



## Lesson title: Student podcasting

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**Text forms:** Novel, drama, poetry, multimedia

**English concept:** Composing and responding **Required level of ICT competency:** Basic

### **Outcomes addressed:**

#### **Stage 4**

Outcome 3: A student responds to and composes texts in different technologies.

#### **Stage 5**

Outcome 3: A student selects, uses, describes and explains how different technologies affect and shape meaning.

#### **Stage 6**

HSC Standard and Advanced Outcome 7: A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.

Preliminary ESL Outcome 8: A student uses a variety of textual forms appropriately, for different purposes, audiences and contexts, in all modes.

HSC ESL Outcome 8: A student adapts a variety of textual forms to different purposes, audiences and contexts, in all modes.

Preliminary Extension 1: A student develops skills in extended composition in a range of modes and media for different audiences and purposes.

HSC Extension 1 Outcome 3: A student composes extended texts.

### Introduction to the lesson:

The production and utilisation of podcasts provides an excellent teaching activity that targets all the key competencies of:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others in teams
- solving problems
- using technology.

*English Stage 6 syllabus, 1999 NSW Board of Studies, p19*

Utilising such software as *Audacity* and *OneNote*, students can draft, edit and create audio recordings in a non-threatening atmosphere. Students can also enhance these recordings with appropriate lead-ins and fade-outs; layering their podcasts with other tracks.

### What the teacher will need:

- interactive whiteboard (IWB) or data projector with external speakers to demonstrate podcasts and view student efforts
- laptops with *Microsoft OneNote*, or audio recording software such as *Audacity* or a working webcam.

### What the students will need:

- laptops with audio recording software such as *Audacity* or *OneNote*.

### Sequence of activities:

1. The following activities can be completed as individuals or in groups depending on the specific nature of the task. Possible applications for podcasting include:
  - producing a radio show/radio interview/radio newsstory
  - creating verbal Q&A postings for literature analysis
  - performance readings
  - audio reviews of texts/related texts.
2. Students make decisions as to who will be interviewed on the radio show and work together to produce a script for the radio session, using *Word* or a shared/live *OneNote* folder on their laptops.

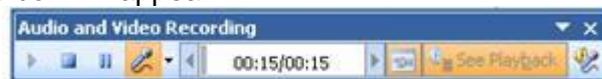
3. Students create a folder to save their recordings. For example:  
**K:\English\Teacher's name\Student's name\_MyPodcast.** With group collaborations, it is recommended that *each* member of the group has a saved copy of the podcast files.
  
4. Once the first draft of the script is complete, students should rehearse in order to make refinements. Students can initially record their rehearsals to work out timing and listen to how it sounds on playback. An opportunity for feedback exists here, with student groups allowed to listen to each other's rehearsals and give feedback as to improvements that could be made. Teacher feedback opportunity here also.

Students record their podcasts using either *Audacity* or *Microsoft OneNote*. It is recommended for group recordings and/or podcasts requiring layered tracks that *Audacity* be used. For a comprehensive 'How to use Audacity' see: <http://www.scribd.com/doc/12898360/Audacity-High-School>.

Note: The built-in microphone for the *Lenovo* laptops is not particularly effective in recording multiple voices. The use of an external microphone is recommended.

Using *Microsoft OneNote* to make an audio recording:

- a) Script your question or comment **before** you begin the voice recording.
- b) Simply click the microphone symbol  in the menu bar.
- c) The following dialogue box will appear:



- d) Recording will begin automatically.
- e) Stop recording by selecting the  button.
- f) A **.wma** file box will appear, see below. This can be deleted and you can start again. By double clicking on the icon you can hear a playback of your voice. Why not record several and choose the best one! (Note: everyone's voice sounds weird when played back to them.)



- g) When you have produced the best recording possible, place a title under the file box. It's that simple!

## 5. Incorporating music into the podcast

Students make decisions about the music to be incorporated into the podcast. Music should represent the context, theme, character, personalities, etc. of the set text and be firmly linked, rather than randomly chosen.

Music can be incorporated by:

- a) using *Audacity* to add music as the second track, and if there is more than one song being used, add subsequent tracks as necessary
- b) in case of students reluctant to experiment with *Audacity*, students can perform their podcast live for the class: recording their voices as they perform, with background music via a CD played during the performance.

**Resources/links you may need:**

**Instructions on how to create podcasts and use *Audacity***

- <http://www.scribd.com/doc/12898360/Audacity-High-School>
- <http://swsrpodcasts2009.wikispaces.com/file/view/podcasting.pdf>
- <http://www.guidesandtutorials.com/podcasting-tutorial-step1.html>
- <http://www.guidesandtutorials.com/audacity-tutorial.html>
- <http://recap.ltd.uk/moodle/>
- <http://gcast.com>
- <http://www.how-to-podcast-tutorial.com>
- <http://voicethread.com>

**Sites where examples of podcasts may be found**

- ABC: <http://www.abc.net.au/radio>
- 2UE: <http://www.2ue.com.au/>
- Triple M: <http://www.triplem.com.au>
- Department of Education and Training, Western Australia: <http://www.det.wa.edu.au/education/cmis/eval/curriculum/ict/podcasts/>
- The Education Podcast Network: <http://epnweb.org/>

**Assessment criteria**

Criteria	
<b>20 - 17 A</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Highly engaging performance with a perceptive awareness of purpose, context and audience</li> <li><input type="checkbox"/> Excellent manipulation of dialogue, tone, pace and clarity.</li> </ul>



<p><b>16 - 13</b> <b>B</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Developed performance with an sustained awareness of purpose, context and audience</li> <li><input type="checkbox"/> Purposeful use of dialogue, tone, pace and clarity.</li> </ul>
<p><b>12 - 9</b> <b>C</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sound performance with an awareness of purpose, context and audience</li> <li><input type="checkbox"/> Appropriate dialogue, pace and clarity.</li> </ul>
<p><b>8 - 5</b> <b>D</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Basic awareness of purpose, context and audience</li> <li><input type="checkbox"/> Some evidence of appropriate dialogue, pace and clarity.</li> </ul>
<p><b>4 - 0</b> <b>E</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Limited awareness of purpose, context and audience</li> <li><input type="checkbox"/> Problematic use of dialogue and/or pace and/or clarity.</li> </ul>
<p><b>N</b></p>	<ul style="list-style-type: none"> <li>• Misadventure</li> <li>• Evidence of plagiarised attempt</li> <li>• Inaudible podcast.</li> </ul>