References

Podcasting for learning: are we asking the right question? – John Helmer

Clark, D. (2019). Video for learning – 15 things the research says – some may shock you… *Donald Clark Plan B* (blog), 30 November 2019. donaldclarkplanb.blogspot.com

Cedefop / European Union. *The European Qualifications Framework: level descriptors*.

Leahy, W. & Sweller, J. (2011). Cognitive load theory, modality of presentation and the transient information effect. *Applied Cognitive Psychology*, 25(6), 943–951.

Mayer, R. E. (2021). *Multimedia Learning*, 3rd edition. Cambridge University Press.

Meyer, J. H. F. & Land, R. (2003). Threshold concepts and troublesome knowledge: linkages to ways of thinking and practising within the disciplines. ETL Project Occasional Report 4. Universities of Edinburgh, Coventry and Durham.

Meyer, J. H. F. & Land, R. (2005). Threshold concepts and troublesome knowledge (2): epistemological considerations and a conceptual framework for teaching and learning. *Higher Education*, 49, 373–388.

Singh, A.-M., Marcus, N. & Ayres, P. (2012). The transient information effect: investigating the impact of segmentation on spoken and written text. *Applied Cognitive Psychology*, 26(6), 848–853.

Sweller, J., Ayres, P. & Kalyuga, S. (2011). *Cognitive Load Theory*. Springer.

Thomas, M. A. M., Boivin, K., Brehm, W., Aktas, F., Karaagacli, B. C., Cho, I. & Kyei Mensah, P. (2025). Podcasts as pedagogy in higher education: a scoping review to map and advance the field. *British Journal of Educational Technology*. DOI 10.1111/bjet.70021.

Full bibliography: Helmer, J. (2026). *Should Podcasting Be Part of Your Learning Mix?* johnhelmerconsulting.com/paper.html