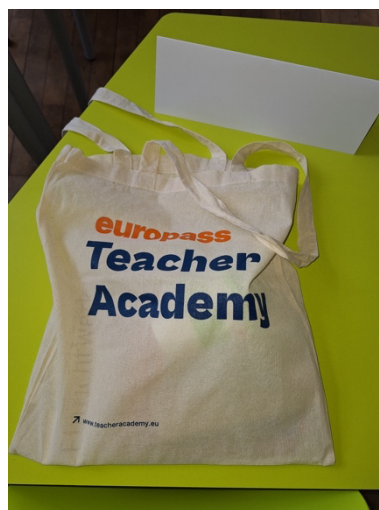


ERASMUS+ TEACHER TRAINING COURSE: “Podcast and Streaming as Educational Tools”. Dublin, 3–10 August 2025

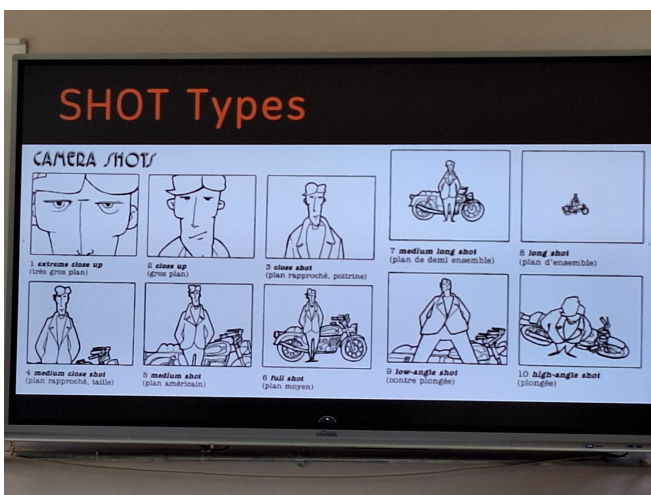
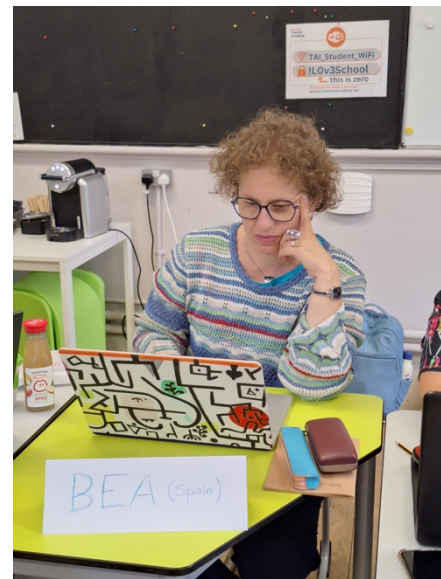
One of our teachers, Beatriz Vega Illera, from the Geography and History Department and the school's Secretary, attended a teacher training course in Ireland last August organised by Europass Teacher Academy. This training activity was part of the IES Vela Zanetti Erasmus+ Project for the 2024–2025 academic year.

The participants came from a variety of countries, including Spain, Germany, Hungary, Slovenia and Croatia. They represented different educational sectors such as Primary, Secondary, Vocational Education and also the Spanish Official Language Schools. There were also representatives from organisations not directly related to formal education, including a Croatian NGO focused on parenting awareness and a representative from a local development centre in Slovenia's Soča Valley.

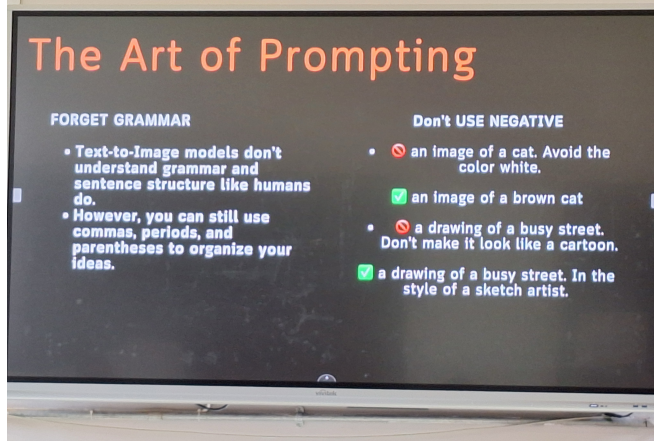
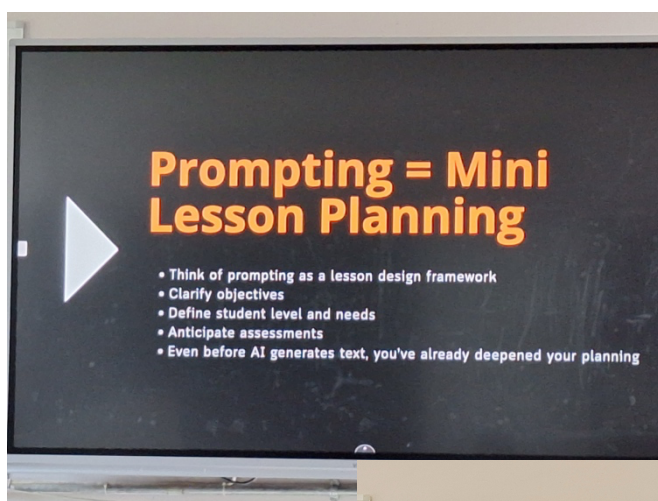


The main objective of the course was to explore the use of podcasts and streaming as innovative educational tools to enrich the teaching and learning process.

Throughout the course, participants learned how to design, plan and produce a podcast from scratch, including topic selection, audience identification, episode structuring, script writing and interviewing techniques. Particular emphasis was placed on the pedagogical value of podcasts, especially in the development of language skills, listening comprehension, creativity and students' social and emotional competencies. Practical examples of classroom projects were also presented.

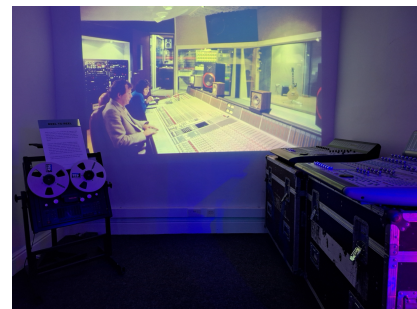
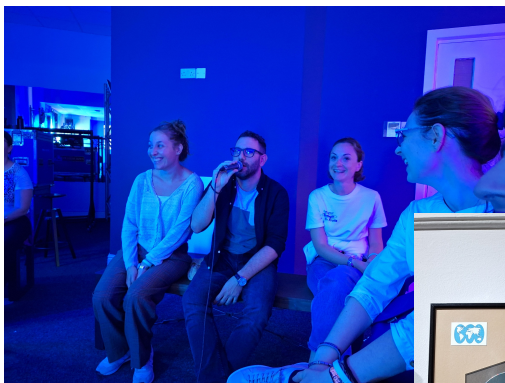


In addition, the course teacher, Merouan Bouregba, brought extensive experience in both radio production and audio editing, as well as in the use of Artificial Intelligence (AI) tools applied to this field. As a result, participants explored AI-powered tools for research, script writing, image generation, music creation, sound effects and voice synthesis. The course also addressed the principles of effective prompting in order to obtain higher-quality results from AI systems.



Participants were also provided with technical guidance on audio recording, editing and enhancement through specialised software and free resources, culminating in strategies for publishing and distributing podcasts across various digital platforms.

Furthermore, the group visited **Windmill Lane Studios** in Dublin, one of the world's most legendary active recording studios. It is a real working studio rather than a museum, although it also houses historic equipment and facilities that illustrate the evolution of professional recording and audio production over the past 48 years.



Finally, participants put their newly acquired knowledge into practice by creating an educational podcast in groups, covering the entire process from script writing to recording and editing. In the case of Beatriz and her teammates, Cristina Luque (an English teacher at the Official Language School of Almería) and Anna Meszleny (a secondary school Art teacher from Hungary), their podcast was set in a museum where Ancient Egyptian artifacts come to life and explain key aspects of this civilisation. (Podcast link available on the IES Vela Zanetti website.)

In addition, the organising academy offered a variety of cultural and networking activities for all participating teachers throughout the week. These included introductions to hurling and other Gaelic sports, a guided tour of Dublin, an international fair showcasing the nationalities represented at the academy, and visits to Wicklow Gaol and the natural site of Glendalough. These activities provided valuable insights into Irish history and culture while fostering professional connections that may lead to future Erasmus+ mobility projects.



Overall, the experience proved highly rewarding, providing the participating teacher with a wide range of AI and podcast-editing tools, as well as teaching strategies designed to support students in script writing and audio production. These resources will undoubtedly be of great value for future classroom implementation.

Moreover, the positive atmosphere created throughout the course and the enriching relationships established with fellow participants fostered the development of valuable professional contacts, which may lead to future mobility projects and collaborations within the Erasmus+ framework.

