Student Podcasting Assignments

Merging Information Literacy and Technology Training in the College Classroom
Allow Us to Introduce Ourselves...

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Session Outline

- CSB/SJU Podcasting Partnerships
- Why Podcasts?
- Our Process (Planning Class Sessions & Assignments)
- Podcasting Technologies
- Shared Resources in Canvas
- Plans & Next Steps
- Student Comments
Libraries + Faculty + Instructional Technology = Student Success
Institutional Learning Goal: Think Deeply

*Think critically, creatively, and with complexity when addressing significant questions.*

Our students will demonstrate **critical thinking** and manage **cognitive complexity**. These skills include approaching problems in integrative ways from multiple perspectives, as well as to **ethically acquire, evaluate and apply information** and **communicate in multiple formats**. The CSB/SJU learning experience will provide students with opportunities for reflective learning, analytic inquiry, investigation, application, problem solving, **creativity** and **communication**.
Partnerships Across the Curriculum

FYS 100 and FYS 101: First Year Seminar
HIST 142: Europe Since 1750
POLS 211: Politics and Political Life
THEO 309: Reading Biblical Women
PHIL 325: Feminist Ethics
NUTR 326: Global Health and Nutrition
SOCI 327: Food, Culture, and Society
PCST 399: Peace Studies Capstone
ETHS 390: Ethics Common Seminar
Why Podcasts?

Podcasts “offer an engaging way for teachers to merge project-based learning with digital media analysis and production skills.”

~New York Times’ Project Audio
Dr. Brittany Merritt
Visiting Assistant Professor of History

“Podcasts are an excellent teaching tool because students not only learn more about writing as they compose their scripts, but also how to communicate their ideas to a broader audience, work collaboratively as a team, deepen their research skills, and practice digital literacy.”
Dr. Brittany Merritt
Visiting Assistant Professor of History

“Students find podcasts to be a creative way to express their ideas and learn from each other as well as their professor, and overwhelmingly reflect that this final project provides a welcome change from other assignments while still allowing them to practice skills essential for their future.”
Dr. Brittany Merritt  
Visiting Assistant Professor of History  

“As a practice in inclusive pedagogy, I find that podcasting allows students who struggle with traditional essay-writing an opportunity to practice a different form of writing. It is these students who often shine in their podcasts, and gives me an important opportunity to help students of many backgrounds and skill levels to see that they are capable of writing and communicating effectively.”
Our Process: The Planning Meeting

**Who:** Faculty member, librarian, and instructional technology staff

**What:** An in-person meeting

**When:** Ideally, before the start of the semester

**Why:** To sort everything out!

- Agree on contributions (informal MOU)
- Strengthen assignment’s research component
- Set assignment deadlines and due dates
- Schedule dates for in-class sessions
Typical Outline of Class Sessions & Assignments

Brainstorming Session
• Treatment Form
• Planning and initial research

Research & Writing Sessions
• Draft of podcast script (written)

Audio Editing Sessions
• Draft of podcast (audio)

Final Session
• Final podcast submitted
• Presentations and feedback
Some High-Impact Add-Ons

For some projects, we’ve met as a team to review and provide feedback on either students’ written scripts or the rough audio drafts.
Podcasting Technologies

- Voice Memos app (or similar)
- Audacity
- OneDrive
Shared Resources in Canvas: Simple & Scalable

- Helps everyone involved contribute and keep track of master copies
- Easy way to share resources with instructor (and by extension, students)
- Available on Canvas Commons for session participants
Plans & Next Steps

• Assessment
• Improvements
• The Risks of BYOD!
• Future Assignments
Student Comments: Writing

- It forced [me] to learn how to **focus on the most important ideas**.
- I learned that **you have to be very specific without being wordy**. This made it easier to convey information and for the listener to understand.
Student Comments:
Research

- Doing the **academic research** allowed us to understand the topic much better and gave us better ways to connect our ideas.

- I like doing a project like this it was fun to **use the skills we have learned in research** and use those skills towards something other than an essay.

- Creating a podcast was much more effective because it forced each group member to **think about sources** together and independently.
Student Comments: Communication

- This project made me think about **how to communicate information** orally and to a general audience.
- You have to consider your audience much more when making a podcast. I’ve never focused so much on my voice before, and **what words I was using**.
- I feel like I am **able to teach more** using this method rather than writing something down as a paper.
Student Comments: Engagement

• Podcasts > papers.
• With having this podcast project, it kept me interested and engaged at the end of this semester.
• I found this project to be incredibly interesting and different from anything I have ever done before.
• Being able to listen to the podcasts of others was interesting and thought provoking. I was able to learn a lot more about events.
Questions?