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| **Intro:** A **podcast** is a form of digital media that consists of an episodic series of audio, video, digital radio, PDF, or ePub files subscribed to and downloaded automatically through web syndication or streamed online to a computer or mobile device.  For practical classroom application, a podcast does not need to be serial in nature, nor does it need to be published to a wider audience than your classroom or school. The big Idea is the **METACOGNITION** happening when students record and playback. Magic is in the editing, perfecting, memorizing, polishing, cutting, splicing and content. Students rarely go back and rewrite essays until they are perfect, but I have seen students rerecord podcasts for hours trying to get that perfect take. Depending on what you are doing, students will be better consumers of podcasts once they make one of their own. | **Why?** Podcasting hits so many different standards and skills that it is hard to argue against class use. Here is a list with links to projects you can do in the classroom to help that imagination spark and ignite!   * [**Current Events Newscasts**](http://www.weareteachers.com/lessons-resources/details/podcasting-our-way-to-reading-increasing-nonfiction-comprehension-and-fluency): Practice nonfiction reading skills by having your students do weekly or monthly podcasts on an interesting current event. * [**Reading Radio**](http://www.weareteachers.com/lessons-resources/details/turn-into-radio-read): Have your students make short radio broadcasts summarizing the books they are reading. * [**Roving Reporters**](http://www.weareteachers.com/lessons-resources/details/roving-reporter-for-gnsc-global-news): Send your students out into the "field" (a.k.a. the school) to interview key players in important school events. * [**Celebrate Culture**](http://www.weareteachers.com/lessons-resources/details/video-podcast-for-black-hispanic-history-month): Have your students record podcasts about important cultural months like Black History Month or Hispanic Heritage Month and then present them to the school or parents to commemorate the events. * [**Bring Your Teacher Home**](http://www.weareteachers.com/lessons-resources/details/need-a-teachers-assistance-at-home--you-got-it): Send a little bit of yourself home with your kids by podcasting important parts of your lessons. * [**Podcasting Library**](http://www.weareteachers.com/lessons-resources/details/podcasting-to--foster-collaboration-and-learning): Have your students collaborate to create a library of podcasts from which future students can learn. * [**MusicCasts**](http://www.weareteachers.com/lessons-resources/details/instruments-of-the-orchestra-podcasts): Have band or orchestra students create podcasts for each instrument, detailing specific notes, sounds and characteristics of each instrument. * [**Awesome Audio Tours**](http://www.weareteachers.com/lessons-resources/details/awesome-audio-tours----with-student-tour-guides): Give your students the chance to be tour guides for new students at your school by having them podcast school tours that kids can listen to when they enter. * [**Podcasting Pen Pals**](http://www.weareteachers.com/lessons-resources/details/interactive-fun): Record interactive or encouraging podcasts and then send them to another classroom in another state or country. * [**Reenactments**](http://www.weareteachers.com/lessons-resources/details/video-podcasting-with-second-grade-students): Have your students reenact important events in history using period language and vocabulary. |
| **Assignment:**   * Create a small podcast on something you want your students to know or do. You can choose from the projects on the right or make up your own, but you need at least 3 minutes of audio, and you need it to be good enough to share here and with students next year. * Use an App like audioboom, voice memo, spreaker. If you need an account, sign up for one. * Record your audio. If you can save it to your device, great. If not, get the link for the audio. You will need it to post. * Post the podcast to the Haiku page for PBL+Presentation. We want a bunch of examples that we can all pull from. * If you finish, you can make another reflective podcast. What did you learn? How hard was the process? How can you incorporate this into your class?   **ECopy**  **Rubrics**  Podcasting Rubric |

**Podcasting 1 Pager!**

Nitty Gritty Details for Later

How Podcasts (serialized) work:

**Third:**

Recording is done, saved and loaded onto a computer. This is where the editing happens. Clean up the ums and ahs, take out the bloopers, and rerecord if needed. You can also add things like sound effects, bumpers, endorsements, and theme music. That really isn’t needed, but can be an added bonus for enjoyment. (another grading chance, BEFORE posting).

**Second:**

Podcast is recorded. This can be done in a variety of ways, from and iPhone and a mic to a full studio set up. It is up to you how you want to go about recording. You don’t have to stop at each mess up, that is what editing is for!

**First:**

Podcast is prepped for, research is done, interviews lined up, topics brainstormed and voices warmed up. Prep should be at least the double the planned time of the podcast, or at least an hour. (You can grade here on prep work)

**Fourth:**

Notes and write up. Each podcast should have show notes. People are going to want to check out the things you are talking about. Here you can place links and resources, it is essential if you are talking about process, images or products that you can link to them. Podcasts are purely audio and your notes is where you can bring that visual element into play. This needs to be attached in the notes second of the MP3, and on it will appear in the iTunes notes as well. Make sure this is complete and written well as this is part of your public face.

**Fifth:**

Edited version is saved as an MP3, and uploaded to a host. That host will provide you with a FEED, this is the static URL that your podcast will be updating to. Hosting generally isn’t free. Some places charge by how much you upload, like libsyn.com. If you can find a free host, then go for it, just know that some of the more robust tools like analytics won’t be available. If you don’t want to distribute, you can put it on a class Haiku Page, it’s free.

**Seventh:**

If you podcast is just for class use, that is great as well. Think about how you will use it, how you will grade it, and how you will get others to listen. A podcast is made to be heard, and many of the projects on the other side need a public audience. Feedback is an essential part for the students. Have a mechanism to get feedback to them, directed and specific feedback is best, use a rubric.

**Sixth: (Optional)**

Submit to iTunes. This part is complicated, and there are many tutorials online for this. Your audio needs the proper formatting and tags, as well as artwork to be successfully on iTunes. If you use services like audioboom and spreaker, they can host for you and give you the feed. Once submitted, iTunes will look it over and you will get an email in a few days.

**Resources:**

Podcast Rubric: http://innoteach.net/wp-content/uploads/2010/03/Podcast-Rubrics.pdf

Podcast Resources: www.podcastanswerman.com

TOSAs Talking Tech- bit.ly/TTTBUSDsite