

Podcasting for Secondary Teachers

Engaging digital natives

<http://jdorman.wikispaces.com/Conferences>

- “If it were possible to define generally the mission of education, it could be said that its fundamental purpose is to ensure that all students benefit from learning in ways that allow them to participate fully in public, community, [Creative] and economic life.” — New London Group (2000, p. 9)

Digital Natives

What distinguishes our 21st
century students?

Digital Natives

- It is now clear that as a result of this ubiquitous information environment and the sheer volume of their interaction with it, today's students *think and process information fundamentally differently* from their predecessors.
 - Marc Prensky – “*Digital Natives, Digital Immigrants*” 2001

Digital Natives

- “Different kinds of experiences lead to different brain structures” - Dr. Bruce D. Berry of Baylor College of Medicine.
 - it is very likely that *our students’ brains have physically changed* – and are different from ours – as a result of how they grew up

Who are the digital natives?

- Our students today are all “native speakers” of the digital language of computers, video games, instantaneous communication, and the Internet.
- Those of us who were not born into the digital world but have, at some later point in our lives, become fascinated by and adopted many or most aspects of the new technology are *Digital Immigrants*.

The Challenge

- Our Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language

The Nomadic Grazing Patterns of Digital Natives

- Digital Natives are used to receiving information really fast.
- They like to parallel process and multi-task.
- They prefer their graphics *before* their text rather than the opposite.

The Nomadic Grazing Patterns of Digital Natives

- They prefer random access (like hypertext).
- They function best when networked.
- They thrive on instant gratification and frequent rewards.
- They prefer games to “serious” work.

Methodology

- Today's teachers have to learn to communicate in the language and style of their students.
 - This *doesn't* mean changing the meaning of what is important, or of good thinking skills.

Participatory Culture

- According to a recent study from the Pew Internet & American Life project (Lenhardt & Madden, 2005), more than one-half of all teens have created media content, and roughly one-third of teens who use the Internet have shared content they produced.

A Participatory Culture . . .

- With relatively low barriers to artistic expression and civic engagement
- With strong support for creating and sharing one's creations with others
- With some type of informal mentorship whereby what is known by the most experienced is passed along to novices
- Where members believe that their contributions matter
- Where members feel some degree of social connection with one another (at the least they care what other people think about what they have created)

Implications

- A growing body of scholarship suggests potential benefits of these forms of participatory culture, including:
 - opportunities for peer-to-peer learning,
 - a changed attitude toward intellectual property,
 - the diversification of cultural expression,
 - the development of skills valued in the modern workplace, and a more empowered conception of citizenship.

Implications

- Participatory culture shifts the focus of literacy from one of individual expression to community involvement.
- The new literacies almost all involve social skills developed through collaboration and networking.
- These skills build on the foundation of traditional literacy, research skills, technical skills, and critical analysis skills taught in the classroom.

The New Literacies

- **Play** — the capacity to experiment with one's surroundings as a form of problem-solving
- **Performance** — the ability to adopt alternative identities for the purpose of improvisation and discovery
- **Simulation** — the ability to interpret and construct dynamic models of real-world processes
- **Appropriation** — the ability to meaningfully sample and remix media content

The New Literacies

- **Multitasking** — the ability to scan one's environment and shift focus as needed to salient details.
- **Distributed Cognition** — the ability to interact meaningfully with tools that expand mental capacities
- **Collective Intelligence** — the ability to pool knowledge and compare notes with others toward a common goal
- **Judgment** — the ability to evaluate the reliability and credibility of different information sources

The New Literacies

- **Transmedia Navigation** — the ability to follow the flow of stories and information across multiple modalities
- **Networking** — the ability to search for, synthesize, and disseminate information
- **Negotiation** — the ability to travel across diverse communities, discerning and respecting multiple perspectives, and grasping and following alternative norms.

Podcasts

Podcasts



- iPod + Broadcast = Podcast
 - *Amateur radio*
 - Podcasting is the method of distributing multimedia files over the Internet using RSS syndication formats for playback on mobile devices and personal computers.

Why use podcasts?

- Podcasts enable students to share their knowledge and expertise with others through a creative outlet.
- Podcasts tap into a mode of media input that is commonplace for digital natives.
- Podcasts empower students to form relationships with the content and each other in relevant ways.

Why use podcasts?

- Podcasting is yet another way for them [students] to be creating and contributing ideas to a larger conversation, and it's a way of archiving that contribution for future audiences to use.
 - Will Richardson, Blogs, Wikis, Podcasts and Other Powerful Web Tools for Classrooms

How can podcasts be used?

- In the classroom, educators and students can use podcasts to inform others about class news, current events, and areas of interest.
- Students can use a podcast forum to persuade their peers to help others, make a difference, or try something new.
- Podcasts can also be used to edutain others through creative narratives.

How can podcasts be used?

- Podcasts engage students in thinking critically about their speaking fluency and communication skills.
- The opportunity to create a podcast about what students would like to discuss and share with others is extremely motivating.

Ideas for Podcasts

- Daily practice lessons recorded by the teacher or students
- Narratives
- Conversations
- Oral histories
- Vocabulary and/or concept practice
- pod-tours
- Unit or topic podcasts as overview of unit
- Oral reports
- Supplement instructional materials with existing podcasts created by others

Class Unit Podcast Segments

Political Policy	Overview one governmental/political trend
Vocab Vibes	Explain and use two vocabulary words
Innovation Station	Define and explain the impact of one invention or innovation
Cultural Commentary	Explain the motivation for and effects of one new cultural trend
Business Report	Discuss the economic impacts of one event, trend, law, etc.
Rewind the Mind	Select one event or decision and hypothesize about what would have happened if the result had been different

Class Unit Podcast Segments

Living History	Interview one character
Kids' Korner	Explain what it was like to grow up in this era
Web Wowzers	Review one Internet site – giving specific details about the contents of the site
Editorial Edition	Select one event, law, trend, individual, etc. and provide your personal opinion
Legal Learning	Explain the motivation for and effects of one law or court case
Intro/Outro	Responsible for sewing together all the podcasts segments – creating intro and outro segments, adding transitions and music, and crediting contributors

Jumping in with both feet . . .

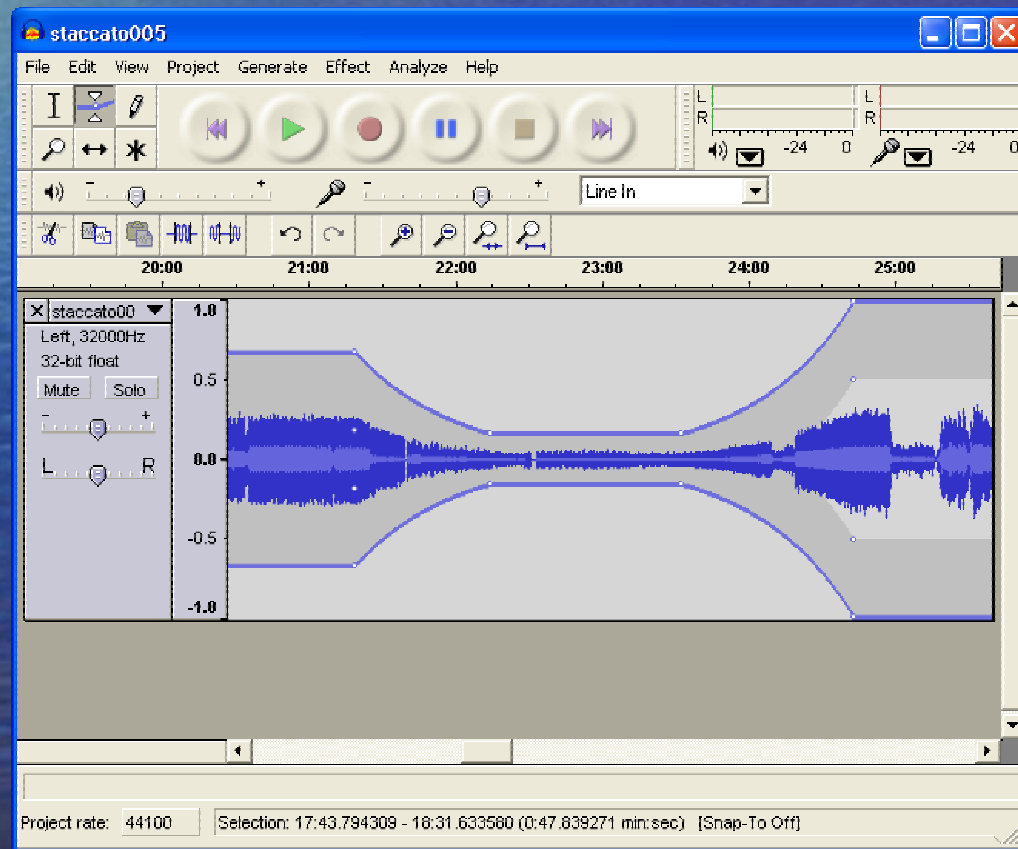
- Listen to a few podcasts online
 - iTunes > Source List > Podcasts > Education
 - <http://www.podcastalley.com/>
 - <http://www.ipodder.org/>
 - <http://epnweb.org/>
 - <http://www.jakeludington.com/archives/000405.html>
 (“Podcasting with Windows Media Player)
- Get a feel for the genre
 - Podcasts are not “polished” – production value is secondary to the content

Creating a Podcast

1. Write your script.
2. Practice.
3. Record your audio file. ([Audacity](#))
4. Edit your audio (Effect > Normalize)
5. Add and credit legally useable music (*optional*)
6. File > Save Project.
7. File > Export as MP3 > Edit ID3 Tags
8. Upload the MP3 file to a web server. ([GCast](#) and [Audioblogger](#))

Audacity – Audio Editing Software

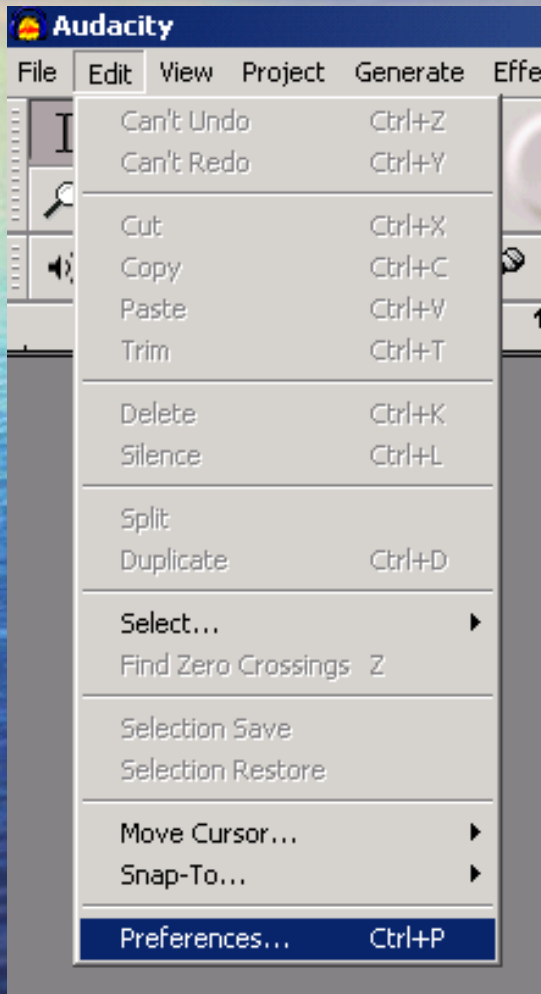
- <http://audacity.sourceforge.net/>



Creating MP3s with Audacity

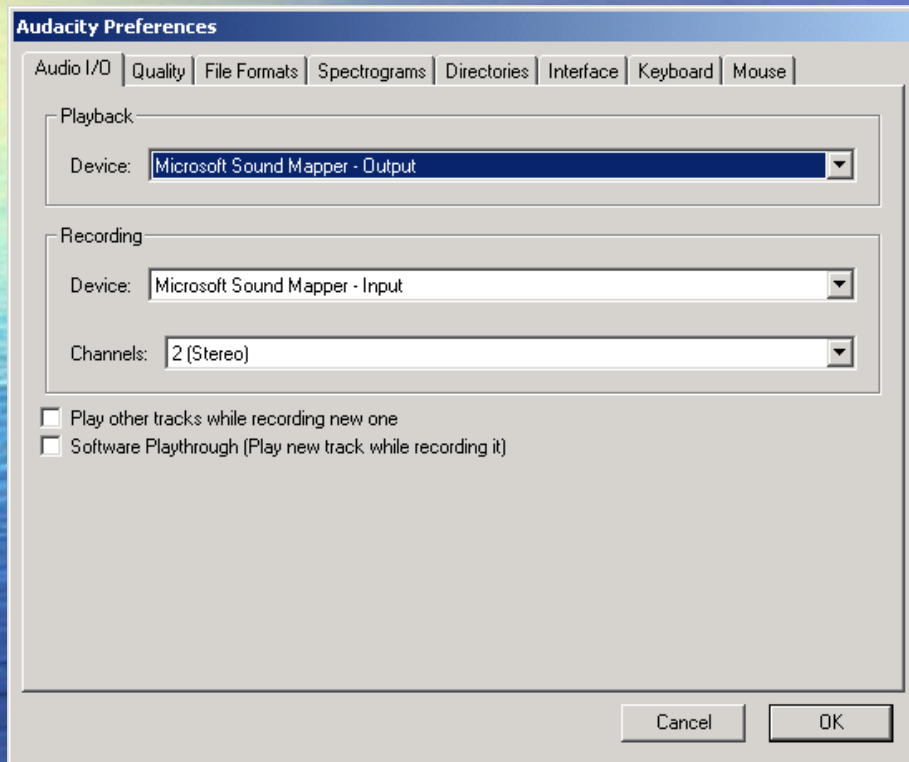
- You need to download the LAME MP3 Encoder
 - <http://audacity.sourceforge.net/help/faq?s=install&item=lame-mp3>
 - Directions are included

Setting Preferences



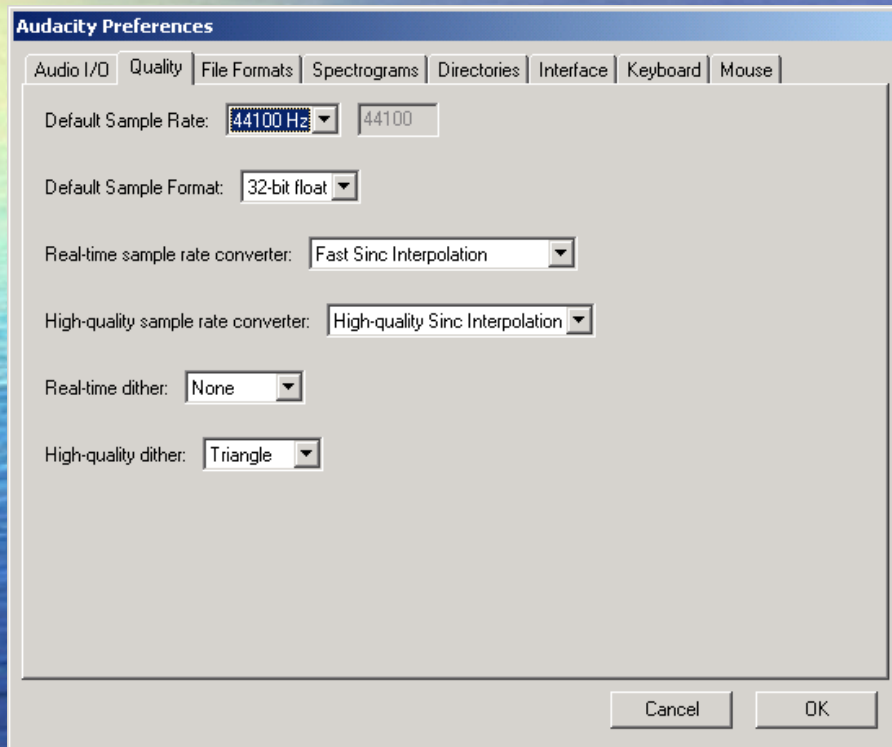
- Edit > Preferences

Setting Preferences



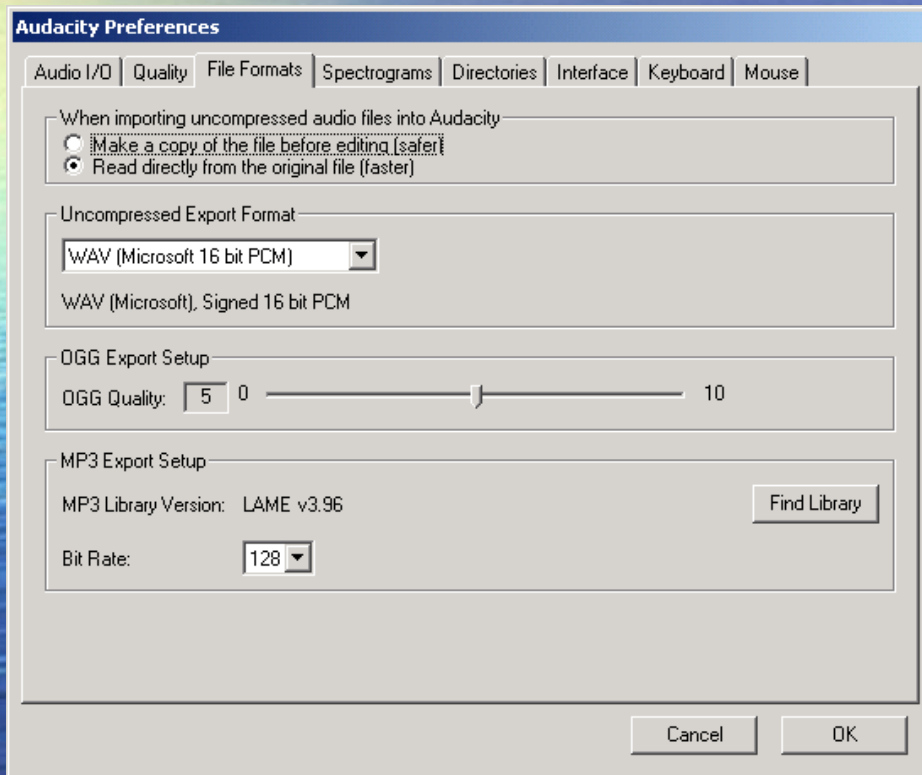
- Channels > 2 (Stereo)

Setting Preferences



- Quality > 44100 Hz

Setting Preferences



- Find Library > select the location on the hard drive where the LAME v3.96 MP3 Encoder folder was saved (most likely C > Program Files > Audacity)

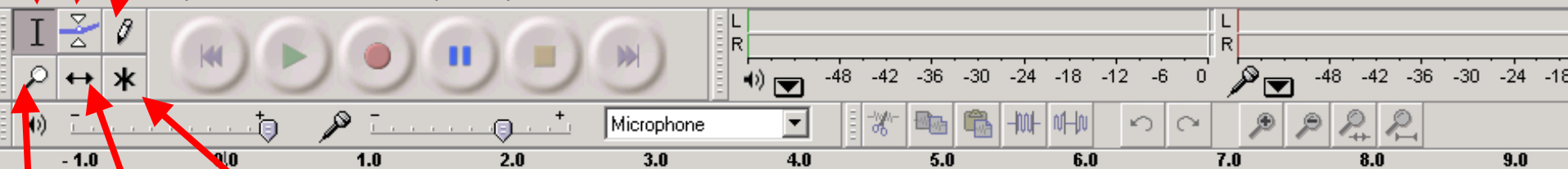
Toolbar

Selection

Envelope

Draw

File Edit View Project Generate Effect Analyze Help

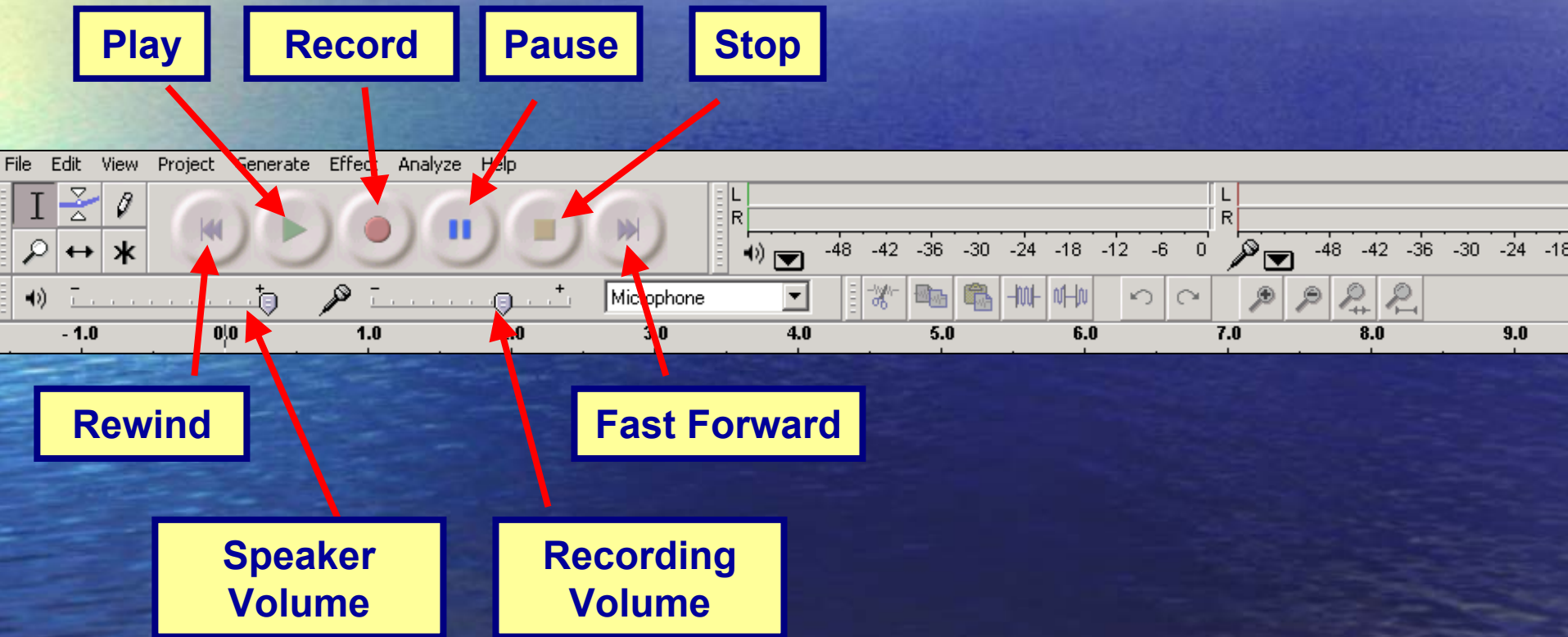


Multi-Tool

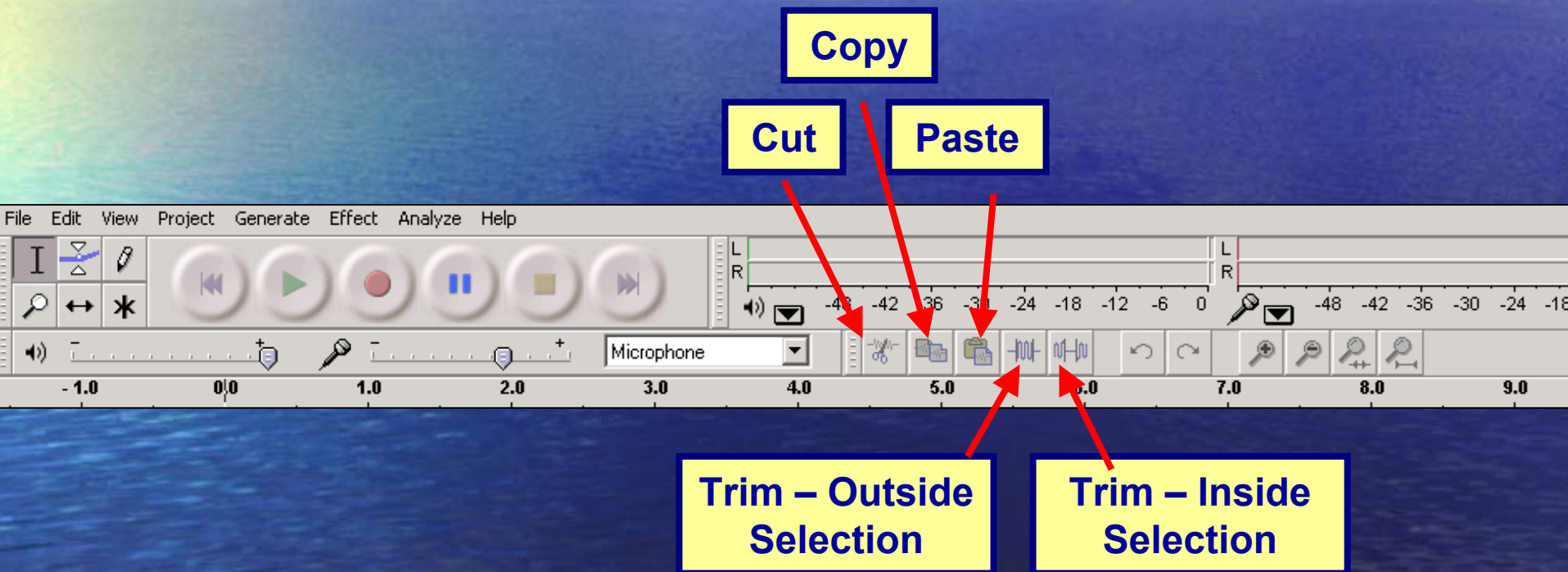
Time Shift

Zoom

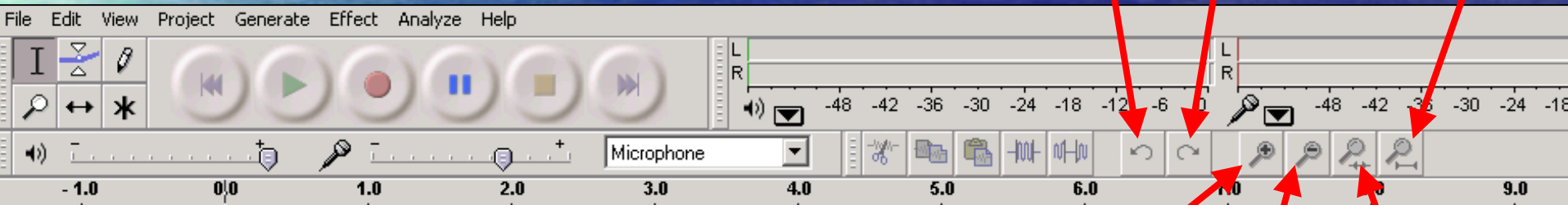
Toolbar



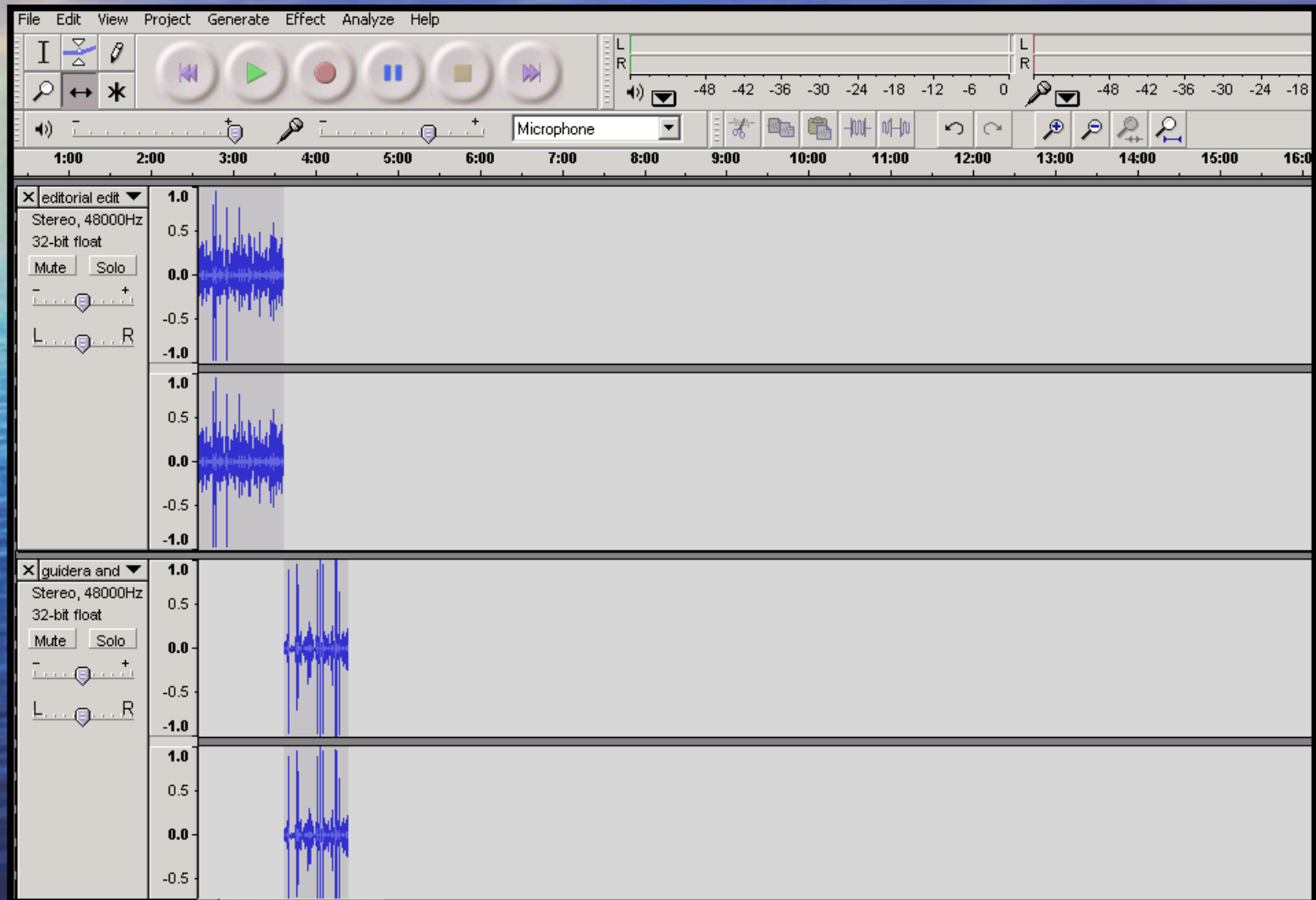
Toolbar



Toolbar

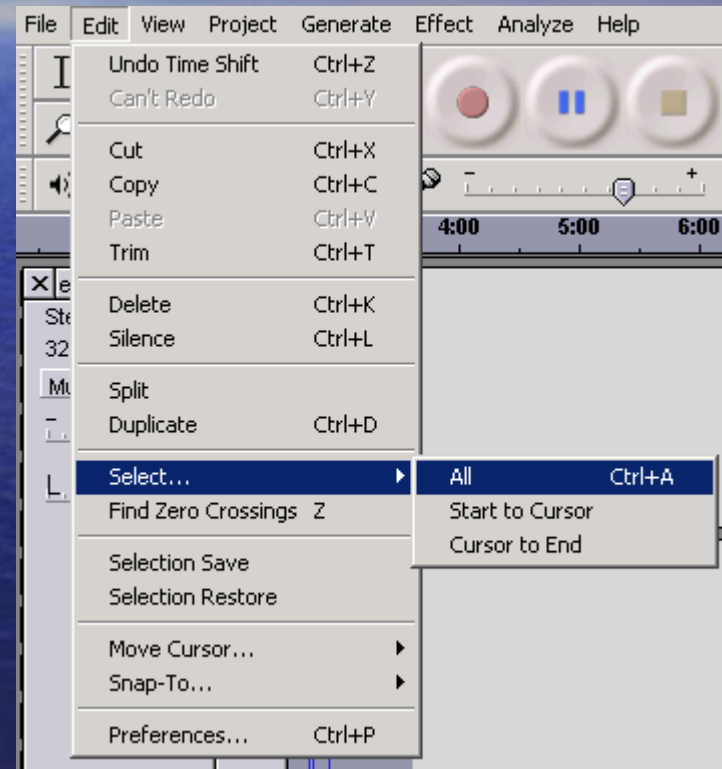


Audio Layers in Audacity

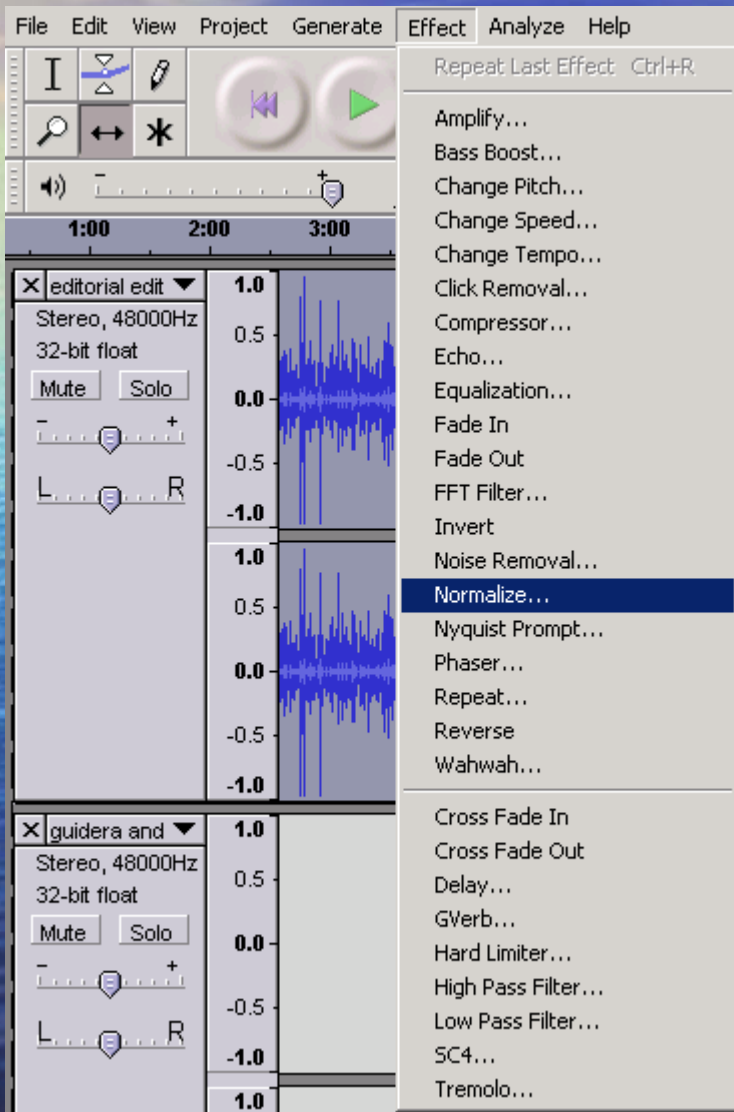


Editing Audio

- Edit > Select > All *or* Ctrl+A

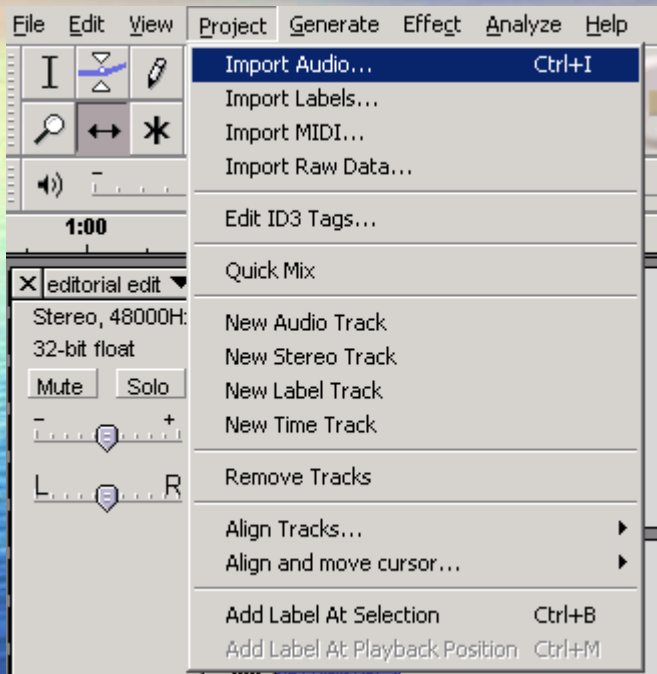


Editing Audio



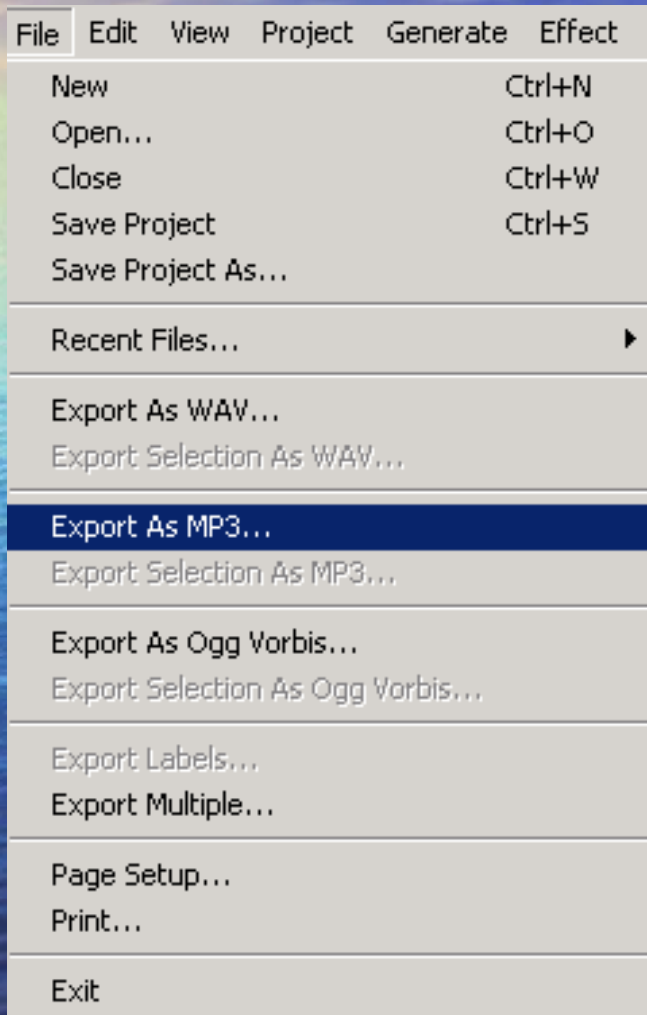
- Effect > Normalize
 - This should *always* be done
- Other effects are optional
 - 'Cross Fade In' and 'Cross Fade Out' are good options for multi-voice audio projects

Importing Audio



- Project > Import Audio
- Podsafe Music – *copyright laws*
 - Look for *Creative Commons* licenses
 - <http://music.podshow.com/>
 - <http://www.podsafeaudio.com/>
 - <http://www.archive.org/details/audio>
- Credit all non-original audio
 - “Some of the music provided was from the PodShow Podsafe Music Network. Check it out at music.podshow.com.”

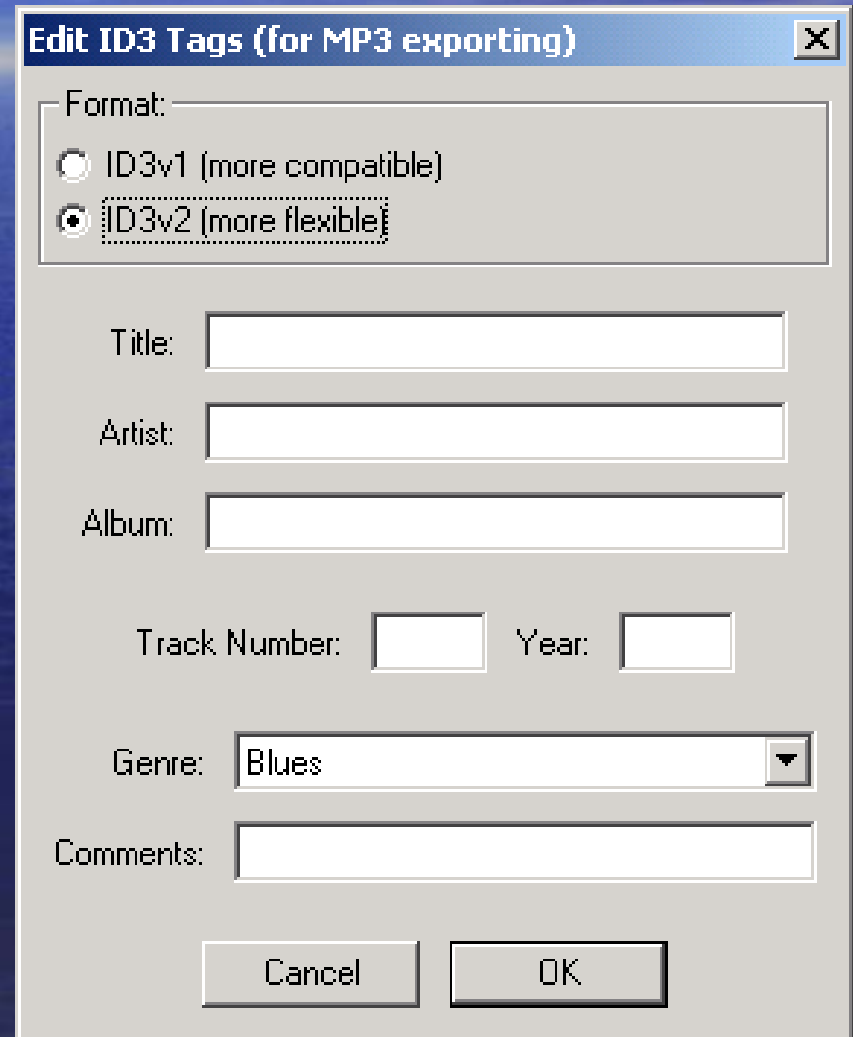
Exporting as MP3



- Files must be exported in MP3 format in order to post to a syndication site
- File > Export as MP3

ID3 Tags for MP3 Exporting

- Format > ID3v2
- Title
- Artist
- Genre
- Comments



Edit ID3 Tags (for MP3 exporting) [X]

Format:

☐ ID3v1 (more compatible)

☒ ID3v2 (more flexible)

Title:

Artist:

Album:

Track Number: Year:

Genre: Blues

Comments:

Cancel OK

Publishing Your Podcasts - GCast



Hi Dorman!

[Podcasting Home](#)

[Record by phone](#)

[Upload new audio](#)

[Find pod-safe music](#)

Advanced Features

[Playlist Manager](#)

[Publish from playlists](#)

Podcasting 101

[What is a podcast?](#)

[Do I need an iPod?](#)

[How do I listen and subscribe to podcasts?](#)

[How do I create a podcast?](#)

[Where can I find more podcasts?](#)

[More about us](#)

Mrs. D's Producers XML

[Edit Podcast Channel](#)

Personal broadcast by Mrs. D and her 9th grade American history students, powered by GCast

Imperialism Podcast Period

3



[Love this podcast? Add it to your blog or MySpace!](#)

Get future podcast episodes

Option 1:  [SUBSCRIBE](#)
with iTunes

Online Podcasting Resources

☆ Podcasting

PAGE DISCUSSION

Here is a great link to learn about the fundamentals of podcasting:

 **Edit This Page**

- [Podcasting Wiki](#) 

Alma Row at the Lincoln IU, Pennsylvania, compiled these resources:

-  [LincolnIU Podcasting Resources.pdf](#)
-  [More Podcasting Resources.pdf](#)

L&S LSS Podcaster's Guide to Audacity:

-  [audacity_guide_quick.doc](#)
-  [audacity_podcasting_tutorial.doc](#)

Other resources to learn about Audacity:

-  [Audacity tutorial.doc](#)

<http://jdorman.wikispaces.com/+Podcasting>