

Podcast Creation Module

*** “Days” are based on a 50-minute class session

Module Objectives:

- Learners will be able to *synthesize* course information and additional content into a cohesive story
 - Learners will be able to *clearly articulate* the course material to a layman audience
 - Learners will be able to *gather and locate* proper copyright licenses for additional materials (*Information Literacy*)
 - Learners will be able to *apply* digital storytelling skills to create an engaging and captivating podcast (*Digital Literacy*)
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Pre-Class Homework:

- ***Listen:*** to 2-3 podcasts and record 5 engaging/interesting characteristics and 5 disengaging/uninteresting/“bad” characteristics
 - Students should come to class prepared to discuss what they heard
 - ***See list of recommended podcasts for places to direct students***

Submodule 1: Podcasting 101 and Digital Storytelling

Day 1: Best Practices for creating podcasts

- Present students with best practices for creating podcasts

- **In Class discussion:** (based on homework) what are best practices for podcasting. Possible discussion questions:
 - What characteristics good/bad did you hear in the podcast(s) you listened to? Why?
 - How might these best practices and experience translate to a podcast with academic content?
 - How might you begin to engage an audience with these practices?
 - What if it is a layman audience? Does it matter? How does that change how you write/prepare your podcast content?

Day 2 Homework:

- **Read:** “Planning Your Podcast.” In *Podcast Solutions*, 33–43. Apress, 2005. https://doi.org/10.1007/978-1-4302-0054-3_4.
- “A Blueprint for Planning Storytelling Projects.” NPR Training. Accessed May 15, 2018. <http://training.npr.org/audio/a-blueprint-for-planning-storytelling-projects/>.

Day 2:

Project Management

- Talk about the necessity of a project management plan (See additional resources for project management plan templates)
 - Creates a plan for the project to be done on time in a non-stressful way
 - For Groups: helps all members be on the same page and contribute to the project
- Begin a project management plan

Writing a Script/Storyboarding

- Planning a podcast is incredibly important. This doesn't always mean a full script like you would use for a theatre production and it doesn't always mean an outline to keep you on track, although both are good options for podcasting. Students should be encouraged to work with their group (if applicable) or as a solo member to determine which type of plan they want.

In Class Activities:

- Begin a project management plan
- Practice storyboard and script writing (using the NPR handout as a blueprint)
 - Have the students fill out the blueprint
 - Have the students write a one paragraph introduction to their podcasts (if extra time have them continue to write the podcast script and/or storyboard)

Day 3 Homework:

- Write/Finish a project management plan
- Write/Finish a draft of their script or storyboard
- **Read:** "Planning Your Podcast." In *Podcast Solutions*, 43-54. Apress, 2005. https://doi.org/10.1007/978-1-4302-0054-3_4.

Submodule 2: Gathering Outside Materials and Creating Content

Day 3:

- Copyright for Multimedia (***) Great section for a campus expert to present i.e. librarian, copyright lawyer or expert, etc.)
 - **Copyright:**
<https://www.teachingcopyright.org/handout/copyright-faq.html>
 - **Fair Use:**
 - ** IF TIME: work through this [Fair Use Activity](https://copyrightconfusion.wikispaces.com/Scenarios):
<https://copyrightconfusion.wikispaces.com/Scenarios>
 - **Public Domain:**
 - Explanation of Public Domain:
<https://www.teachingcopyright.org/handout/public-domain-faq.html>
 - Great resource for determining if something is in the Public Domain:
<https://copyright.cornell.edu/publicdomain>
 - **Creative Commons Licenses**
 - <https://creativecommons.org/share-your-work/licensing-types-examples/>

***Have students check out this page for a list of resources for finding copyright free multimedia: <https://libguides.hope.edu/using-multimedia-legally/finding-media>

Day 4 Homework:

- Gather outside materials (including audio for intro/conclusion) that are copyright free or have a proper copyright license for the project.

- Students should also gather any additional research materials they might need for the content of the podcast.
- **Read:** “Podcasting Tools.” In *Podcasting Solutions*, 83-84. Apress, 2005. https://doi.org/10.1007/978-1-4302-0054-3_4.

Day 4: Creating Content & Recording your Podcast

- Class discussion about recording content & campus resources.
- Have students choose Garageband or Audacity to use for creating the podcast (other platforms could work but these are 2 recommended platforms)
- **In Class Activity:** Have students practice recording their introductions into the tool and/or insert their additional media (intro/outro music, etc.)

Day 5 Homework:

- Watch either Audacity or Garageband Tutorial depending on which platform they are using
 - **Audacity:** <https://youtu.be/ZWoycsTWLQk>
 - **Garageband:** <https://youtu.be/xhesskgmlsQ>
- Record a portion of their podcast to work with in class

Submodule 3: *Technology and Editing Podcast*

Day 5: Editing & Working with the Platform

- **In Class discussion:** Have the students in groups other than their own or with other class members reflect on the process thus far.
- **In Class discussion:** Remind students about the best practices discussed on Day 1 (see Day 1 above for content)
- **In Class Activity:** Have students work on editing the content in the podcast and uploading external materials such as music or interviews.

Day 6 Homework:

- Finish creating the vocal narrative for podcasts to bring to class
- Continue editing their podcasts on their own/in group

Day 6: Workshop Day

- **In Class Activity:** Have students work on their podcast projects in the classroom

Post Homework

- Turn in finished podcasts to either Youtube, Vimeo, Soundcloud, Google Drive, or an institutional specific repository (like Shared Shelf/JSTOR Forum)

Additional Materials and Alternative Projects

- **OPTIONAL/Additional: Day 4:** Interviewing (Oral History Techniques)

- **Pre-Day Homework:** <http://ohla.info/interviewing-101-a-few-resources-for-teaching-undergrads-how-to-interview-for-public-facing-digital-projects-within-one-term/>
 - **Class Discussion about Article & Oral History Best Practices**
 - **Additional Materials:** <http://ohla.info>
- Post-Day Homework:** Have students conduct interviews before current day 5
- **OPTIONAL/Additional: Day 2** or before project begins: Researching Topic
 - **Pre-Day Homework:** Students should come prepared with notes about their podcast topic and research questions they want to answer
 - Campus Visit from a librarian for resources that will be helpful for your topic OR class tutorials for finding research materials for their topic by the instructor
 - **Post- Day Homework:** Students should gather their research materials. It may be advisable to assign an annotated bibliography or short paper or outline of “story” they will be telling
- **Additional Readings/materials for Digital Storytelling:** <http://training.npr.org/category/audio/>
- **Going deeper with Multimedia Copyright:** <https://copyrightconfusion.wikispaces.com/Teaching>
- **Suggested Podcast List for Pre-Class Homework**
- **Example Rubric for Podcast Project**
- **Example Podcast Project Descriptions with Template**