Media Lab

ADVANCED PODCASTING

TEACHER GUIDE

AFTRS

Australian Government

OVERVIEW

This unit of work invites students in any High School Stage to creatively and critically engage with the increasingly popular media form of podcasting. Topics addressed in the ten classroom sequences include listening tasks, research, wide reading and listening, textual analysis, planning, writing, sound editing, peer marking and self-evaluation. Students will be introduced to the phenomenon of podcasting and examine a range of podcasts before creating a short podcast of their own, along with other minor works including a script for their piece. A range of activities will be completed individually and in groups, and students are invited to share their completed work with family, friends, peers and online. This unit may have cross-curricular applications (in Social Studies, Science, Drama etc).

AIMS

Through the various instructional materials and creative activities, this unit aims to develop students:

- Listening skills
- Media literacy
- Skills of textual analysis
- Technical capabilities
- Creative writing approaches
- Planning approaches
- Ability to create (specifically, record) and edit texts
- Aptitude for collaboration and peer evaluation
- Understanding of purpose and audience
- Understanding of the links between form and meaning.

USING THIS UNIT IN THE CLASSROOM

Students will be required to employ their skills of critical and creative responses to texts in this unit as they explore podcasting as a media text form. The unit comprises ten linear teaching sequences for the classroom that are designed to build towards the creation of a podcast. The unit may be employed over a few weeks of timetabled lessons, or at intervals across a longer period. Alternatively, lesson sequences or activities may be used in isolation, independently of the wider unit. Teachers are invited to omit, add or modify materials and activities based on their needs. The assessable tasks may be brought into an existing term unit, or set as extension tasks in a GATS class or similar setting. Students with special needs can participate in all aspects of the unit and complete modified versions of tasks.

RESOURCES

The equipment required for the execution of this unit should be readily available and accessible in schools and even at home for some students. Types and brands of items will vary between schools, and your school's BYOD/BYOT policy will also come into play, but the basic equipment requirements of the unit are as follows:

- Computer or smartboard with speakers via which podcasts can be played for the whole class
- Laptops or tablets with internal microphones: one per 2-3 students or one appropriate device per student, based on the school's tech resources and BYOD policy
- Sound recording software, such as Audacity (PC or Mac) or GarageBand (Mac)
- Optional: external microphones and any necessary attachments, adaptors and stands; a mixer (most schools have one, but the trick is knowing how to use it or having someone on hand who does).

MAP OF CONTENT AND ASSESSMENT

SEQUENCE	CONTENT	ACTIVITIES	WORKSHEET	ASSESSMENT THREE FORMAL TASKS SHOWN IN BOLD
Sequence 1 Podcasting – what and who	Introductory information regarding podcasting is provided to students and they are invited to begin giving some thought to their Major Work for the unit: creating a very short podcast episode of their own. Questions to be answered in this sequence include: What is podcasting? Who is its main audience? Who is making podcasts? What kind of podcast will you make for your Major Work by the end of this unit? Students will be issued with instructions for their Major Work, giving them time to consider the kind of podcast they would like to make. They will also listen and respond to a podcast in class. This sequence draws on the General Capabilities of Literacy and Information and communication technology capability.	**Introductory video – what is podcasting?** https://www.commoncraft.com/video/podcasting Students view clip and make their own notes (e.g. dot points, mindmap, graphic organiser) **Short podcast** http://howtodoeverything.org/post/151155309665/a-listener-needs-help-opening-his-velcro-bag Listen to above podcast and answer response questions **Pairs discussion - initial Major Work ideas**	Introduction to podcasting **Major Work: Original Podcast**	Students are issued with Major Work instructions
Sequence 2 The world of podcasting	What are the key components of a podcast? Students will be introduced to the predecessors of podcasting in this sequence, and consider whether currently (and increasingly) popular radio text forms have brought audiences full circle since the days of the home wireless. Students will learn about the key components of a podcast and the creation process. They will also consider why podcasting is gaining such popularity. This sequence draws on the General Capabilities of Literacy and Critical and creative thinking.	Research links: http://www.cybercollege.com/frtv/frtv018.htm http://www.slate.com/articles/arts/history/2013/10/orson_welles_war_of_the_worlds_panic_myth_the_infamous_radio_broadcast_did.html http://www.smithsonianmag.com/history/infamous-war-worlds-radio-broadcast-was-magnificent-fluke-180955180/ Compare 'Golden Age' radio style with current style: http://twilightzoneradio.com/listen.html https://youtu.be/K4NjMl-FVo8	**Worksheet 2** Considering what came before podcasting and whether we've come full circle	Students gather stimulus materials for Major Work

SEQUENCE	CONTENT	ACTIVITIES	WORKSHEET	ASSESSMENT THREE FORMAL TASKS SHOWN IN BOLD
Sequence 3 Analysing podcasts	What is involved in analysing a podcast? Students will be guided through the process of gathering information and critically responding to at least one podcast episode in preparation for their in-class analysis task in Sequence 4. Students will spend some time as a class completing a glossary of terms specific to podcast creation and analysis. This will require some quick internet research. This sequence draws on the General Capabilities of Literacy and Critical and creative thinking.	Complete a glossary of terms specific to podcast creation and analysis. Listen to one or both of these brief podcasts: http://player.themoth.org/#/?actionType=ADD_AND_PLAY&storyId=12130 http://player.themoth.org/#/?actionType=ADD_AND_PLAY&storyId=12132	**Worksheet 3** Using online resources to complete a glossary of terms and conduct research	**Research Task** (Homework Assessment) Due date and mode of submission to be set by teacher
Sequence 4 Listening Task (in-class assessment)	Students will critically analyse an episode of a podcast (*Mystery Show*) during class time. All instructions, questions and allocated marks appear on the sequence materials. This sequence draws on the General Capabilities of Literacy and Critical and creative thinking.	Podcast episode to be analysed: https://gimletmedia.com/episode/case-5-source-code/ Optional: complete an extension activity using the following video as a starting point: https://youtu.be/DR_MZy7vBTo	**Worksheet 4** Listening task and optional research for extension	**Analysis Task** (in-class) Research Task (Homework Assessment) cont, depending on due date set by teacher
Sequence 5 Scripting a podcast	Students will plan and write their Major Work podcast script for a 2 minute production, following the guidelines provided in the materials. This is an individual task, but at the discretion of the teacher, it may be conducted as a pairs or small group task. General points on podcast scriptwriting precede notes about specific script components, followed by a planning sheet which is to be submitted when the Major Work is presented at the conclusion of the unit. This sequence draws on the General Capabilities of Literacy and Critical and creative thinking.	Work on planning sheet (to be submitted on the day of Major Work presentations)	**Worksheet 5** Scriptwriting notes and planning sheet	Students complete planning sheet for the Major Work and begin writing a script

SEQUENCE	CONTENT	ACTIVITIES	WORKSHEET	ASSESSMENT **THREE FORMAL TASKS SHOWN IN BOLD**
Sequence 6 The good and the bad of podcasts	More information on scripting and creating a podcast is provided in this sequence, and the materials guide students through two evaluations: one of a podcast episode and one of a transcript. The transcript is the written version of the program analysed in Sequence 4. The aim of this sequence is to consolidate students' understanding of effective scripting. The greater part of two sequences is dedicated to this step, as it can be rushed or overlooked entirely in projects like the Major Work. This sequence draws on the General Capabilities of Literacy, Information and communication technology capability and Critical and creative thinking.	Podcast episode to be considered: http://freakonomics.com/podcast/peak-rebroadcast/ Podcast transcript to be considered: https://gimletmedia.com/episode/case-5-source-code/ Complete two response/ analysis tables based on the above resources (one table is already partly completed)	**Worksheet 6** Notes and response tables	Students complete and refine Major Work script
Sequence 7 Creating a podcast	A series of steps is provided to students as they create their podcast recording. Links to online materials and tutorials that offer ideas and help are provided for students who may be struggling. Other students may be confident to go ahead and immediately begin the recording and editing process using their chosen software. Some of this work may need to occur in students' own time. This sequence draws on the General Capabilities of Literacy and Information and communication technology capability.	Read information and accessing online tutorials as the Major Work progresses Use appropriate software to record Major Work audio: http://audacity.sourceforge.net/ http://www.apple.com/ilife/garageband/ Useful support links appear in the materials	**Worksheet 7** Guidelines and specific steps to creating a podcast	Students show completed Major Work script to the teacher for approval or assistance Students record original podcast (in and/or out of class)

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SEQUENCE	CONTENT	ACTIVITIES	WORKSHEET	ASSESSMENT **THREE FORMAL TASKS SHOWN IN BOLD**
Sequence 8 Sound effects and music	Sound effects and music ideas are shared and gleaned as students add these elements to their Major Works. The amount of class time spent on actual editing is left to the discretion of the teacher based on students' progress and time constraints. The teacher will need to guide and assist students where necessary, whilst allowing for as much independent work as possible. Students can also assist and mentor one other in the course of their work. This sequence draws on the General Capabilities of Literacy, Information and communication technology capability, Ethical understanding and Critical and creative thinking.	Get sound/music inspiration from existing works: http://howtodoeverything.org/post/151155309665/a-listener-needs-help-opening-his-velcro-bag http://twilightzoneradio.com/listen.html (briefly revisited from Sequences 1 and 2) Access and incorporate free sound effects: http://propodder.com/2011/05/bumpers-sweepers-stingers-and-drops/ (more links appear in the materials) Gain further inspiration from podcast intros: https://youtu.be/7K2QIkAvFeg Access and incorporate free music: https://www.soundsnap.com/ (more links appear in the materials)	**Worksheet 8** Getting and applying inspiration	Students edit and enhance original podcast (in and/or out of class)
Sequence 9 Finalising and uploading a podcast	Students will be provided with ideas, guidelines and support as they complete, upload and share their original podcasts. They will have time in class to choose and create add-ons and refine the podcast's intro and outro. They may also write a sample sponsor spot that does not need to be included in the Major Work. This activity may be omitted at the teacher's discretion. This sequence draws on the General Capabilities of Information and communication technology capability and Personal and social capability.	Finalise editing and add-ons and refine the Major Work Upload the Major Work http://wiki.audacityteam.org/wiki/ How_to_publish_a_Podcast	**Worksheet 9** Writing a sample sponsor spot Finalising and uploading an original podcast	Students continue to refine original podcast and upload it (in and/or out of class)

SEQUENCE	CONTENT	ACTIVITIES	WORKSHEET	ASSESSMENT THREE FORMAL TASKS SHOWN IN BOLD
Sequence 10 Reflection	This sequence involves presenting, listening to and evaluating the Major Work podcasts created by the students. Each student will present his or her Major Work to the rest of the class, briefly introducing the piece before it plays. This may take one lesson or several, depending on the size of the class and any tech glitches. Students need to submit their podcast planning sheet on the first presentation day. This sequence draws on the General Capabilities of Literacy, Information and communication technology capability and Personal and social capability.	Listen to other students' original podcasts Complete peer marking and self-evaluation activities Optional: Extension activity suggestions and stimulus questions http://www.radiolab.org/story/91622-war-of-the-worlds/ https://archive.org/details/WarOfTheWorlds1938RadioBroadcast256kbps	**Worksheet 10** Listening and responding: peer-evaluation and self-evaluation	Students submit and present their Major Work and engage in peer marking and self-evaluation

ASSESSMENT DETAILS AND MARKING RUBRICS

Through the course of this unit, students will be required to complete a range of activities that are designed to consolidate and extend understanding of the materials encountered in class and develop skills associated with the topic. These tasks will culminate in the Major Work: the production of an original podcast that has been devised and created independently (possibly with the exception of students with special needs or those under a modified curriculum). Each student's original piece will be shared with the rest of the class over one or two lessons. Students will constructively respond to others' work through peer evaluation, and to their own through an informal personal response proforma.

While many activities are suggested and supported in the unit materials, only three key tasks have been designated for formal assessment: a research task, a written analysis and a brief original podcast. It is left to the discretion of the teacher, based on curricular or time constraints and the needs and interests of students, to assign fewer formal, recordable assessments or to formalise other activities in the unit.

The three formal tasks are outlined below, along with relevant marking criteria.

RESEARCH TASK (HOMEWORK ASSESSMENT)

Instructions: Research TWO audio media forms involving dialogue that preceded podcasts – e.g. radio drama serial, talkback radio, readers theatre, literary reading/poetry recitation, lecture, sermon, panel, interview.

Write points or paragraphs about each form, based on the questions below (making a total of 6 answers). Allocated marks are shown. Total possible marks = 20 (10 marks per chosen media form).

Write a total of at least 500 words. Do not plagiarise, and do not simply reproduce the information presented in Sequence 2. You can, however, research some of the examples from Sequence 2 and present your findings in more detail or in a new way.

Unit Weighting: 20%

QUESTIONS:

1. What are some key examples of this form? Who created them and when? (3 marks)

2. a) What is/was the purpose of this media form? Give evidence.

    b) Who is/was the main target audience? Give evidence.

    (2 marks)

3. What are the similarities and differences between this media form and podcasts? Be specific. You may give examples from specific episodes/programs. (5 marks)

Students must answer Questions 1, 2 and 3 twice; once for each audio media form. The allocated marks remain the same. The teacher will need to set a submission mode and due date.

PODCAST ANALYSIS (IN-CLASS)

Instructions: This task involves listening to a podcast of around half an hour in duration and responding critically to its elements (what it consists of) and execution (the way it has been produced).

Unit Weighting: 30%

See task questions and allocated marks in Sequence 4.

MAJOR WORK: ORIGINAL PODCAST

Instructions: Referring to the task instructions presented in class, along with any additional materials that are of use, students will plan, write and create an original brief podcast (approx. 2 minutes). The task is outlined in detail in Sequence 1. Marking criteria appear there and also below.

The teacher will need to choose an appropriate method of presentation for each podcast in class. It is recommended that the whole class listen at once, using a device with speakers, as opposed to individuals listening on separate devices. On the day of podcast presentations, students need to submit their planning sheet. It will be marked as part of this Assessment.

Unit Weighting: 50%

CRITERIA	IN PROGRESS 0-1	BASIC 2-4	PROFICIENT 5-6	ADVANCED 7-8
Planning sheet is completed in detail, showing clear choices in topic, style and purpose				
Podcast elements are engaging and appropriate for the chosen target audience				
Evidence of skill in technical elements of recording and cutting				
Inclusion of sound and music elements appropriate to the topic, style and audience				
Podcast is fully scripted as a complete text with a beginning, middle and end				

CRITERION	IN PROGRESS 0-2	BASIC 3-5	PROFICIENT 6-8	ADVANCED 9-10
Podcast is presented proficiently in class and plays without technical problems				

CONNECTION TO CURRICULUM

ENGLISH CONTENT DESCRIPTIONS - ACELA, ACELY AND ACELT	CONTENT DESCRIPTIONS – MEDIA ARTS	SEQUENCES
Reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating. ACELA1528 Use a range of software including word processing programs, to create, edit and publish texts imaginatively. ACELY1738	Plan, structure and design media artworks that engage audiences. ACAMAM069 Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes. ACAMAM076	1 – 10
Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts. ACELT1619 Analyse and explain the effect of technological innovations on texts, particularly media texts. ACELY1765 Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts. ACELT1807	Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text. ACAMAM066	1, 2, 4
Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts. ACELT1621	Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences. ACAMAR078	2, 3, 4, 10
Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose. ACELY1721 Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts. ACELY1733 Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact. ACELY1726	Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences. ACAMAR071	3, 4, 5, 6

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ENGLISH CONTENT DESCRIPTIONS - ACELA, ACELY AND ACELT	CONTENT DESCRIPTIONS – MEDIA ARTS	SEQUENCES
Use a range of software including word processing programs, to create, edit and publish texts imaginatively. ACELY1738	Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues. ACAMAM077	7, 8, 9
Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts. ACELY1733	Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning. ACAMAM068	