

## Podcast Project

The objective for this assignment is to create a podcast that you will be able to use in the classroom with your students to help teach or illustrate an educational concept.

**STEP ONE:** If possible, use the Missouri GLEs to pick a content area and grade level appropriate topic for the students that you will be teaching.

**STEP TWO:** Create a podcast using GarageBand that somehow helps to illustrate the topic that you have chosen. Be sure to refer to the criteria below and in the rubric by which your podcast will be assessed. When finished, upload ("send") the podcast to SoundCloud, iTunes, YouTube, or another podcasting host.

### Podcast Requirements:

- Your podcast must be at least 5 minutes in length (no more than 10 minutes total).
- Your podcast MUST include all of the following:
  - An introduction
  - Some background music in the podcast somewhere
  - At least two people speaking ( to increase auditory interest)
  - A conclusion

**STEP THREE:** In addition to the podcast, write a blog reflection statement about the sources you have explored in learning about podcasting. Include statements about what you have learned, the quality of the resources you used to learn and how you plan to use podcasting in the future with your students. Finally, I would like you to write an explanation of your plan for using this podcast in the classroom. This explanation should include two elements:

- What is the GLE that you picked and why did you choose it? If you did not choose a GLE, why did you select the topic of your podcast? How will it help your students?
- Secondly, describe how you envision using your podcast during class – what kind of an instructional tool will it be? Will you use it as an introduction to a book the students will be reading? Or will you use it to expand students' understanding of a topic you have already studied? Be creative in thinking about how it might be used to best enhance students' learning about that topic!

**Grading Breakdown Podcast** – 40 points (see rubric below)

Podcast Reflection and Classroom Plan – 5 points (see required elements immediately above)

Podcast Group Assessment – 5 points (Group assessment sheet is included on Blackboard assignment)

<b>Graphic and Music Enhancements</b>	<b>5-6 points</b>	<b>3-4 points</b>	<b>2 points</b>	<b>1-0 points</b>	
	The graphics/artwork used (if any) creates an effective presentation and enhance the podcast.  Music enhances the mood, quality, and understanding of the presentation.  All graphic and music enhancements are owned by the creator of the podcast or copyright cleared.	The graphics/artwork (if used) relates to the audio and reinforces content and demonstrates functionality.  Music provides supportive background to the podcast.  Graphic and music enhancements are owned by the creator of the podcast or copyright cleared.	The graphics/artwork (if used) sometimes enhances the quality and understanding of the presentation.  Music provides somewhat distracting background to the podcast.  Use of copyrighted works is questionable.	The graphics are unrelated to the podcast. Artwork is inappropriate to podcast.  Music is distracting to presentation.  Copyright infringement is obvious.	
<b>Technical Production</b>	<b>5-6 points</b>	<b>3-4 points</b>	<b>2 points</b>	<b>1-0 points</b>	
	Presentation is recorded in a quiet environment without background noise and distractions.  Transitions are smooth and spaced correctly without noisy, dead space.  Podcast length keeps the audience interested and engaged.	Presentation is recorded in a quiet environment with minimal background noise and distractions.  Transitions are smooth with a minimal amount of ambient noise.  Podcast length keeps audience listening.	Presentation is recorded in a semi-quiet environment with some background noise and distractions.  Transitions are uneven with inconsistent spacing; ambient noise is present.  Podcast length is somewhat long or somewhat short to keep audience engaged.	Presentation is recorded in a noisy environment with constant background noise and distractions.  Transitions are abrupt and background noise needs to be filtered.  Podcast is either too long or too short to keep the audience engaged.	
<b>TOTAL POINTS</b>					/40

Adapted from:  
Ann Bell, Instructor, Learning Applications for the iPod® and Handheld Computers

#### Podcast Rubric

CATEGORY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
<b>Introduction</b>	<b>5-6 points</b>	<b>3-4 points</b>	<b>2 points</b>	<b>0-1 points</b>	
	Catchy and clever introduction. Provides relevant information and establishes a clear purpose engaging the listener immediately.	Describes the topic and engages the audience as the introduction proceeds.	Somewhat engaging (covers well-known topic), and provides a vague purpose.	Irrelevant or inappropriate topic that minimally engages listener. Does not include an introduction or the purpose is vague and unclear.	
<b>Content</b>	<b>8-10 points</b>	<b>4-7 points</b>	<b>3-4 points</b>	<b>0-2 points</b>	
	Creativity and original content enhance the purpose of the podcast in an innovative way. Accurate information and succinct concepts are presented.	Accurate information is provided succinctly.	Some information is inaccurate or long-winded.	Information is inaccurate.	
<b>Delivery</b>	<b>5-6 points</b>	<b>3-4 points</b>	<b>2 points</b>	<b>0-1 points</b>	
	Well rehearsed, smooth delivery in a conversational style.  Highly effective enunciation and presenter's speech is clear and intelligible.  Correct grammar is used throughout the podcast.	Rehearsed, smooth delivery.  Enunciation, expression, pacing are effective throughout the podcast.  Correct grammar is used during the podcast.	Appears unrehearsed with uneven delivery.  Enunciation, expression, rhythm are sometimes distracting during the podcast.  Occasionally incorrect grammar is used during the podcast.	Delivery is hesitant and choppy and sounds like the presenter is reading.  Enunciation of spoken word is distant and muddled and not clear.  Poor grammar is used throughout the podcast.	
<b>Interview</b>	<b>5-6 points</b>	<b>3-4 points</b>	<b>2 points</b>	<b>0-1 points</b>	
	Open ended questions are used that draw interesting and relevant information from the interviewee.	Open ended questions and follow-up questions are used appropriately.	Open ended questions and follow-up questions are occasionally irrelevant to the topic.	Only yes-or-no questions are used. No follow-up questions are asked.	