

**What Makes a Podcast Effective?**

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**OVERVIEW:** Students will create and publish a podcast designed to share an idea with a specific audience.

**TIME:** This activity can be completed in 2–7 class periods (approximately 50 minutes long).

**CURRICULAR CONNECTIONS:** Since students are addressing their podcasts to an idol, this lesson could have curricular alignment. For example, in a history class, the task could be to create a podcast to a student's hero from the Civil War. In a science class, have students address their podcasts to their favorite scientist. This lesson could apply in any course, but it is most closely aligned with Language Arts, Information & Communications Technology, and Visual & Performing Arts.

**GRADE LEVEL:** 7th to 12th grade

**PREREQUISITE SKILLS AND BACKGROUND:** Students with limited recording and editing experience will need ample support. Students should have clear knowledge of digital citizenship and online publishing.

**DIFFERENTIATION:**

- The True or False worksheet (Supplement 1) can be assigned to students ahead of time as independent work, or during class, either individually or to pairs of students, depending on student need.
- The work outlined in the Creating a Podcast Assignment (Supplement 3) can be assigned independently, or completed in class, depending on student ability.

**MATERIALS:**

- Rosen Digital's [Digital Literacy](#) database
  - Articles: [Podcasting, Digital Sampling and Remixing](#)
  - Interactive Activity: [Create a Podcast](#)
- Computers
- Smart Board, iPad, or other computer projection presentation device (optional if Teacher/Librarian wants to demonstrate worksheets and/or have one group worksheet)
- Appropriate Assistive Technology for students with special needs (if applicable)
- Supplement 1 - True or False worksheet
- Supplement 2 - Creating a Podcast interactive digital lesson
- Supplement 3 - Creating a Podcast Assignment
- Supplement 4 - *Podcast This!!!* Brainstorming activity
- Supplement 5 - Podcast Rubric

<b>ENDURING UNDERSTANDINGS:</b>	<b>ESSENTIAL QUESTIONS:</b>
<ul style="list-style-type: none"> <li>▪ Emerging technologies increase opportunities for individuals to publish their work and ideas.</li> <li>▪ Online publishing requires responsible, ethical behavior.</li> <li>▪ Once something is published online, there is a strong possibility it cannot be retracted, even if the author deletes it.</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is a podcast?</li> <li>▪ How can I organize my work?</li> <li>▪ How can I capture my audience's attention?</li> <li>▪ What are the pros and cons of online publishing?</li> </ul>

**STANDARDS:**

**ISTE NETS for Students**

**Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- apply existing knowledge to generate new ideas, products, or processes.
- create original works as a means of personal or group expression.

**Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- contribute to project teams to produce original works or solve problems.

**Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information.

Students:

- plan strategies to guide inquiry.
- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

- evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

**Critical Thinking, Problem Solving, and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students:

- plan and manage activities to develop a solution or complete a project.

**Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

- advocate and practice safe, legal, and responsible use of information and technology.
- exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- demonstrate personal responsibility for lifelong learning.
- exhibit leadership for digital citizenship.

**Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students:

- understand and use technology systems.
- select and use applications effectively and productively.
- troubleshoot systems and applications.
- transfer current knowledge to learning of new technologies.

<b>LESSON OBJECTIVES:</b>	
<p><b>STUDENTS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>▪ Effective podcasts require careful planning and organization.</li> <li>▪ Recording and editing podcasts requires some understanding of multimedia creation.</li> <li>▪ Ethical and responsible behaviors are prerequisites for online publication.</li> <li>▪ Just because information is available on the Web does not mean it is correct or re-usable.</li> </ul>	<p><b>STUDENTS WILL BE ABLE TO:</b></p> <ul style="list-style-type: none"> <li>▪ Answer questions about podcasts.</li> <li>▪ Adhere to explicit guidelines when creating original work.</li> <li>▪ Plan, organize, create, edit, and publish a podcast aimed at a target audience.</li> </ul>

<b>ASSESSMENT EVIDENCE:</b>	
<p><b>PERFORMANCE TASK:</b></p> <ul style="list-style-type: none"> <li>▪ Published podcast</li> </ul>	<p><b>OTHER EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>▪ True or False worksheet (Supplement 1)</li> <li>▪ Completed Podcast Rubric (Supplement 5) for model podcast</li> <li>▪ <i>Podcast This!!!</i> (Supplement 4)</li> <li>▪ Create a Podcast checklist</li> </ul>

**PROCEDURE:**

**Initiation:**

Review Podcasts lesson slide #4. Ask:

- What do these items have in common?

They are all podcasts! Refer to your True or False worksheet (Supplement 1) to help you answer the following questions.

- What's a podcast?
- How do you consume a podcast?
- What equipment do you need for a podcast?
- How do you access podcasts?

**Content:**

Review instructions for creating a podcast as interactive digital lesson (Supplement 2) advances. Ask students to complete the due dates on their Creating a Podcast Assignment sheet (Supplement 3) when the *Procedures and Timeline* section appears (it appears twice—the second time is for review).

**Check for Understanding:**

What is a podcast?

**Modeling:**

Play this [vlog](http://youtu.be/n1Zvv5YBjLw) (video blog, which is a video podcast [url: <http://youtu.be/n1Zvv5YBjLw>]) from popular You-Tuber, and brother of young adult author John Green, Hank Green. Preface the screening with a disclaimer that you, or the school do not embrace the content of the message, but that it raises interesting questions about online publishing in the 21st century. Ask students to evaluate the podcast using the Podcast Rubric (Supplement 5).

**Guided Practice:**

Working independently, complete the *Podcast This!!!* Brainstorming activity (Supplement 4).

**Independent Practice (Homework):**

Complete the [Create a Podcast](#) interactive activity on Digital Literacy.

## Create a Podcast

### Closure:

- What is the value of online publishing?
- What are the risks?
- How can you protect yourself when publishing online?

### Follow-up Activities:

- Students will follow instructions outlined in their assignment to continue independently, or in class (as time and ability allow), working on their podcasts.
- Students publish their podcasts in a portal that is permissible according to school policy (YouTube, iTunes, VoiceThread.com, or another Internet-based portal). If policy prohibits using these resources, a learning management system should work. The instructor should create a directory for this work. Using a free online survey tool that feeds into a spreadsheet, like Google Forms, is a simple, and effective way to accomplish this.
- Students review one another's work using the Podcast Rubric (Supplement 5). If comments are allowed, they should post comments to their classmates' work. Alternatively, podcasts can be presented and reviewed in class.
- Optional: Invite students to share their podcast with the idol (if possible), their target audience.