



Warwick Institute of Engagement  
Conference 2026

# Public engagement through podcasting

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# Public engagement through podcasting

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# Globalisation, Diversity and Public Engagement - background

## The module:

**“Globalisation and Diversity in the Workplace”** (Optional module on **MSc Intercultural Communication for Business and the Professions**)

- Students identify a local impact of globalisation and diversity, then work in groups to come up with an intervention that helps address it (**public engagement element**)
- Previous examples included websites, community events, podcasts, videos... even a stand-up comedy show!

## The challenges:

- Student groups often struggled to agree upon the best format for their interventions, and to deliver them fully (lack of time and training?)
- Tutors faced a challenge when supporting and marking such radically different projects

# Globalisation, Diversity and Public Engagement - background

## The solution:

- WIE funding for a staff-student collaborative project to redevelop the module (now called “Globalisation, Diversity and Public Engagement”)
- PGTs and PGR students as co-creators: consultants, co-researchers, co-designers, representatives (Bovill et al. 2016)
- Strengthening emphasis on public engagement, through assessed podcast project

## Advantages of introducing an assessed podcast element:

- Centred on public engagement, and applying academic concepts to real world
- Requiring assessed podcasts can serve as an “enabling constraint”
- Availability of specific, consistent industry-informed training and support
- Specific, consistent expectations for what students need to produce (and how tutors will assess it)

# Why podcasting for public engagement?

## Podcast projects:

- Allow students to identify and engage deeply in topics that matter (to them, and to others)
- Encourage interactive, dynamic, collaborative learning experiences, which can help bridge cultural and geographical divides (Coley 2025)
- Empower different voices – in terms of language, and other aspects of our “superdiverse” universities and communities (Vertovec 2007)
- Support an applied, interdisciplinary ethos (O’Connor & O’Connor 2025)
- Foster the development of practical, technical and communication skills (including communicating academic ideas to non-specialist audiences)
- Lead to the creation of something that can be shared more widely, and have genuine impact...

# Impact: Teaching and learning

## Metrics or moments?

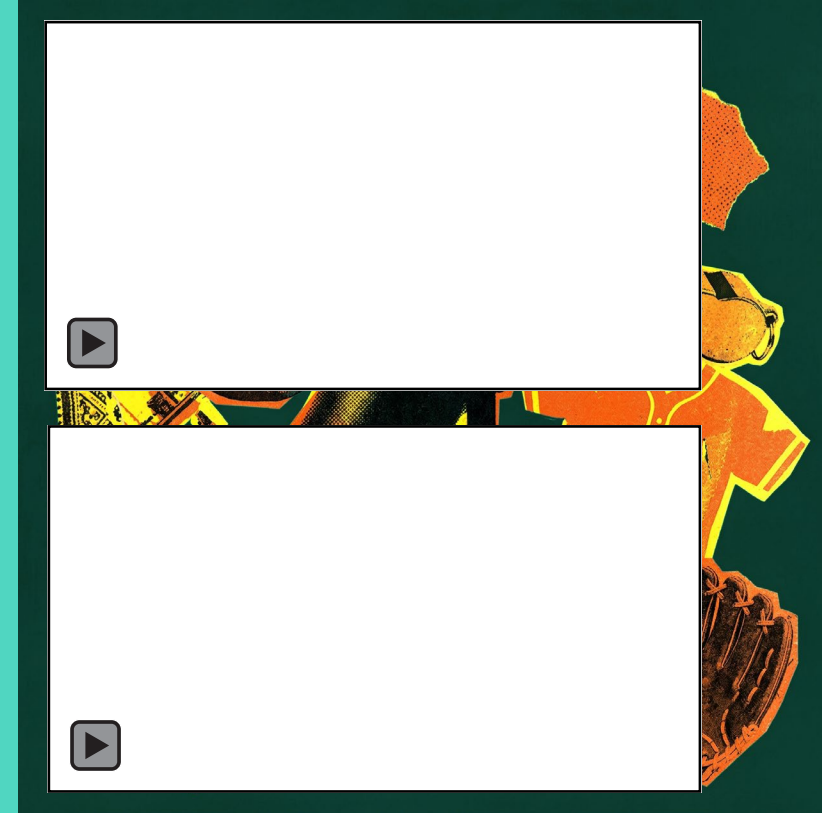
- “This module is my **favorite module** in this term, because all the learnings in the module [are] **very relatable in day-to-day life**”
- “This module is **my favourite** among courses”
- “... seeing this **real-life example had the biggest impact on me**”
- “... very **motivating and inspiring**”
- “This course has **inspired me a lot**”
- “... **current, interesting, fun** to talk about”

## Impact: Teaching and learning

### Frank, MSc ICBP student:

“Hi my name is Frank and I feel very honoured to participate in the podcast recording for this course. We interviewed a Korean international student and a local British student about their experience in sports club. This helped us better understand the identity experience of international students.”

“At the same time, the process also improved many of my skills, such as communication, interviewing and podcast editing. Although we had some limitations, like not anonymising the interviewees, this experience will help us improve and complete our final dissertation more effectively. Thank you!”



*Silent Emotions: Intercultural Challenges in Sports Societies*

## **Impact: Teaching and learning**

**Tiara, MSc ICBP student:**

“It was very exciting that I got to do a podcast project for my Globalisation module. I got to experience how to package a concept that is very academic, that I learned from the academic setting, and how to make it accessible into the public.”

“And I really enjoyed the process of making the podcast itself. I learned so many things from the experts throughout the interview as well as editing. The more we listened to the audio when we edited them actually we realise there’s so many more perspectives about the... things that they shared so I really enjoyed it and I’m so grateful for the opportunity.”



# Impact: Research

Public engagement through podcasting: putting theory into practice in a university module on globalisation and diversity (2026)

Lees, Schnurr, **Turner**, **Agius**, Wang, Zhang, **Patrick** & **Wang**

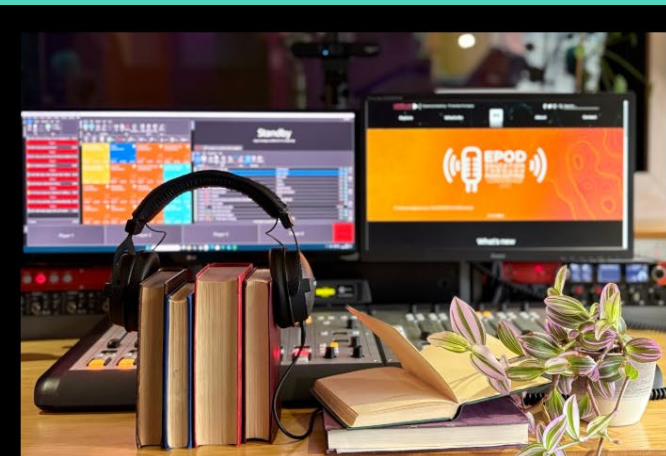
Bovill et al. (2016) on including **students as co-researchers** (and **co-authors**)

More: [EPOD \(Education through Podcasting\)](#)



**Between entertainment  
and education: Balancing  
media industry  
expectations within  
educational contexts**

Due to be published summer 2026.



## **Impact: Individuals and communities**

**Diana Wang, MSc ICBP student, PGT member of module redevelopment team**  
Co-creator of “Gender, Representation and Linguistics” podcast

“One of the most memorable moments for me was hearing one of my module professors – someone I had only encountered in formal academic contexts – share her struggle of juggling various roles in her academic and family life, which had remained hidden from us students. It prompted me to rethink broader gender issues discussed in our ‘Globalisation and Diversity’ module.”

Doing this podcast interview gave Diana a very different understanding of her interviewee – as a woman, a mother, and an immigrant, as well as an academic – as well as the connection between academic issues and “real life”

# Impact: Individuals and communities

## Different voice(s)? Different experts?

Omland et al. (2025):

‘Voice can be used both literally to signal a person’s actual speaking, and metaphorically to signal a sense of empowerment and agency experienced when one’s voice influences situated circumstances (Cook-Sather, 2020)’

Positioning: ‘how relations among people are socially constituted’ (interactionally)

- Redefining who and what an “expert” is – e.g. students and community members as bearers of skills, knowledge, contacts etc.
- Going out into communities to engage with and amplify different voices
- Challenging language ideologies (native-speakerism, accentism etc.) – students, staff and community members as legitimate **language users**

## Next steps

- **Podcast site launch (stay tuned!)**
- **Forthcoming publications:** [EPOD Book 2](#), pedagogy handbook
- **Future podcasts**
- **Future conversations...**

**Thank you!**

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