Podcasting Unit

(Stephenie Schroth)

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Introduction

According to Wikipedia (http://en.wikipedia.org/wiki/Podcast), “a podcast (or non-streamed webcast) is a series of digital media files (either audio or video) that are released episodically and often downloaded through web syndication. The word usurped webcast in common vernacular, due to rising popularity of the iPod and the innovation of web feeds.”

I chose this particular subject area due to a lack of understanding among elementary-aged students. As an instructor for the Penn State Altoona Summer Kids College, I was able to implement my podcasting unit to two different age groups. I taught the class for an entire week, three hours a day to students going into 2nd-4th grades and students going into 4th-7th grades. Students were given the unique opportunity to be a radio disc jockey for the week, planning out scripts, incorporating sound effects, and implementing songs into what tuned out to be a half and hour radio podcast.

1. Instructional Goal

Students will utilize podcasting equipment.

2. Behavioral Objectives

1 Given a mac computer and audio recording software, students will record their voices for 15 seconds in a practice podcast with 80% accuracy.

Prerequisites

- Students need to know how to turn on a computer by locating the button on the side of the computer.
- Students need to know how to locate an application on the desktop by locating the dock at the bottom of the screen.
Sub-Objectives

- Students will turn on the audio recording software by plugging in the universal serial bus (USB) of the microphone into the computer.
- Students will operate the audio recording software by testing the microphone to determine whether or not it is working.
- Students will locate the application, Garage Band, from the dock located at the bottom of the screen.
- Students will operate the application, Garage Band, by creating a practice podcast.

2. Given a mac computer and Garage Band software, students will incorporate one sound effect of their choice in a practice podcast with 80% accuracy.

Prerequisites

- Students need to know how to turn on a computer by locating the button on the side of the computer.
- Students need to know how to locate an application on the desktop by locating the dock at the bottom of the screen.

Sub-Objectives

- Students will locate the application, Garage Band, from the dock located at the bottom of the screen.
- Students will operate the application, Garage Band, by creating a practice podcast.

3. Given a mac computer and iTunes software, students will integrate a 30 second clip of a song of their choice into a practice podcast with 80% accuracy.

Prerequisites

- Students need to know how to turn on a computer by locating the button on the side of the computer.
- Students need to know how to locate an application on the desktop by locating the dock at the bottom of the screen.

Sub-Objectives

- Students will locate the application, Garage Band, from the dock located at the bottom of the screen.
- Students will operate the application, Garage Band, by creating a practice podcast.
- Students will locate the application, iTunes, from the dock located at the bottom of the screen.
- Students will operate the application, iTunes, by creating a practice podcast.

3. Student Characteristics

1. Does the goal/objective of your instruction pre-suppose a certain attitude, feeling, or affinity for the material?
The goal does not directly state an attitude, feeling, or affinity. However, the students were able to attain the goal and objectives of the lesson, thus experiencing success. I was able to accomplish this by examining each of their practice podcasts. I felt that they gained the necessary knowledge and proceeded into the next lesson. If I felt that they have not gained the necessary knowledge, then I would have re-taught the lesson and gave the students the opportunity to re-create their practice podcasts.

2. How will you know if that is present and that the students are ready?

From their initial surveys at the beginning of the lesson, I was able to determine that the majority of the students possessed the necessary prerequisites to begin the lesson. The results yielded that the students had a basic understanding of how to turn on a computer and how to locate an application on the desktop. As a refresher, I reviewed these concepts briefly before commencing the lesson and then asked if there were any questions before proceeding to the next segment of the lesson.

3. Does the instruction assume a certain learning style? If so, how will you determine the extent to which your students can use that learning style?

The instruction met the needs of all three types of learners: above average, average, and below average. The students were all taught through instruction and modeling. The pupils were given the opportunity to engage in guided practice of the concept. To meet the needs of all of the learners, I walked around the room and assisted the students as needed. As students finished their practice podcasts with success, I allowed them to assist other students that were not as successful or needed additional time to complete the assigned tasks.

4. Finally, what other considerations do you feel are essential to understanding your audience and its relation to the instruction?

I felt that it was important to take into consideration the students' prior knowledge with technology. That is why I administered a survey at the beginning of the lesson. Some pupils were much more equip with the latest technology than other students.

4. Assessments

Survey

On a scale of 1-3, 3 (being most proficient), 2 (being somewhat proficient), and 1 (being least proficient), students will rank the following statements.

1. I know how to turn on a computer.

2. I know how to locate an application on the desktop.

3. I know how to use recording software.

4. I know how to use the application, Garage Band.

5. I know how to use the application, iTunes.
6. I know what a podcast is.

7. I have created a podcast.

**Checklist - Objective 1**

As the instructor walks around the classroom, the students will be assessed based on the following levels: A (Advanced), P (Proficient), and B (Basic).

1. Was the student able to turn on the computer?

2. Was the student able to locate an application on the desktop?

3. Was the student able to turn on the audio recording software?

4. Was the student able to operate the audio recording software?

5. Was the student able to locate the application, Garage Band?

6. Was the student able to operate the application, Garage Band?

7. Did the student record his or her voice for 15 seconds in a practice podcast with 80% accuracy...
   * was it clear and distinct?
   * was it at least 15 seconds in length?

**Checklist - Objective 2**

As the instructor walks around the classroom, the students will be assessed based on the following levels: A (Advanced), P (Proficient), and B (Basic).

1. Was the student able to turn on the computer?

2. Was the student able to locate an application on the desktop?

3. Was the student able to locate the application, Garage Band?

4. Was the student able to operate the application, Garage Band?

5. Did the student incorporate one sound effect in a practice podcast with 80% accuracy...
   * did it fit in the context of the podcast?
   * did the student incorporate at least one sound effect?

**Checklist - Objective 3**
As the instructor walks around the classroom, the students will be assessed based on the following levels: A (Advanced), P (Proficient), and B (Basic).

1. Was the student able to turn on the computer?

2. Was the student able to locate an application on the desktop?

3. Was the student able to locate the application, iTunes?

4. Was the student able to operate the application, iTunes?

5. Did the student integrate a 30 second sound clip of a song into a practice podcast with 80% accuracy...

   * did it fit in the context of the podcast?

   * did the student integrate a 30 second clip of at least one song?

**Survey**

On a scale of 1-3, 3 (being most proficient), 2 (being somewhat proficient), and 1 (being least proficient), students will rank the following statements.

1. I know how to turn on a computer.

2. I know how to locate an application on the desktop.

3. I know how to use recording software.

4. I know how to use the application, Garage Band.

5. I know how to use the application, iTunes.

6. I know what a podcast is.

7. I have created a podcast.

**5. Texts**

I selected the text, *Podcasting at School* (Kristin Fontichiaro; Libraries Unlimited; 2008) as a resource because it contains 125 lesson ideas in all subject areas, rubrics, planning sheets, graphic aids, interviews, journals, audio tours, radio plays, news broadcasts, physical education instruction, raps, poetry reading, and much more.

On a scale of 1 (lowest) to 5 (highest), I rated this text in the following categories: content (4) because it contained a wealth of resources to utilize in the classroom, presentation (4) because the layout of the text was easy to navigate and locate items of interest rather quickly, instructional design (5) because it contained a great deal of examples of how to utilize podcasting in the
classroom, and classroom use (5) because the text was utilized in the podcasting unit that I taught over the summer. Overall, I felt that this text was an excellent resource to utilize in the classroom.

### 6. Instructional Activity

<table>
<thead>
<tr>
<th>Instructional Activity</th>
<th>Content of Activity</th>
<th>Means of Presenting Activity</th>
</tr>
</thead>
</table>
| 1. Motivation          | 1. Students will listen to a 5 minute introductory podcast that was developed by the instructor on what podcasting is.  
2. Students will be asked to respond to the questions posed by the instructor. | 1. The instructor will turn on the main computer and projector located at the front of the classroom and pull down the white screen. 
2. The instructor will play the 5 minute introductory podcast located on the teacher's desk that was developed by the instructor on what podcasting is.  
3. The instructor will ask the following questions concluding the introductory podcast:  
   1) What do you think a podcast is?  
   2) What aspects of the podcast did you like best?  
   3) What do you think will be some challenges in putting together such a podcast? |
| 2. Objective           | 1. Students will record their voices for 15 seconds in a practice podcast with 80% accuracy.  
2. Students will incorporate a sound effect of their choice in a practice podcast with 80% accuracy.  
3. Students will integrate a 30 second clip of a song of their choice into a practice podcast. | 1. The instructor will write the objectives on the whiteboard located at the front of the classroom.  
2. The instructor will read the objectives aloud and then invite the students to read it aloud with the instructor.  
3. The instructor will ask the students if they have |
podcast with 80% accuracy.

3. Prerequisites

1. Students need to know how to turn on a computer by locating the button on the side of the computer.
2. Students need to know how to locate an application on the desktop by locating the dock at the bottom of the screen.

1. The instructor will demonstrate the technique of turning on a computer by locating the button on the side of the computer and the technique of locating an application on the desktop on the main computer and projector located at the front of the classroom.
2. The instructor will walk around the room to check for understanding.

4. Information and Examples

1. Students will be provided with relevant information concerning podcasts.
2. Students will view several examples of excellent podcasts from previous classes.

1. The instructor will explain what a podcast is (please refer to the podcasting text).
2. The instructor will demonstrate with the main computer and projector each of the components that goes into creating a podcast and any other relevant information (please refer to the podcasting text).
3. The instructor will display several examples from the provided compact discs located on the teacher's desk on the main computer and projector of excellent podcasts from previous classes.

5. Practice and Feedback

1. Students will be given the opportunity to engage in some practice of beginning to create a podcast.
2. Students will be given immediate feedback as to whether or not they are completing the steps of the podcast properly (please refer to the three checklists for
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whether or not they are completing the steps of the podcast properly.

each of the three objectives).

2. If the students are not understanding the steps, the instructor will re-teach the concept and allow for additional practice of the objectives.

<table>
<thead>
<tr>
<th>6. Testing</th>
<th>1. Students will complete a survey at the beginning of the lesson measuring their prior knowledge of technological skills.</th>
<th>1. The instructor will administer the survey to the students (please see the sample tests items section) at the beginning of the lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Students will complete a survey at the end of the lesson measuring what they have learned and their new level of proficiency.</td>
<td>2. The instructor will self-administer three checklists (please see the sample tests items section) for each of the three objectives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The instructor will administer the survey to the students (please see the sample tests items section) at the end of the lesson.</td>
</tr>
</tbody>
</table>

| 7. Enrichment and Remediation | 1. Students who mastered the objectives will tutor those students who did not. | 1. The instructor will pair the students according to those who did master the objectives (please refer to the three checklists for each of the three objectives) and those who did not. |

<table>
<thead>
<tr>
<th>7. Media</th>
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<table>
<thead>
<tr>
<th>Practical</th>
<th>Computers with Garage Band and iTunes Software</th>
<th>Audio Recoding Software</th>
<th>On-line Surveys (Instructor Created)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the necessary media</td>
<td>Yes, the classroom is well-equipped with computers with</td>
<td>Yes, the classroom is well-equipped with working audio-</td>
<td>Yes, the instructor will supply the web address of the surveys.</td>
</tr>
<tr>
<td>hardware (equipment) readily available to you?</td>
<td>Garage Band and iTunes software.</td>
<td>recording software.</td>
<td></td>
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<tr>
<td>------------------------------------------------</td>
<td>---------------------------------</td>
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</tr>
</tbody>
</table>

2. If the hardware is available, can that hardware be easily used in the instructional environment in which you are working?

| 2. If the hardware is available, can that hardware be easily used in the classroom? | Yes, the computers are located in the classroom. | Yes, the audio recording software is located in the classroom. | Yes, the computers are equipped with internet access to complete the surveys. |

3. If the necessary hardware is not readily available, what will be the time and cost involved in obtaining it?

| 3. If the necessary hardware is not readily available, what will be the time and cost involved in obtaining it? | N/A | N/A | N/A |

### Appropriate for the students

<table>
<thead>
<tr>
<th>Appropriate for the students</th>
<th>Computers with Garage Band and iTunes Software</th>
<th>Audio Recoding Software</th>
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</tr>
</thead>
</table>

1. How will their attitudes and perceptions affect their learning?

| 1. How will their attitudes and perceptions affect their learning? | Students will see the necessity of computers in the podcast. | Students will see the necessity of audio recording software in the podcast. | Students will see the necessity of the on-line surveys to determine skill level. |

2. What is their knowledge and skills in this area? What do they already know about the instructional media? What content-related skills do they possess?

| 2. What is their knowledge and skills in this area? What do they already know about the instructional media? What content-related skills do they possess? | Students have a basic knowledge of computers. Students may or may not have an understanding of Garage Band and/or iTunes software. | Students have a basic knowledge of microphones. Students may or may not have an understanding of audio recording software. | Students have a basic knowledge of surveys. Students may or may not have completed an on-line survey in the past. |

3. What are general abilities of the students

<p>| 3. What are general abilities of the students | The students are average learners in terms of | The students are average learners in terms of | The students are average learners in terms of technological |</p>
<table>
<thead>
<tr>
<th>Well-suited to present instructional activity</th>
<th>Computers with Garage Band and iTunes Software</th>
<th>Audio Recording Software</th>
<th>On-line Surveys (Instructor Created)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the media used in the way that it is intended to be presented?</td>
<td>Computers are used for the purpose of creating the podcast in Garage Band and iTunes.</td>
<td>Audio recording software is used for the purpose of recording the students’ voices.</td>
<td>The on-line surveys are used for determining the various skill levels of the students.</td>
</tr>
<tr>
<td>2. Motivation</td>
<td>Computers will serve to motivate the students and is necessary for the podcast.</td>
<td>Audio recording software will serve to motivate the students and is necessary for the podcast.</td>
<td>The on-line surveys will serve to motivate students and are a requirement of the lesson.</td>
</tr>
<tr>
<td>3. Objectives</td>
<td>Computers meet the second and third objectives.</td>
<td>Audio recording software meets the first objective.</td>
<td>The surveys serve as assessment tools before and after the lesson.</td>
</tr>
<tr>
<td>4. Prerequisites</td>
<td>Computers are a key component in the prerequisites in that students need to know how to turn on a computer and how to locate an application on the desktop.</td>
<td>Audio recording software is not a prerequisite skill, although it would be helpful if a student has utilized a microphone in the past.</td>
<td>The surveys will give the instructor more information on the prerequisite skills that the students possess.</td>
</tr>
<tr>
<td>5. Information and Examples (Knowledge, Intellectual Skills, Motor Skills, and Attitude)</td>
<td>Computers encompass the knowledge domain in that they make the learning more meaningful.</td>
<td>Audio recording software encompasses the motor skills domain in that they can physically record their own voices into the computer.</td>
<td>The surveys encompass the intellectual skills domain in that they are required to evaluate themselves on a scale of 1 to 3 of their technological abilities. It also encompasses the attitudes domain in that they re-evaluate their abilities in terms of the new behaviors that they have learned.</td>
</tr>
<tr>
<td>6. Practice and Feedback</td>
<td>Computers allow the students to put together a practice podcast with voice recordings, sound</td>
<td>Audio recording software allows the students to record their voices to incorporate into the podcast.</td>
<td>The surveys allow the students to express their feeling concerning their technological abilities. The instructor</td>
</tr>
</tbody>
</table>

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enrolled in the class?
7. Testing

<table>
<thead>
<tr>
<th>Instructors</th>
<th>Activity</th>
<th>Media</th>
<th>Who will do it?</th>
<th>When will it happen?</th>
<th>What supports are needed?</th>
<th>What materials are needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td>Computers using the Garage Band and iTunes software allow the students to engage in creating a practice podcast which meets the requirements of the objectives and the checklists administered by the instructor.</td>
<td>Audio recording software allows the students to engage in recording their voices which is part of the podcast which meets the requirements of the objective and the checklist administered by the instructor.</td>
<td>Surveys allow the students to provide valuable information to the instructor as to what prerequisite skills need to be taught prior to the lesson and what remediation and/or enrichment needs to be addressed at the conclusion of the lesson.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Enrichment and Remediation

<table>
<thead>
<tr>
<th>Instructors</th>
<th>Activity</th>
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<th>What materials are needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will</td>
<td>Computers using the Garage Band and iTunes software will allow the students remediation and enrichment practice in that the students that need more assistance can keep working on their practice podcast and the students that do not need more assistance can move on to other aspects of the podcast.</td>
<td>Audio recording software will allow the students remediation and enrichment practice in that the students that need more assistance can keep working on fine-tuning their voice record and the students that do not need more assistance can move on to other aspects of the audio recording software.</td>
<td>Surveys are instrumental to the instructor in terms of enrichment and remediation in that the students that have a better grasp on the technology can assist those students that may not have such a good grasp on the technology.</td>
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<td></td>
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</tbody>
</table>

8. Implementation Plan

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity</th>
<th>Media</th>
<th>Who will do it?</th>
<th>When will it happen?</th>
<th>What supports are needed?</th>
<th>What materials are needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Given a mac</td>
<td>1. The instructor will</td>
<td>1. Instructor</td>
<td>1. The students will</td>
<td>1. The voices will</td>
<td>1. Administration</td>
<td>1. Parent permission</td>
</tr>
<tr>
<td>computer and audio recording software, students will record their voices for 15 seconds in a practice podcast with 80% accuracy.</td>
<td>demonstrate on the instructor's computer and overhead projector how to record a voice into a podcast.</td>
<td>Computer 2. Overhead projector 3. Computers with Garage Band and iTunes software 4. Audio recording software</td>
<td>be recording their own voices.</td>
<td>be recorded to the podcast first. 2. Additional time will be provided in subsequent lessons if necessary. consultation is required due to the fact that the students will be on the internet and will be selecting songs with appropriate lyrics. 2. Parent involvement in the podcast class is voluntary. Parents will be trained by the instructor and given a handout prior to the lesson if they opt to volunteer. 3. IT support is on hand at the campus if a technological problem should arise.</td>
<td>Stephenie Schroth slips for students to be on the internet. 2. Instructor Computer 3. Overhead projector 4. Computers with Garage Band and iTunes software 5. Audio recording software</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>1. The instructor will demonstrate on the instructor's computer and overhead projector how to incorporate one sound effect into a podcast. 2. The sound effects will be added to the podcast second. 2. Additional time will be provided in subsequent lessons if necessary.</td>
<td>1. The students will be incorporating their own sound effect. 1. Administration consultation is required due to the fact that the students will be on the internet and will be selecting songs with appropriate lyrics.</td>
<td>1. Parent permission slips for students to be on the internet. 2. Instructor Computer 3. Overhead projector 4.</td>
<td>2. Given a mac computer and Garage Band software, students will incorporate one sound effect of their choice in a practice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3. Given a mac computer and iTunes software, students will integrate a 30 second sound clip of a song of their choice into a practice podcast with 80% accuracy. | 1. The instructor will demonstrate on the instructor's computer and overhead projector how to integrate a sound clip of a song into a podcast.  
2. The students will practice integrating a sound clip of a song into their practice podcast.  
3. The students will play back the sound clip of a song. | 1. The students will be integrating their own sound clip of a song.  
2. Additional time will be provided in subsequent lessons if necessary.  
3. Administration consultation is required due to the fact that the students will be on the internet and will be selecting songs with appropriate lyrics.  
4. Parent involvement in the podcast class is voluntary. Parents will be trained by the instructor and given a handout prior to the lesson if they opt to volunteer.  
5. IT support is on hand at the campus if a technological problem should arise. | 1. Parent permission slips for students to be on the internet.  
2. Instructor Computer  
3. Overhead projector  
4. Computers with Garage Band and iTunes software |
sound effect to see if they were successful.

4. The instructor will walk around the room and check for understanding.

3. IT support is on hand at the campus if a technological problem should arise.

Conclusion

The podcasting unit turned out to be a success with both age groups (students going into 2nd-4th grades and students going into 4th-7th grades). The students successfully created a half an hour radio podcast that was burned individually onto compact discs for each of the students enrolled in the class. The students were also able to take a copy of the script to follow along with the compact disc. Students completed the course evaluations in which all reflected positive feedback. Not only did my students learn all about podcasting, but they had a great time, and so did I.