

### ESTIMATED TIME

4-5 class periods

### PREREQUISITES

■ Computers with Internet access. This lesson involves a basic understanding of podcasting, digital video and audio recording and access to software (free software is available to download) is needed to complete all aspects of the lesson. However, there are elements to this lesson that can be taught without the use of technology.

### RESOURCES AVAILABLE

■ *Video Skills and Podcast Rubric*

### ACROSS THE CURRICULUM

The use and knowledge of technology skills varies from student to student and from teacher to teacher. However, it can be assumed that technology has had a very strong impact upon today's education and individual lifestyle inside and outside of the educational setting. As a tool for self-expression and as a reusable information sharing resource, technology has found its way into the curriculum of many classroom settings. Using video podcasting to help students learn and express what they have learned is not only applicable to this day and age of technology, but it helps connect students to some of the methods of learning and assessment used in higher education and professional work settings. One of the main objectives of this lesson is for students to improve upon their presentation skills and upon their use of video technology so that they will be prepared to use video presentation skills to meet academic requirements.

### LESSON GOAL

Identify the different digital video and audio file formats available for education and entertainment. Create digital video and audio files by studying how a podcast is organized and developed.

### Essential Question

How do I use video and podcasting to communicate?

### Student Expectations

1. Download and become familiar with Apple's iTunes software.
2. Navigate through different types of podcasts available through Apple's iTunes software.
3. Listen to at least one podcast of their choice and post an online review of it.
4. Design a podcast based upon a hobby or personal interest.
5. Record the podcast that has been scripted.
6. Write a reflection about podcasting.

### LESSON OBJECTIVES

1. Demonstrate understanding of accessing digital media.
2. Produce a podcast for communication.

### RATIONALE

Today's digital media maintains a strong influence on youth as they listen to music and watch videos through digital technology such as Microsoft's Zuma and the trend-setting Apple iPod. People are plugging in and listening to personal music collections, online radio stations, books, sermons and other topical podcasts. Podcasts are one of many forms of the online digital audio resources and have dominated the form. Unique personalities, radio show hosts, church pastors and educators create and archive their ideas, daily insights, sermons and lectures for the public to access.

Keeping up with the various formats of digital media is an important part of understanding how to use it effectively. Many universities have incorporated the MP3 audio formatting to their course syllabi. Podcasts, an online library of a wide variety of media files, is a familiar format for many youth who utilize this technology. Teaching students how to use Apple's iTunes software and how to create their own digital media will increase their ability to interact with it in many different ways. Also, teaching students how to post a podcast will enable them to gain insight into the basics of podcasting for the purposes of reflection and personal assessment.



Video Skills and Podcast Rubric

## PROCEDURES: WHAT TO DO

1. **SMALL GROUP** Hand out the *Video Skills and Podcasting Rubric* to introduce the lesson and explain how students will be evaluated. Then break students into groups of 3-4 and take 10 minutes for each person in the group to share with one another about a hobby or area of interest and a little bit about how they became interested in that hobby or interest.
2. **WHOLE GROUP**
  - a. Ask at least one member from each group to share one new thing they learned about a classmate during the sharing time.
  - b. Ask the class what can be done with this new information. Discuss with them the importance of sharing and reflecting upon new information.

### ASSESSMENT

**Discussion** Contribute to discussion to develop an understanding of sharing information with others (specifically, a personal hobby or interest).

3. **SMALL GROUP** Reconvene the small groups. Ask each group to set up a mock interview with one of the students from each group about their hobby/interest. Each group will do a “live” interview in front of the class after planning it out and practicing it for about 10 minutes. Give students the following instructions:
  - a. The interview should be between 3-5 minutes long.
  - b. The content should stay focused on the person and his or her hobby/interest.
  - c. The questions need to be written out before performing the interview in front of the class.
  - d. Each interview needs to end with the following reflection question: “Explain to us why you most enjoy this hobby/interest and what you would like to share with someone else who is thinking about the same hobby/interest.”

### ASSESSMENT

**Interview** Contribute to small group interview session.

4. **INDIVIDUAL** Have each student access a computer and, if not already downloaded, log into <http://www.apple.com/itunes> and click on the link to download the latest version of iTunes. Once iTunes is downloaded to their computer, go to the “iTunes Store” and click on podcasts.
  - a. Find an example for each of the following free podcasts and listen to the 30-second sample.
    1. Any NPR Radio Show
    2. Any of the top podcasts
    3. Any video podcast
    4. Any educational podcast
  - b. Search the podcast directory and choose a show to listen to. They will have to download the show to do this.
  - c. Choose a podcast from the four categories listed above and any other podcast of their choosing.
  - d. Go to the podcast’s information page and read the description. Also, read other customer reviews.



Student Pages

- e. Listen to one of the podcast's shows in its entirety (you will need earphones or a computer with speakers).
- f. Go back to the podcast information page, write and submit a review.

### ASSESSMENT

**Podcast Review** Research and review a podcast.

5. **Podcast Design Project** Have students create their own podcasts by following these directions.
  - a. Create a 10-20-minute podcast that informs your audience of an interest or hobby that you have or are interested in developing.
  - b. Pick a topic for your podcast.
  - c. Outline your 10 minute podcast (i.e. interviews, personal reflection, music, stories/examples, history, etc...). Be very specific regarding timeframe and include detailed notes for each section.
  - d. Logistics
    - a. Write out your script (elements such as an interview cannot be scripted, but rather transcribed after the podcast is recorded).
    - b. Your podcast should be practiced from your script before recording so that you can stay within your timetable.

### ASSESSMENT

**Podcast Design Project** Design a podcast based upon a personal interest or hobby.

6. **Recording a podcast**
  - a. Using a video recorder and/or an audio recorder (see below for a free download option), record the podcast they wrote and scripted above.
  - b. Items needed:
    1. Digital video camera or other recording device.
    2. Microphone or other input device for recording if not part of the video recorder.
    3. Video and/or audio recording program such as Camstudio (<http://camstudio.org/>), Audacity (<http://audacity.sourceforge.net>), iMovie, Garageband (part of iLife from Apple – <http://www.apple.com/ilife>).
    4. Record your podcast using a digital video recorder (if none is available, use a digital audio recorder – see above for free downloadable software).
7. **WHOLE GROUP** Schedule time or arrange for students to share their podcasts with each other during or outside of class. Have students use the *Sakai* Assignments Tool to submit their scripts and podcasts for evaluation.

## ASSIGNMENT 1

### ASSESSMENT

**Podcast Recording Project** Record a podcast based upon a personal interest or hobby.

## REFLECTION ASSIGNMENT 2

Have students write a reflection on the following prompts. Have them use the *Sakai* Assignments Tool to submit their reflections.

## INTEGRATING TECHNOLOGY

### ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

### SCHEDULE

- Add Assignments to the Schedule.

### EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired.

### LESSONS

- Review Lessons.
- Add Resources if desired.
- Change a Lesson if desired.
- Schedule a Lesson.
- Unschedule a Lesson.

### Ohio Academic Content Standards

#### Technology Grade 10

**Benchmark B:** Create, publish and present information, utilizing formats appropriate to the content and audience.

*Publication 1.* Publish information in printed and electronic version, and select appropriate publication format (e.g., paper, Web, video).

#### English Language Arts

##### Research

7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

##### Speaking Applications

6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.

7. Vary language choices as appropriate to the context of the speech.

8. Deliver informational presentations (e.g., expository, research) that:

- demonstrate an understanding of the topic and present events or ideas in a logical sequence;
- support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
- include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);

9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

Write a one-page reflection on how writing a script and then recording a podcast helped you think through thier hobby/interest. Use the following questions as guide.

- What more did you learn about why you enjoy this hobby/interest?
- How did creating a podcast help you to organize your thoughts about this subject?
- How does the fact that what you created could be kept on file forever affect what you say and reveal about yourself on video?
- How can podcasting be used as an effective way of sharing information? Explain.

### ASSESSMENT

**Reflection** Reflect upon the impact of podcasting.

### ASSESSMENT

Use the *Video Skills and Podcasting Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

## DIFFERENTIATING INSTRUCTION

### SPECIAL NEEDS

Students on IEPs should do well with the material presented in this lesson and the way it is presented. Where necessary, they should be given additional time or extra assistance from the advisor.

### GIFTED AND TALENTED

Gifted students can be challenged in this lesson by acting as classroom leaders during the discussion. The material may be intuitive to them, but not to their classmates. Therefore, charge them with directing the discussion and giving encouragement to struggling participants. Other tasks could include doing another podcast recording session on a series of reflections. Also, listening to and creating a reflection similar to NPR's "This I Believe" series would be an excellent exercise to practice. Free curriculum is downloadable at <http://www.npr.org/thisibelieve>. Have the students develop a "chaptered" podcast based on a multimedia presentation.

## ADDITIONAL RESOURCES

### WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- Free Apple sponsored podcasting online seminar: <http://seminars.apple.com/seminaronlineandpodcast/apple/index.html>
- This I believe: <http://www.thisibelieve.org/educationoutreach.html>
- <http://en.wikipedia.org/wiki/Podcast>