.

**Podcast 2: How are smartphones, social media, and digital platforms transforming the way people engage with their cities and each other?**

The podcast was collaboratively produced by three students: Kevin, Ruth and Christian. The final production had a duration of 5 minutes and 2 seconds and was delivered in MP3 format (see Annex G).

**Audio Quality.** The podcast was produced in MP3 format, which is standard for digital audio distribution. However, several technical difficulties affected the overall listening experience. From the beginning, persistent background noise was evident, intermittently obscuring speech clarity and making certain segments difficult to understand.

Since the recording was developed in multiple locations with varying acoustic conditions, inconsistent audio quality was observed throughout the episode. Fluctuations in volume levels and recording quality between different segments created a disjointed listening experience. These technical issues, combined with uneven vocal capture among participants, ultimately compromised the podcast's auditory coherence and made for a somewhat challenging listening experience.

**Edition.** The podcast demonstrated minimal implementation of the recommended AI editing tools. This limitation became particularly evident during the introductory segment, where one participant's audio exhibited unprocessed technical issues of the Podcast 2, at the 0:02 mark, where a participant remarked:

“Dale ahi. Hello everyone, welcome to Kevin Capucho’s podcast, the show where we explore how technology is changing the way we experience our cities and connect with each other.”

The podcast exhibited clear signs of inadequate post-production editing, as evidenced by two primary shortcomings. First, the absence of sufficient editing time resulted in unprocessed verbal disfluencies throughout the recording, including frequent filler words ("so," "um," etc.) that persisted in the final version. Second, the failure to utilize recommended AI tools such as Descript, specifically designed to automatically detect and remove such verbal crutches represented a missed opportunity to enhance audio quality.

**Content.** The podcast effectively established its topic through a clear introduction, including appropriate greetings and participant presentations, while successfully contextualizing the subject's relevance. Participants demonstrated substantive knowledge of the content, enhancing engagement through dynamic delivery and deliberate use of podcast-specific techniques such as controlled pacing, purposeful pauses, and seamless topic bridging. These production choices collectively improved information retention, maintained listener attention, and elevated the professional quality of the discussion, though the analysis suggests opportunities for further refinement in post-production editing to maximize impact. See Podcast 2, at the 4:35 mark, where a participant exclaimed:

“Now, big thanks to Ruth and Christian for joining today. If you enjoyed this episode, make sure to subscribe and listen to the other episodes on Spotify and YouTube”.

The podcast achieved organic authenticity through unscripted yet coherent dialogue and conventional structural elements. Participants employed natural conversational patterns and professional closing conventions, replicating standard podcast pacing while maintaining spontaneous engagement.

**Podcast 3: How do Colombian cities visually represent their linguistic diversity in public spaces, and what does this reveal about their cultural identity?**

The podcast was collaboratively produced by three students: David, Victoria and Jeff. The final production had a duration of 4 minutes and 47 seconds and was delivered in MP4 format (see Annex G).

**Audio Quality.** The podcast employed MP4 format and demonstrated proficient technical execution, delivering consistently clear audio quality across multiple recording environments through effective volume normalization and disciplined vocal projection from all participants. The production team's strict adherence to audio guidelines was particularly evident in their successful elimination of background noise, resulting in professional-grade output free from ambient interference while maintaining optimal speech intelligibility throughout the recording. This comprehensive approach to sound treatment ensured the final product met established standards for digital audio quality in technical specifications and listener experience.

**Edition.** The podcast utilized MP4 format and effectively incorporated relevant visual materials that complemented the audio content. All participants clearly followed the established guidelines for using AI editing tools, resulting in professional-grade output. The team successfully

eliminated background noise while maintaining clear, well-balanced audio throughout the recording. Notably, this production distinguished itself as the only group to include images, all of which were carefully selected to align with and enhance the narrative discourse. The combination of these elements demonstrated comprehensive adherence to production standards and effective use of multimedia components.

**Content.** The podcast delivered engaging and relevant content that followed the project guidelines effectively. Two participants demonstrated notable fluency and natural speech patterns that aligned well with the podcast's conversational style. The group maintained a focused discussion exploring how urban art reflects national identity and historical narratives.

However, the introduction proved difficult to follow as participants failed to establish proper context for their core discussion question. The conversation lacked smooth transitions between topics, and the conclusion was notably absent - the final participant simply ended the recording without summarizing key points or providing closure to the discussion. These structural weaknesses compromised the overall coherence of the production.

## **5.2 Podcasts content**

All podcasts were systematically evaluated according to the following criteria: Content (Structure and Organization) and Relevance (Engagement and Guest Quality).

**Podcast 1: What inclusion means in education, why it matters, and how teachers can make their classrooms more inclusive.**

Podcast 1 demonstrated a well-organized framework, with a clear introduction, balanced participant roles, and a substantive conclusion. However, its primary weakness lay in the

thematic deviation from the assignment guidelines, which compromised its relevance despite strong technical execution. This highlights the critical importance of aligning content with prescribed objectives, as even a polished production can falter if it fails to meet core expectations. The equitable distribution of speaking turns and well-defined participant roles contributed to a coherent dialogue, suggesting that effective collaboration and role clarity can enhance a podcast's professionalism, even when content alignment issues arise.

This relationship between structure and quality became particularly evident in my analysis of *Podcast 1*<sup>7</sup>, where clear discussion patterns emerged. First, I observed that Isabella initiated the dialogue by defining inclusion in terms of students' backgrounds, abilities, and learning styles. Next, I noted how Matt OX not only demonstrated agreement by responding "Absolutely" showing his full alignment with this idea, but also expanded the concept by introducing additional dimensions: cultural diversity, second language learning, and socioeconomic background. I then documented how Diana affirmed both previous speakers by stating "Exactly," while further developing the discussion through her emphasis on teachers' crucial role in fostering inclusivity. Finally, I recorded Sebastián's concluding praise of these contributions as "great points."

**Isabella:** Okay, to me, inclusion means creating a learning environment where all the students feel valued regardless of their backgrounds, abilities, or learning styles.

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<sup>7</sup> Podcast 1 (Listen from 0:036 to 1:29 mark)

**Matt OX:** Absolutely. Inclusion is not just about students with disabilities. It also includes students from different cultures, those learning as a second language, or even students with a different socioeconomic background.

**Diana:** Exactly. And teachers also play a crucial role in fostering this inclusivity.

**Sebastián:** Great points.

Through this analysis, I can state that participants presented different ideas, supported each other's viewpoints, expanded on concepts, and offered positive feedback.

Additionally, in the following segment a pattern discussion was presented:

**Sebastián:** I really love those ideas. But what about the challenges?

**Isabella:** A big challenge is lack of resources.

**Matt OX:** Yes. And time is another issue.

**Diana:** Yeah, that's true. But collaboration can help.

**Sebastián:** Okay, thank you. I think we've covered a lot today—what inclusion means, strategies to implement it, and some of the challenges teachers face. The key takeaway: inclusion is essential for a fair education system. And while challenges exist, collaboration and creativity can help overcome them.

In this *segment*<sup>8</sup> Sebastián introduced a new discussion about teachers' challenges, shifting the perspective. Isabella immediately responded, 'A big challenge is lack of resources,' intensifying the dialogue. Matt OX then affirmed this view while adding another dimension: 'time is another issue.' Diana subsequently agreed with both Sebastián and Matt OX while

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<sup>8</sup> Podcast 1(Listen from 2:22 to 3:25 mark)

proposing a potential solution. Finally, Sebastián concluded the podcast by summarizing all covered topics and providing a cohesive conclusion, demonstrating how the well-structured conversation enabled clear insights to emerge.

This analysis clearly presented how effective podcast discussions combine multiple perspectives: initiation of new topics (Sebastián), direct contributions (Isabella), agreement with expansion (Matt OX), solution-oriented thinking (Diana), and synthesizing conclusions (Sebastián). Each participant's distinct role collectively created a comprehensive examination of educational challenges.

**Podcast 2: How are smartphones, social media, and digital platforms transforming the way people engage with their cities and each other?**

Podcast 2 excelled in production quality and dynamic delivery, employing advanced podcasting techniques such as controlled pacing, strategic vocal inflection, and audience-inclusive language to maximize engagement. Its organic authenticity and professional closing conventions set a high standard for listener experience. However, the observation that post-production editing could have further refined its impact indicates that even strong performances benefit from meticulous technical refinement. This podcast's success underscores the value of blending substantive knowledge with intentional delivery methods, proving that a well-executed presentation can elevate content, even when minor improvements remain possible.

These principles were equally visible in my analysis of *Podcast 2*<sup>9</sup>, where distinct discussion patterns emerged. For example:

**Kevin:** Ruth, do you think all these digital tools are making your life easier or just more dependent on tech?

**Ruth:** So well, regarding your question, well, in my opinion, I would say that we are not totally like relying on technology, but rather we have realized how useful it is for us in our daily life.

So, I want to give you an example. For instance, here in Bucaramanga, if you want to visit any place, you can easily take your smartphone and Google it or look for it on Google Maps, right?

In this segment, Kevin initiated the conversation by posing a direct question to Ruth: 'Do you think all these digital tools are making your life easier or just more dependent on tech?' In response, Ruth took time to formulate her opinion, provided concrete examples, and emphasized key points to maintain audience engagement. This exchange clearly demonstrates how both participants made deliberate efforts to: showcase their in-depth knowledge of the topic, and incorporate emphatic delivery to facilitate a fluent, substantive discussion about their chosen subject.

Additionally, in this *example*<sup>10</sup>:

**Kevin:** Christian, do you think social media is making cities feel more connected, or are we just experiencing them through our screens? What do you think?

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<sup>9</sup> Podcast 2 (Listen from 0:57 to 1:55 mark)

<sup>10</sup> Podcast 2 (Listen from 2:46 to 3:59 mark)

**Christian:**I think social media has definitely transformed the way we experience our cities. On one hand, it's made it easier to find events, connect with local businesses, and even stay informed about issues like traffic or safety concerns. I think it's a powerful tool for keeping people engaged with their communities.

But on the other hand, it can also create a kind of disconnect. We might be even more aware of what's going on, but we might not always be fully present in those experiences. So, we're seeing our cities through a screen, which can sometimes distance us from the actual human connection and interaction that make a place feel alive. So, it's a bit of a double-edged sword. It's connecting us in ways that were never possible before, but it's also changing the nature of how we experience that connection.

I observed an interesting discussion between two participants: Kevin (the host) and Christian (the guest). The discussion began with Kevin's question: 'Christian, do you think social media is making cities feel more connected, or are we just experiencing them through our screens? What do you think?' Christian then presented his perspective by employing two key discussion techniques. First, he balanced Idea A and Idea B: on one hand, he noted it had become easier to find events, connect with local businesses, and stay informed about traffic or safety issues. On the other hand, he argued it could also create disconnection. At this point, Christian effectively compared both perspectives, directly addressing Kevin's question. Most importantly, he concluded his argument by stating, 'It's a bit of a double-edged sword,' thereby reinforcing his position while providing Kevin, the host, with a clear, firm resolution to the initial query.

This exchange suggests clear dialogue that showcased a well-structured and balanced content progression, fully aligned with the project's discussion guidelines.

**Podcast 3: How do Colombian cities visually represent their linguistic diversity in public spaces, and what does this reveal about their cultural identity?**

Podcast 3, while engaging and thematically compliant, seemed to present notable structural flaws particularly in its unclear introduction, disjointed transitions, and missing conclusion. These weaknesses diminished their overall coherence despite the participants' natural fluency and relevant discussion points. The absence of a proper summary or closing remarks left the listener without a sense of resolution, demonstrating how structural missteps can undermine even the most compelling content. Moving forward, these case studies collectively emphasize that the most effective podcasts require strict adherence to thematic guidelines, deliberate structural planning (introductions, transitions, and conclusions), and dynamic delivery techniques to ensure both clarity and engagement. By addressing these elements, future productions can achieve both technical excellence and substantive depth.

This interplay between technical execution and meaningful content was further exemplified in Podcast 3, where I observed a conversation between David and Jeff. They shared ideas with clear respect and interest in each other's perspectives. Their discussion followed a true dialogue format, exchanging knowledge and viewpoints. This segment showed how podcast conversations can effectively share information while keeping participants engaged. *Example<sup>11</sup>*:

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<sup>11</sup> Podcast 3(Listen from 1:25 to 2:55 mark)

**David:** Yeah, that's really interesting. Thank you, Victoria. Now let's go with Jeff. So let's talk a bit more about the origin of the word *Cucha*. Where does it come from and how has it changed over time?

**Jeff:** Well, this is a fascinating case of linguistic evolution. The word *Cucha* initially has its roots in the Muisca culture, which is one of the most important indigenous civilizations in Colombia. And for them, the Muisca, *Cucha* was a word used to describe a woman of exceptional beauty. The literal translation is like so beautiful and so stunning that she surpassed even the magnificence of a reindeer. Well, it sounds really poetic and reverential. We can say that the use of this term reflects the deep appreciation from the Muisca for beauty and for nature. Over time, obviously, the meaning of this word has slightly changed. By the 19th century, it started to be used more broadly in different regions of Colombia, especially in Medellín, where *parlache* originates. It shifted from being a term of admiration for beauty to a common expression referring to older women, especially mothers or grandmothers.

**David:** I had no idea! It's amazing how a word that originally had such a poetic meaning became part of our everyday language.

In this segment, David initiated the discussion by inquiring about the origin of the word *Cucha*, asking: 'Where does it come from, and how has it changed over time?' In response, Jeff provided a detailed explanation, referencing four key elements: (1) the Muisca culture, (2) the original meaning (a term for women of exceptional beauty), (3) its poetic/literal translation ('so beautiful she surpassed a reindeer's magnificence'), and (4) its cultural significance (reflecting the Muisca's appreciation for beauty and nature). Jeff expanded on these points, offering David a

broader perspective. David then replied: 'I had no idea! It's amazing how a word that originally had such a poetic meaning became part of our everyday language.'

This exchange demonstrated how the podcast facilitated knowledge-sharing between participants, and highlighted the effectiveness of its production, particularly the research, structured discussion, and clear conclusion that emerged from the dialogue."

In summary, the three instructional podcasts demonstrate their effectiveness in developing media production skills and supporting learning objectives, with each showcasing distinct strengths: Podcast 1 excelled in organizational structure, Podcast 2 in presentation quality, and Podcast 3 in thematic coherence. All proved to be valuable tools that enabled students to follow creative guidelines, produce original content, engage in relevant discussions, and apply core podcasting techniques confirming the pedagogical potential of this format to strengthen digital competencies, deepen curricular understanding, and foster critical expression when implemented with a defined strategy.

## **6. Conclusions**

This project implemented a pedagogical intervention that integrated podcast technology into the *Contemporary Didactic Trends* course during the 2025-1 semester. The intervention provided essential support to prospective pre-service teachers and educators by incorporating AI-based tools and activities. The design of the podcasts was carefully aligned with the subject

program's learning objectives, ensuring curricular coherence while enhancing podcast-based instruction and fostering innovative teaching practices.

The three instructional podcasts demonstrated significant pedagogical value, each excelling in distinct areas: Podcast 1 exhibited strong organizational structure, Podcast 2 maintained high presentation quality, and Podcast 3 displayed exceptional thematic coherence. Collectively, these podcasts served as valuable tools, enabling students to follow creative guidelines, produce original content, engage in meaningful discussions, and apply core podcasting techniques. The findings suggest the format's potential to strengthen digital competencies, deepen subject understanding, and promote critical expression when implemented with a structured pedagogical strategy.

This pedagogical intervention achieved its three primary objectives: (1) effectively incorporating podcasts and AI-based tools into modern teaching methodologies, (2) implementing curriculum-aligned podcast activities that advanced contemporary didactic approaches and enhanced learning outcomes, and (3) demonstrating the positive educational impact of AI-supported podcast creation through improved peer discussion quality and 21st-century skill development among pre-service teachers. Despite initial limitations in participants' podcast familiarity, all goals were accomplished: objective (1) through successful course integration, objective (2) via carefully designed learning activities that complemented the podcast creation process, and objective (3) by evidencing how podcasts use fostered dialogue while cultivating digital competencies. The intervention proved particularly valuable in bridging technological gaps while promoting innovative pedagogical practices.

The results highlight the effectiveness of podcast-based learning in teacher education, particularly when supported by AI-enhanced instructional design. This intervention established a practical framework for integrating emerging technologies into language teacher training, addressing both current pedagogical needs and the growing demand for digital literacy in education.

### **7. Limitations and Recommendations**

During my implementation of this pedagogical intervention with pre-service teachers in the *Contemporary Didactic Trends* course during the 2025-1 semester, I identified some significant limitations that required consideration for future implementations. The most substantial challenge was limited access to a properly equipped computer classroom, which forced me to adapt my lesson plan and modify activities to work with available technology. Additionally, I identified three primary time-management challenges that emerged during the intervention: (1) insufficient class sessions for adequate project development, (2) varying levels of participant engagement that affected workflow consistency, and (3) constrained access to necessary technological resources. These compounding factors significantly impacted my ability to adhere to planned timelines between the instructional design phase and final product completion.

Based on these experiences, I strongly recommend establishing more structured timelines with built-in flexibility for future interventions. I also propose expanding the intervention's scope through additional class sessions and replication across multiple courses, as this would provide

more comprehensive data and allow for comparison of different student groups. Most importantly, my results confirm the value of this approach in developing pedagogical innovation and preparing teachers for contemporary educational demands.

For optimal results, I suggest securing proper technological resources and institutional support before implementation, including: (1) Dedicated access to computer-equipped classrooms, (2) Technical support for both instructor and students, and (3) Additional training sessions for participants. These improvements would maintain the intervention's innovative qualities while reducing the practical challenges I faced during execution. The positive outcomes I observed, despite these limitations, demonstrate the approach's potential when properly supported.

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## List of Appendices

### *Appendix A. Contemporary Didactic Trends syllabus*



### Formato para Programas de las Actividades Académicas

<b>UNIVERSIDAD INDUSTRIAL DE SANTANDER</b>			
<b>Licenciatura en Lenguas Extranjeras con Énfasis en Inglés</b>			
<b>Nombre de la actividad académica:</b>			
<b>Tendencias Didácticas Contemporáneas</b>			
<b>Código: 41231</b>			<b>Número de créditos: 2</b>
<b>Intensidad horaria semanal o Intensidad horaria por periodo</b>			<b>Requisitos: Didáctica del inglés</b>
<b>HIP</b>		<b>HTI:</b>	
<b>Teóricas: 2</b>	<b>Prácticas: 2</b>	<b>4</b>	
<b>Docente: Daniel Calderón Aponte – dacalaad@uis.edu.co</b>			
<b>JUSTIFICACIÓN</b>			
<p>The teaching of English has undergone important changes as it has developed during the last century. From formal understanding of how language works to more functional</p>			

approaches, English teaching theorists and practitioners have resorted to all types of approaches in their search for more effective ways to help learners acquire the language.

The last twenty have not been any different. In particular, during the last two/three decades the teaching of English has been influenced by ideas that seek to integrate ELT with other areas and disciplines. Also, there has been a big movement that has brought standardization and competence-based instruction to the English classroom. Finally, the upsurge of the digital era, like in all fields and walks of life, has transformed the way we learn languages.

This course looks into these issues in detail. Oftentimes, future English teachers are educated on the different pedagogical traditions that have been the core of English teaching. However, many times, when novice teachers start their professional life, they encounter that the models used by many educational institutions are more concerned with the current trends than with the traditional approaches usually taught in English teaching programs.

This subject belongs to the component “Práctica Pedagógica” as required by the “decreto 4110 de 2016” issued by the National Ministry of Education (MEN) and by the university. Therefore, students will have a practical component that will be carried out at a high school context. The course is designed to be taken in two different contexts; in the first part of the course students will be at university taking regular classes and at the same time, they will observe a group at a school/institute for three weeks. Once they have studied the content of the course and observed the group, they will do a classroom project proposal for the school/institute students to be implemented for three weeks.

### **PROPÓSITO**

The main objective of this course is to provide student-teachers with a theoretical, practical and reflective opportunities to explore some of the latest approaches proposed for in ELT from current critical perspectives. It also offers some theoretical and practical resources and orientations to help student-teachers to craft, implement and evaluate innovative classroom projects, lessons, pedagogical activities and materials for the recognition and inclusion of such critical perspectives in ELT praxis.

### **COMPETENCIAS**

#### **Cognitive Competences**

- Understand the background that gave way to contemporary trends in language teaching.
- Reflect on the principles underlying contemporary approaches in ELT.
- Theorize on possible ways to integrate English teaching with other school subjects.

#### **Operational Competences**

- Design, implement and evaluate a classroom project based on some contemporary trends in ELT from critical perspectives.
  - Teach weekly lessons based on the principles discussed during the development of the course.
  - Carry out self and peer observation to offer informed feedback.
- Attitudinal Competencies**
- Critically evaluate their own teaching performance at the school/institute highlighting their strengths and weaknesses.
  - Work collaboratively with other peers to design lessons and materials, deliver oral presentations and the like.
  - Contribute in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments and contributes to the cooperative argument-building.

### CONTENIDOS

WEEK	TOPICS	ASSIGNED READINGS AND MATERIALS
1	Course introduction The place of English in Colombia today	
2 - 3	Post-method pedagogy	Kumaravadivelu, B. (2002). <i>Beyond Methods: Macrostrategies for Language Teaching</i> . New Haven; London: Yale University Press.
3 - 4	Multiliteracies, critical literacies and Multimodality and ELT	Hanks, H. (2014). Critical Literacy 's Ongoing Importance for Education. <i>Journal of Adolescent &amp; Adult Literacy</i> 57(5), 349–356.  Gómez Jiménez, M. C., & Gutiérrez, C. P. (2019). Engaging English as a foreign language students in critical literacy practices: The case of a teacher at a private university. <i>Profile: Issues in Teachers' Professional Development</i> , 21(1), 91-105.

		<p>Prada, A., Trujillo, M., &amp; Herrera, L. (2022). Enhancing Language Learning Engagement through Critical Literacy Practices. <i>Lenguaje</i>, 50(1), 37-65.</p> <p>Álvarez, J. (2016). Meaning Making and Communication in the Multimodal Age: Ideas for Language Teachers. <i>Colombian Applied Linguistic Journal</i>, 18(1), 98-115.</p>
5 - 6	The role of culture in foreign language learning	<p>Baker, W. (2012). From cultural awareness to intercultural awareness: culture in ELT, <i>ELT Journal</i>, 66 (1), 62–70, <a href="https://doi.org/10.1093/elt/ccr017">https://doi.org/10.1093/elt/ccr017</a></p> <p>Byram, M., &amp; Wagner, M. (2018). Making a difference: Language teaching for intercultural and international dialogue. <i>Foreign Language Annals</i>, 51(1), 140-151.</p> <p>Porto, M. and Byram, M. (2015) 'A curriculum for action in the community and intercultural citizenship in higher education.', <i>Language, culture and curriculum.</i>, 28 (3). pp. 226-242.</p> <p>Group 1: Porto, M. (2018) 'Yo antes no reciclaba y esto me cambió por completo la consciencia': intercultural citizenship education in the English classroom, <i>Education 3-13</i>, 46:3, 317-334.</p> <p>Group 2: Henao, E., Gómez, J., &amp; Murcia, J. (2019). Intercultural Awareness and its misrepresentation in textbooks. <i>Colombian Applied Linguistics Journal</i>, 21(2), pp. 179-193.</p> <p>Group 3: Granados-Beltrán, C. (2021). <i>Promoting Understanding of Diversity by Taking a Critical Intercultural Stance</i>. In: Banegas, D. et al. <i>International Perspectives on Diversity in ELT</i>. Palgrave Macmillan.</p>

7 - 8	Peace Education and English language teaching	<p>Ortega, Y. (2019). Peacebuilding and social justice in English as a foreign language: Classroom experiences from a Colombian high school. In E. A. Mikulec, S. Bhatawadekar, C. T. McGivern, &amp; P. Chamness (Eds.), <i>Readings in language studies volume 7: Intersections of peace and language studies</i> (Vol. 7, pp. 63–90).</p> <p>Aldana, Y., Fonseca, M. D., &amp; Jerez, G. (2020). Peace education: Memory artifacts in efl environments. <i>Voces y silencios. Revista Latinoamericana de Educación</i>, 11(1), 21–45.  <a href="https://doi.org/10.18175/VyS11.1.2020">https://doi.org/10.18175/VyS11.1.2020</a>.</p>
9 - 10	Gender and sex in ELT	<p>Banegas, D. L., &amp; Lauze, C. (2020). CLIL and comprehensive sexual education: A case of innovation from Argentina. <i>Profile: Issues in Teachers' Professional Development</i>, 22(2), 199–209.  <a href="https://doi.org/10.15446/profile.v22n2.80528">https://doi.org/10.15446/profile.v22n2.80528</a>.</p> <p>Merse, T. (2021). Task Typologies for Engaging with Cultural Diversity: The Queer Case of LGBTIQ Issues in English Language Teaching. In: Banegas, D. et al. <i>International Perspectives on Diversity in ELT</i>. Palgrave Macmillan.</p>
11 - 12	Community-based pedagogies	<p>Paredes-Mendez, L., Troncoso-Rodríguez, I. A., &amp; Lastra-Ramírez, S. P. (2021). Enacting agency and valuing rural identity by exploring local communities in the English class. <i>Profile: Issues in Teachers' Professional Development</i>, 23(1), 125–142</p> <p>Florez, A. (2018). Strengthening Local Identity by Writing Chronicles in the EFL Classroom. <i>Colombian Applied Linguistics Journal</i>. 20(2), pp. 195-208.</p>

		<p>Bolaños, F., Florez, K., Gómez, T., Ramirez, M., &amp; Tello, S. (2018). Implementing a community-based project in an EFL rural classroom. <i>Colombian Applied Linguistics Journal</i>. 20(2), pp. 274-28.</p> <p>Quintero-González, J., &amp; Clavijo-Olarte, A. (2022). Social Entrepreneurship Projects in the English Class: A Pandemic Multimodal Experience. <i>HOW Journal</i>, 29(1), 37–63.</p>
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### **ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE**

***The methodology of this class prioritizes:***

Reading seminars: Discussion of assigned readings. The professor will lead the discussion of the main concepts in the readings, offering real-life examples and trying to customize the contents to your background knowledge and experience. During these sessions, you will be required to participate in asking and answering questions and expressing your understanding of the subject at hand.

Workshops: these will consist of you doing practical exercises. These workshops include activities like searching databases, designing materials and working on your project tasks.

Feedback sessions: The professor will interact with you, providing information for you to better attain the objectives of your classroom project as well as your teaching performance at the public school.

### **SISTEMA DE EVALUACIÓN**

**Indicadores de aprendizaje**

Critically discusses the principles of some the latest approaches in ELT in written and spoken form.

Proposes sound pedagogical projects based on teaching trends that promote critical thinking, students' voice, creativity, rich modes of communication and engagement with high school students and their diverse school and community contexts.

Designs effective lessons and teaching materials that integrate the principles of the latest contemporary trends of English teaching.

Provides oral and written informed evaluation of her own teaching performance as well as her peers, highlighting strengths, weaknesses and suggestions for improvement and growth.

Estrategias de evaluación y equivalencias cuantitativas

The more salient types of evaluation in this course are formative and informal evaluation, prioritizing individualized feedback and process-oriented assessment tasks. There will be some particular instances when formal and summative assessment will be implemented. These are:

<b>ACTIVITY</b>	<b>DESCRIPTION</b>	<b>DATE</b>
Class work, assignments, attendance (15%)	During or prior to the development of the sessions, students will do group and individual activities related to the topics of the class.	During the semester
Classes observation and needs analysis report (20%)	In groups, students will observe a real English class at a school for least four (4) weeks. This observation also entails an interview with the headroom teacher. At the end of this process, the students are expected to turn in a needs analysis' report paper containing a characterization of the observed classes (students, materials, syllabi, methodologies, etc.) to design, propose and implement a didactic unit, classroom project and lesson plans.	TBA
Classroom project design and planning (25%)	In the observation groups, the students are expected to design a classroom project to be implemented in at least four (4) weeks in the same school and grade they previously observed. In this area, the students will work on the creation of a curricular unit and a series of lesson plans for the development of the classroom project.	TBA
Teaching performance (30%)	Implementation of the classroom project at the school. The students will be assessed on their teaching performance. Feedback will be provided in both formative and summative forms.	TBA

Final self-reflection presentations (15%)	Individually, students will orally share their main learnings, processes of the class observations and projects, reflections and main outcomes of this course.	TBA
<p style="text-align: center;"><b>Special remarks</b></p> <p>It is understood that students are, to a great extent, responsible for their own learning. Therefore, reading assignments and out of class work are to be completed PRIOR to the class for which they are assigned in a thorough and quality manner.</p> <p>Class attendance is required, and absence regulation will follow the UIS Reglamento Académico.</p> <p>Some important remarks:</p> <p>Students will receive specific guidelines and tutorials for the oral presentation as well as for the design of lessons for school/institute.</p> <p>Some readings will be provided in a digital version in Google drive so if you do not have a Gmail account you should consider creating one.</p> <p>All written documents will follow APA style. Of course, you are expected to use academic English in written as well as oral presentations and assignments.</p> <p>Be kind and supportive with all the members of the class. For me, everyone is important in this course. Do not use mockery or sarcasm. Kind language is a must in this class.</p> <p>Specific guidelines will be provided for each activity. Individual or small group tutorials will be offered if requested by students.</p>		
<p style="text-align: center;"><b>BIBLIOGRAFÍA</b></p> <p>Aviram, A., &amp; Eshet-Alkalai, Y. (2006). Towards a theory of digital literacy: Three scenarios for the next steps. <i>European Journal of Open, Distance and E-Learning</i>.</p> <p>Cheyne, P. &amp; Rummel, E. (2015) . Materials development for a Japanese university CLIL class. [Special issue on CLIL]. Retrieved from: <a href="http://blog.nus.edu.sg/eltwo/2015/04/27/materials-development-for-a-japanese-university-clil-class/">http://blog.nus.edu.sg/eltwo/2015/04/27/materials-development-for-a-japanese-university-clil-class/</a></p> <p>Cobo Romani, Cristóbal; Moravec, John W. (2011). <i>Aprendizaje Invisible. Hacia una nueva ecología de la educación</i>. Col·lecció Transmedia XXI. Laboratori de Mitjans Interactius / Publicacions i Edicions de la Universitat de Barcelona. Barcelona</p> <p>Ferrari, A. (2012). <i>Digital Competence in practice: An analysis of frameworks</i>. Seville: JRC-IPTS.</p>		

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Jenkins, Henry (2009). *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century* (PDF). Cambridge, MA: The MIT Press.

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Mehisto, P., Marsh, D., & Frigols, M. J. (2008). *Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education*. Oxford, UK: Macmillan.

*Appendix B: Questionnaire***Podcasts in Contemporary Didactics Training**

This questionnaire is part of a proposal for a pedagogical implementation project that I am carrying out as part of my teaching practicum to fulfill the requirements for my degree in Foreign Language with an emphasis on English at the Language School of Universidad Industrial de Santander. The project will be implemented in the Contemporary Didactic Trends course (28575) during the first semester of 2025, under the supervision of Professor Daniel Calderón Aponte. This initiative, which is being led by me, Daniela Umaña, aims to explore innovative teaching strategies and enhance the learning experience within the framework of the course.

This questionnaire consists of a total of 12 questions: four multiple-choice, two closed-ended, and six open-ended. The estimated time to complete it is 15–20 minutes.

Your responses will be valuable for the research, and we greatly appreciate your participation. Thank you for taking the time to contribute!

**Section 1: Personal Information**

1. What is your full name?
2. How old are you?
3. Would you prefer to use your real name or a nickname in this study?

-I am okay using my real name

-I prefer to use a nickname

4. If you prefer to use a nickname, please provide it below.

## **Section 2: Informed Consent**

Please take a moment to review and complete the informed consent form, which outlines important details about your voluntary participation, confidentiality, and how your information will be used for research purposes. Your cooperation is greatly appreciated!

1. Do you voluntarily agree to participate in this research study?

-Yes

-No

2. Do you understand that there are no risks associated with your participation in this study?

-Yes

-No

3. Do you accept to participate in this study with the understanding that you can withdraw at any time without consequences?

-Yes

-No

4. Do you acknowledge that the information you provide will be used solely for research and analysis purposes?

-Yes

-No

5. Do you consent to the collection and use of your data in accordance with the study's objectives and ethical guidelines?

-Yes

-No

### **Section 3: Podcast uses**

1. How often do you use Podcasts?

- Daily
- Weekly
- Monthly
- Rarely
- Never

2. Have you ever created a Podcast

-Yes

-No

3. If you wanted to create a podcast, which sources or platforms would you use to learn how?

- Online tutorials (e.g., YouTube, blogs)
- Podcast hosting platforms (e.g., Anchor, Podbean)
- Online courses (e.g., Udemy, Coursera)
- Advice from experienced podcasters
- Books and articles

- Otro: \_\_\_\_\_

4. Have you incorporated podcasts as a resource in subjects other than language studies?

-Yes

-No

#### **Section 4: Topics**

1. Which categories of podcasts have you engaged with? (more than one option is possible)

- Education
- Language Learning
- Professional Development
- Science and Technology
- History and Culture
- Mental Health and Wellness
- Storytelling
- News and Current Events
- Business and Entrepreneurship
- Arts and Humanities
- Sports
- Travelling
- Health and Beauty
- Otro: \_\_\_\_\_

**Section 5: Platforms**

1. Which platforms do you use to listen podcasts? (Select all that apply)

- Spotify
- Apple Podcasts
- Google Podcasts
- YouTube
- Amazon Music
- Audible
- Podcast-specific apps (e.g., Pocket Casts, Overcast)
- Social media platforms (e.g., Facebook, Instagram, TikTok)
- Otro: \_\_\_\_\_

**Section 6: Open questions**

1. Can you identify notable podcast authors, hosts, or platforms that are relevant to academic or professional fields?

2. In what academic scenarios do you believe podcasts are most effectively utilized (e.g., supplemental learning, independent research, skill development)?

3. What role do you think podcasts play in enhancing language proficiency and academic communication skills?

4. From your perspective, which topics or themes should be prioritized for podcasts aimed at supporting university-level education?

5. What barriers or challenges have you encountered when using podcasts for academic purposes, and how might they be addressed? E.g Distraction, Poor Audio Quality, Limited Accessibility.

6. Based on your experience, how would you evaluate the overall utility of podcasts as educational tools in a university setting? Please justify your assessment.

*Appendix C. Questionnaire data*

To access the questionnaire data, click on the [following link](#)

*Appendix D. Lesson plan***School of Languages – English Teaching Program****Pedagogical Intervention****Lesson plan format**

<b>Contemporary Didactic Trends</b>	
<b><u>Teacher:</u></b> Daniela Umaña	<b>Date of implementation:</b> March 4th , 2025
<b><u>Main Theme:</u></b> Integration of Podcast in teaching treaning	<b><u>Length:</u></b> 1 hour 45 minutes
<p>Objectives:</p> <p>Explore AI tools that can enhance the learning experience.</p> <p>Design a teaching activity using podcasts and AI tools.</p>	

<b>Stages</b>	<b>Interaction patterns</b>	<b>Activity</b>	<b>Materials</b>	<b>Time</b>
<b>Warm up</b>		T will start the class with a brief explanation of the importance of podcasts in language learning and how AI can be a useful tool in this process.	<a href="#">Slides</a>	15min



		<p>will select one AI tool and determine how to integrate it into the teaching process.</p> <p style="text-align: center;"><b>Design of a Teaching Activity:</b> T will ask each group to design a teaching activity that integrates the podcast they listened to along with an AI tool. The activity must include:</p> <ul style="list-style-type: none"> <li>● English level</li> <li>● Topic</li> <li>● Set Time</li> <li>● Learning objectives.</li> <li>● Instructions for implementing the activity.</li> <li>● AI tool used</li> </ul> <p>T will ask each group to prepare a 5-minute presentation to share their designed activities with the class.</p>		40 min
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		<p style="text-align: center;"><b>Presentations and Discussion:</b></p> <p>Each group will present their activity to the class. After each presentation, there will be time for questions and discussion.</p>	20 min
<b>Closing</b>		<p style="text-align: center;"><b>Reflection:</b> T will facilitate a brief reflection on key takeaways from the session.</p> <p style="text-align: center;">Reflection questions:</p> <p style="text-align: center;">How can podcasts and AI enhance English language teaching?</p> <p style="text-align: center;">What challenges might arise when implementing these tools in the classroom?</p>	5 min
		<p style="text-align: center;"><b>Project:</b> T will present the guidelines for the project, clarify any questions, and highlight the importance of</p>	10 min

		the project through comments and insights.		
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*Appendix E.Podcast creation Guidelines***B.A in Foreign Languages Emphasis on English****Pedagogical Intervention****Podcast Guidelines****1. Format and Length**

- **Format:** Choose between audio or video podcasts. If you choose video, ensure good lighting and camera quality.
- **Length:** Keep the podcast between 2 to 5 minutes. Be concise and focused.

**2. Pre-Production Planning**

- **Topic Selection:** Choose a topic that is interesting, relevant, and aligns with the assignment guidelines.
- **Discussion Question:** Develop a clear and engaging discussion question that will guide the conversation.
- **Roles Assignment:**
  - **Host:** Moderates the discussion, introduces the topic, and ensures everyone participates.
  - **Participants:** Each group member should contribute to the discussion with their thoughts and answers.
  - **Technical Lead:** Handles recording, editing, and adding special effects.
- **Script Outline:** Create a brief outline to structure the podcast. Include:

- Introduction (topic and participants)
- Discussion question
- Key points to cover
- Conclusion (summary and closing remarks)

### **3. Recording**

- **Equipment:**

- Use a good-quality microphone for clear audio.
- If recording video, use a stable camera or smartphone with good resolution.

- **Environment:**

- Record in a quiet space to avoid background noise.
- Ensure proper lighting if recording video.

- **Participation:**

- Each group member should speak and contribute to the discussion.
- Keep responses concise and on-topic to stay within the time limit.

### **4. Post-Production**

- **Editing:**

- Trim unnecessary pauses, mistakes, or off-topic segments.
- Add special effects (e.g., intro/outro music, sound effects) to enhance the podcast.

- **Audiovisual Enhancements:**

- For video podcasts, include relevant visuals (e.g., images, text overlays, or video clips).
- For audio podcasts, consider adding background music or sound effects to make it more engaging.
- **Review:**
  - Listen/watch the final version to ensure it meets the time limit and quality standards.

### 5. Publishing

- Follow your professor's instructions for submitting or publishing the podcast.

### 6. Checklist Before Submission

<i>Podcast Checklist</i>	<b>Yes</b>	<b>Not</b>
● <i>Podcasts are between 2-5 minutes.</i>	<input checked="" type="checkbox"/>	
● <i>All group members participated equally.</i>	<input checked="" type="checkbox"/>	
● <i>Discussion question is clearly presented and answered.</i>	<input checked="" type="checkbox"/>	
● <i>Audio/video quality is clear and professional.</i>	<input checked="" type="checkbox"/>	
● <i>Special effects and visuals (if applicable) are added.</i>	<input checked="" type="checkbox"/>	
● <i>Podcasts are published/submitted according to the professor's directions.</i>	<input checked="" type="checkbox"/>	

**Notes:** The submission deadline for the podcast is **March 17 th**. Any podcasts submitted after this date will not be accepted or considered for grading. Please ensure your work is submitted on time.

*Appendix F. Podcast Evaluation***B.A in Foreign Languages Emphasis on English****Pedagogical Intervention****Annex Podcast Analysis**

<i>Podcast</i>	<i>Content strengths</i>	<i>Content Weaknesses</i>	<i>Relevance Highlights</i>	<i>Guest Quality Observations</i>
1	Clear introduction, strong thesis	Off-topic submission	Engaging host questions	Balanced guest participation
2	Clear discussion	Audio Quality	Deep topic analysis	Natural conversational patterns
3	Relevant content	Abrupt transitions	Fluency and natural speech	Guest lack clarity

*Appendix G. Podcast Access and Transcription***B.A in Foreign Languages Emphasis on English****Pedagogical Intervention****Podcast Access and Transcription**

<p>Podcast 1: What inclusion means in education, why it matters, and how teachers can make their classrooms more inclusive.</p>	<p><b>Sebastián:</b> Welcome to today's podcast on inclusion in pedagogy. I'm Sebastián, your host, and I'm joined by my fellow educators, Isabella, Matt OX, and Diana. Today we'll discuss what inclusion means in education, why it matters, and how teachers can make their classrooms more inclusive. Let's get started. To begin, what does inclusion in pedagogy mean to you?</p> <p><b>Isabella:</b> Okay, to me, inclusion means creating a learning environment where all the students feel valued regardless of their backgrounds, abilities, or learning styles. It's about adapting teaching methods so that everyone has equal access to education.</p> <p><b>Matt OX:</b> Absolutely. Inclusion is not just about students with disabilities. It also includes students from</p>
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different cultures, those learning as a second language, or even students with a different socioeconomic background.

**Diana:** Exactly. And teachers also play a crucial role in fostering this inclusivity. By using differentiated instruction and flexible assessments, we can ensure every student has a fair chance to succeed.

Sebastián: Great points. Now, what are some practical strategies teachers can use to make their classrooms more inclusive?

**Isabella:** One important strategy is universal design for learning. This means offering multiple ways for students to engage with material, like using visuals, audio, and hands-on activities instead of just lectures.

**Matt OX:** Another key approach is culturally responsive teaching. Acknowledge and incorporate students' diverse backgrounds into lessons to make learning more relevant and engaging.

**Diana:** And let's not forget the importance of a supportive classroom environment. Simple things like setting clear expectations, encouraging collaboration, and using inclusive language can make a big difference.

**Sebastián:** I really love those ideas. But what about the challenges? What do teachers struggle with when implementing inclusive practices?

**Isabella:** A big challenge is lack of resources. Some schools don't have enough support staff, technology, or training to fully implement inclusive strategies.

**Matt OX:** Yes. And time is another issue. Because adapting lessons for different needs requires extra planning, and teachers are already stretched thin.

**Diana:** Yeah, that's true. But collaboration can help. When teachers, administrators, and parents work together, inclusion becomes easier to achieve.

**Sebastián:** Okay, thank you. I think we've covered a lot today—what inclusion means, strategies to implement it, and some of the challenges teachers face. The key takeaway: inclusion is essential for a fair education system. And while challenges exist, collaboration and creativity can help overcome them. Thanks, Harold, Isabella, and Diana for sharing your insights. And thanks to our listeners. Keep promoting inclusion in education.

<p>Podcast 2: How are smartphones, social media, and digital platforms transforming the way people engage with their cities and each other?</p>	<p><b>Kevin:</b> Hello everyone, welcome to Kevin Capucho's podcast, the show where we explore how technology is changing the way we experience our cities and connect with each other. I'm Kevin, your host, and today we're talking about something we use every day: smartphones, social media, and digital platforms. How are they transforming your urban life?</p> <p>To help me break it down, I've got two great guests. The first one is Ruth and Christian. Thank you for being here. Now, I want you guys to think about how different city life was before smartphones. How different was Bucaramanga before we had our beloved iPhones? No instant maps, no real-time transit updates, no apps to find the best coffee shop around the corner.</p> <p>Ruth, do you think all these digital tools are making your van life easier or just more dependent on tech?</p> <p>Ruth: Okay, Kevin. So first of all, I want to thank you for having us, and also, I want to thank the audience for taking the time to listen to us.</p>
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So well, regarding your question, well, in my opinion, I would say that we are not totally, like relying on technology, but rather we have realized how useful it is for us in our daily life.

So, I want to give you an example. For instance, here in Bucaramanga, if you want to visit any place, you can easily take your smartphone and Google it or look for it on Google Maps, right? So it's pretty easy to know where to go and how much time you would need to get there.

So, I think that it's quite crazy to think about it, but at the same time, it's so useful, not only for us as Bucaramanga citizens but also for any foreigner who comes to visit our beautiful city.

**Kevin:** Oh my goodness! Thank you so much, Ruth, for that answer.

Now, let's talk about something really, really, really important for us young people: social media. It has changed how we connect not just with friends but with our cities. We find local events, we support small businesses, and even report issues like traffic or safety concerns.

Christian, do you think social media is making cities feel more connected, or are we just experiencing them through our screens? What do you think?

**Christian:** Thank you, Kevin. That's a great question.

I think social media has definitely transformed the way we experience our cities. On one hand, it's made it easier to find events, connect with local businesses, and even stay informed about issues like traffic or safety concerns. I think it's a powerful tool for keeping people engaged with their communities.

But on the other hand, it can also create a kind of disconnect. We might be even more aware of what's going on, but we might not always be fully present in those experiences. So, we're seeing our cities through a screen, which can sometimes distance us from the actual human connection and interaction that make a place feel alive.

So, it's a bit of a double-edged sword. It's connecting us in ways that were never possible before, but it's also changing the nature of how we experience that connection.

	<p><b>Kevin:</b> Now, thank you so much, Christian, for that answer.</p> <p>Well, thank you both, guys. But now, let's maybe wrap it up. It is wild to think how much our phones and apps shape the way we experience the places we live, right? But is all of this actually improving our real life, or are we just losing something in the process?</p> <p>We would love to hear what you guys think on social media! You can follow us on Twitter and Instagram, and we will read your answers.</p> <p>Now, big thanks to Ruth and Christian for joining today. If you enjoyed this episode, make sure to subscribe and listen to the other episodes on Spotify and YouTube.</p> <p>We'll see you next time. Bye bye!</p> <p><b>Ruth &amp; Christian:</b> Thank you so much! Bye bye!</p>
<p>Podcast 3: How do Colombian cities visually represent their linguistic diversity in public spaces, and what does</p>	<p><b>David:</b> Hi everyone, welcome to our podcast. So today we are going to talk about the linguistic diversity represented in public spaces here in our city, that is Bucaramanga.</p>

<p>this reveal about their cultural identity?</p>	<p>So recently I saw this graffiti of <i>Las Cuchas Tenían Razón</i>, this referring to the seeking mothers in La Comuna 13 in Medellín and the founding of bones remains in Las Comberas. So let's start. Today we are here with Victoria, a street artist, and Jefferson, an important linguist.</p> <p>So, Victoria, from your experience as a street artist, how do you think urban art reflects the country's identity and history?</p> <p><b>Victoria:</b> Hi David. Well, when we paint in the streets, we are not just decorating, we are telling stories that some try to erase. We recreate history, memory, and resistance. The example with the graffiti <i>Las Cuchas Tenían Razón</i> has greater importance in our context. It speaks an uncomfortable truth: memory cannot be silenced. We use public spaces to remember the question and to show that culture is also riding on the streets. In the end, that's identity to me.</p> <p><b>David:</b> Yeah, that's really interesting. Thank you, Victoria. Now let's go with Jeff. So let's talk a bit more</p>
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about the origin of the word *Cucha*. Where does it come from and how has it changed over time?

Jeff: Well, this is a fascinating case of linguistic evolution. The word *Cucha* initially has its roots in the Muisca culture, which is one of the most important indigenous civilizations in Colombia. And for them, the Muisca, *Cucha* was a word used to describe a woman of exceptional beauty. The literal translation is like *so beautiful and so stunning that she surpassed even the magnificence of a reindeer*. Well, it sounds really poetic and reverential. We can say that the use of this term reflects the deep appreciation from the Muisca for beauty and for nature.

Over time, obviously, the meaning of this word has slightly changed. By the 19th century, it started to be used more broadly in different regions of Colombia, especially in Medellín, where *parlache* originates. It shifted from being a term of admiration for beauty to a common expression referring to older women, especially mothers or grandmothers.

**David:** I had no idea! It's amazing how a word that originally had such a poetic meaning became part of our everyday language.

**Jeff:** Well, as I mentioned before, exactly in Medellín and other parts of Colombia, the word *Cucha* became part of *parlache*, where its meaning became even more specific. This phenomenon in linguistic studies is called *socialization*, and it happens when a term is no longer just a general term. In this case, for older women in the urban slang, now it is commonly used to refer to one's mother. You'll hear phrases like, *oiga, mi cucha*, or *mi cucha got mad at me*, which might sound odd elsewhere, but in Medellín they are part of everyday speech

**David:** So while the meaning evolved, it still carries a sense of respect and affection, right?

**Jeff:** Well, for me, it still carries a sense of affection, especially. And that's the key to understanding the phrase in the graffiti, like *Las Cuchas Tenían Razón*. It's not just a recognition of maternal wisdom, it's also a way to revalue memory and tradition in an urban context. Like, it reminds us that no matter how much younger

	<p>generations resist or question authority, their elders often have a point, and especially mothers, because they are all considered usually as protective. So that's why.</p>
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