

# CREATING A PODCAST

Levels 9-10



These series of lessons were created in collaboration with the teachers from Peace Lutheran College, Queensland

## Unit Overview

In this unit, students are given the opportunity to plan, create and produce a podcast. Students will commence the unit by start right at the beginning – students will use a waterfall model to plan and execute this project at their school. This is a student driven project as students will take ownership of the project at all stages. Students will commence the project by completing research into the most suitable hardware and software, evaluate suitable podcast housing platforms. Once they have evaluated and decided on the equipment they will use to record, edit and produce the podcasts. Students will focus on creating content suitable for their stakeholders. They will identify their stakeholders needs by creating surveys to include qualitative and quantitative data. They will use this data to influence their decisions to create content for their podcasts. Students will evaluate current podcasts to analyse the structure and content needed to create a successful podcast. Using their evaluations and research, students will create the content that will used to create the initial episodes of their podcast. They will record, produce and publish a pilot episode. Using the pilot episode, they survey their stakeholders to gain feedback. They will use this feedback to improve and adapt future episodes. It is expected that this unit will be a springboard for students to continue creating podcasts episodes long after the explicit teaching to prepare has finished. The project of the podcasts at school will be a long term running project for future students to develop and continue.

## Other Curriculum Targeted Areas

Other curriculum areas can be targeted and assessed within this unit.

Other areas of interest may include:

- Arts - Media

Further investigation into these areas is required to ensure they align with the following activities. Activities may need to be modified to ensure content descriptions and achievement standards are met.

## Session

'Session' has been used to define the order of tasks to complete the unit. It does not define a set time required to complete the task. Time allocated to complete a session is the teacher's discretion. This allows for flexibility for the teacher to drive the duration of the task and make modifications if necessary. Sessions can be merged into one set period or one session may run over multiple periods.

## Australian Curriculum Alignment

The following sessions have been created using the Australian Curriculum: Digital Technologies Curriculum. Tasks may need to be modified to ensure state Digital Technologies Curriculum content descriptions and achievement standards are met. ACS has support and documents to help align this unit to other Digital Technology Curricular.

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## Key Preparation

Organisation and preparation of information that compares the necessary hardware and software to create the podcasts is required. The types of products that will be researched by the students will depend on what is available to the school. This will be dependent on school budgets and access to equipment.

ACS has done some research to support this process. Information on websites that compares and details information on equipment (see the table below). Research may need to be conducted on the probability of publicly publishing the podcasts. This will depend on the schools policy on sharing information, especially when involving students.

Microphones	Devices (laptops, computers, tablets)	Software	Housing Platforms
Considering microphone equipment <a href="https://soundgirls.org/how-to-choose-the-podcast-microphone-thats-right-for-you/">https://soundgirls.org/how-to-choose-the-podcast-microphone-thats-right-for-you/</a> Search for different mics <a href="https://brisound.com.au/studio-recording/podcasting">https://brisound.com.au/studio-recording/podcasting</a> Features of a podcast microphone <a href="https://www.shure.com/en-US/performance-production/louder/choosing-a-microphone-for-podcasting">https://www.shure.com/en-US/performance-production/louder/choosing-a-microphone-for-podcasting</a> Best mics for 2021 <a href="https://www.thepodcasthost.com/equipment/the-best-podcasting-microphones-on-the-market/">https://www.thepodcasthost.com/equipment/the-best-podcasting-microphones-on-the-market/</a> Information on mics <a href="https://discoverpods.com/best-podcast-microcasting-microphone/">https://discoverpods.com/best-podcast-microcasting-microphone/</a> Introductory information <a href="https://hookeaudio.com/blog/podcasting/how-to-pick-a-microphone-for-a-podcast/">https://hookeaudio.com/blog/podcasting/how-to-pick-a-microphone-for-a-podcast/</a>	Comparing laptops: <a href="https://www.hustlr.com/best-laptops-for-podcasting/">https://www.hustlr.com/best-laptops-for-podcasting/</a> Technical requirements <a href="https://freedom251.com/best-laptops-for-podcasting/">https://freedom251.com/best-laptops-for-podcasting/</a> Good point about screen size <a href="https://andrewstapleton.com.au/best-budget-laptop-for-podcasting/">https://andrewstapleton.com.au/best-budget-laptop-for-podcasting/</a> More technical requirements <a href="https://www.podcastinsights.com/best-music-production-laptops/">https://www.podcastinsights.com/best-music-production-laptops/</a> Laptops for Podcasts <a href="https://www.bestlaptopninja.com/best-laptops-for-podcasting/">https://www.bestlaptopninja.com/best-laptops-for-podcasting/</a>	Different types of software to review <a href="https://www.podcastinsights.com/best-podcast-recording-software/">https://www.podcastinsights.com/best-podcast-recording-software/</a> <a href="https://www.muo.com/tag/apps-software-recording-podcasts/">https://www.muo.com/tag/apps-software-recording-podcasts/</a> Pros and cons of different software <a href="https://www.investopedia.com/best-podcast-software-5086826">https://www.investopedia.com/best-podcast-software-5086826</a> Ranking of common programs used for recording podcasts <a href="https://www.premiumbeat.com/blog/podcast-editing-software-ranked/">https://www.premiumbeat.com/blog/podcast-editing-software-ranked/</a> Podcast on choosing the right software <a href="https://www.thepodcasthost.com/general/podcast-software/">https://www.thepodcasthost.com/general/podcast-software/</a>	Compares different platforms <a href="https://designrr.io/best-podcast-hosting-websites/">https://designrr.io/best-podcast-hosting-websites/</a> <a href="https://www.thepodcasthost.com/promotion/best-podcast-directories-where-to-listen/">https://www.thepodcasthost.com/promotion/best-podcast-directories-where-to-listen/</a>  Examples of different housing platforms: <a href="https://www.buzzsprout.com/features">https://www.buzzsprout.com/features</a> <a href="https://www.speaker.com/">https://www.speaker.com/</a>

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## Key Understandings

Students will:

- Compare and evaluate hardware and software to find the most suitable equipment to create a podcast.
- Investigate and evaluate data transmission of files and the suitability of different platforms.
- Collect and analyse data from stakeholders to ensure the content is targeted at the right audience.
- Create a successful podcast series.

## Key Questions

- What hardware and software are appropriate to use when creating a podcast?
- How will data compression influence how we move and upload files used to create the podcast?
- How do you know your podcast is suitable for your stakeholders?
- What type of data do you need to collect to ensure you are targeting your stakeholders?
- What content will you include in your first pilot episode?
- How do you know if your series/content is suitable for your stakeholders?

## Key Vocabulary

Hardware, software, networked systems, security implications, qualitative data, quantitative data, privacy, visual data, stakeholders, functionality, accessibility, usability, aesthetics, digital solutions, future risks, sustainability, innovation, iterative collaborative approach

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Session Number	Session Topic Focus	Learning Intention and Success Criteria	Introduction/Teacher Instruction	Whole Class Activity
1.	Topic Introduction	<p><b>Learning Intention</b> Students will project manage the project to create a podcast.</p> <p><b>Success Criteria</b> I can sequence events to create a timeline to create a podcast.</p>	<p>Introduce the topic of creating podcast for the school.</p> <p>Pose the question: what do we need to make this happen?</p>	<p>In small groups students come up with a to do list to make the podcast. They sequence their to do list to show the flow of their project.</p> <p>Together create a class sequence of things to do and activities. This will form the direction of your project and provide a visual aid for the students to see the progression of the of project.</p>
<b>Session Resources</b>	<ul style="list-style-type: none"> <li>•</li> </ul>			
2.	Investigating hardware and software	<p><b>Learning Intention</b> Students will investigate appropriate hardware and software to create the podcast.</p> <p><b>Success Criteria</b> I can compare hardware and software to find suitable equipment to create the podcast.</p>	<p>Discuss with the students the equipment that will be needed to record, edit and produce a podcast series.</p> <p>Discuss the importance of evaluating equipment in terms of not the best on the market but the best is define as the job that it is required too do.</p>	<p>Students will research the type of hardware and software they will use to create the podcast.</p> <p>They will evaluate the different equipment needed by research different hardware components. They will compare features and evaluate the devices to make a decision on the 'best fit' for the podcast (pricing and budgets could be a influencing factor).</p>
<b>Session Resources</b>	<ul style="list-style-type: none"> <li>• ACS Teacher Resource: Hardware and Software</li> <li>• <a href="https://www.buzzsprout.com/how-to-make-a-podcast">https://www.buzzsprout.com/how-to-make-a-podcast</a></li> <li>• Evaluation of Podcast Hardware and Software Prompts</li> </ul>			

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3.	Compression of data	<p><b>Learning Intention</b> Students will investigate files sizes and how the data compression will influence their recordings. They will evaluate and choose a files size that will be suitable for their needs.</p> <p><b>Success Criteria</b> I can investigate files sizes used to produce podcasts and explain which is the most suitable for our podcast series</p>	Look at file sizes and the movement of files such as emailing, uploading to cloud storage and uploading into a platform that will house the podcast.	Students will investigate into the file sizes of Podcasts and look at how this may influence the hardware and software the is used to create the podcast. Students will explain how files will be moved and the best course of action to upload the files and whether file compression is a viable option.
<b>Session Resources</b>	<ul style="list-style-type: none"> <li>ACS Teacher Resource: Data Compression</li> </ul>			
4.	Acquiring stakeholder data	<p><b>Learning Intention</b> Students will create a survey to ensure their podcast is suitable for their stake holders. Structure of the survey will include quantitative and qualitative questions.</p> <p><b>Success Criteria</b> I can generate a survey that contains qualitative and quantitative questions for my stakeholders.</p>	<p>As a group brainstorm the different topics of conversations students may create</p> <p>Pose the question: how will you know your topic would be popular with your audience? How do you know you are targeting your stakeholders' needs?</p>	<p>Students will identify their stakeholders. They will create a simple profile of the stakeholder to get an understating of the needs of the stakeholder.</p> <p>Students create a list of qualitative and quantitative questions to ask their stakeholders. They chose a format that will allow easy collections and collation.</p> <p>Students will spend time collecting responses to their questions (this can be set as a homework/out of school hours if time is restricted).</p>
<b>Session Resources</b>				



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5.	Interpreting stakeholder data	<b>Learning Intention</b> Students will collate data into meaningful representation and use the representations to evaluate their podcast idea.  <b>Success Criteria</b> I can visually represent data so it can be interpreted. I can reflect on how this data has influenced my idea and design.	Pose the question – how can you present your data, so it easily represents your stakeholders’ needs? Discuss the importance of data and how to visually represent the data.	Students collate their data. From the data they have collected, students will create a graph that easily visualises results from their data collection. Students will present these findings to their class. They will reflect on how the data has influenced/justified their design. Session
<b>Session Resources</b>	<ul style="list-style-type: none"><li>• <a href="#">ACS Teacher Resource: Data</a></li></ul>			
6.	Evaluating current digital solutions	<b>Learning Intention</b> Students will evaluate a selection of podcasts and use this information to help build the structure for their pilot episode.  <b>Success Criteria</b> I can evaluate current podcasts and use this information to help build my pilot episode.	Ask the students to identify features of a podcast that will lure the listener to continue the podcast after a couple of minutes and then keep the stakeholder engaged.	Students will listen to different podcasts (couple of minutes on each). They will evaluate the podcast – take away positive and negatives from them to form their own understanding of what works well.  They will use this knowledge to build their own structure and outline of their podcast.
<b>Session Resources</b>	<ul style="list-style-type: none"><li>• Evaluation of Existing Podcasts</li></ul>			

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7.	Storyboard	<p><b>Learning Intention</b> Students will create a storyboard to show the sequence of their animation.</p> <p><b>Success Criteria</b> I can create a storyboard that includes information about the sequence of detail and graphics I will use.</p>	Students share their ideas for their first podcast. These ideas will be high level. Discuss with the students the importance of creating storyboard to organise and structure the sequence of events within the podcast.	Students create a storyboard of the pilot episode. They include details such as: The main topic of conversation 3 main points that cover that topic Any facts or information that is vital to be included in the main points (stats or quotes). How they will commence and conclude the podcast.
<b>Session Resources</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.glow.fm/guides-tutorials/creating-a-narrative-podcast-a-step-by-step-guide">https://www.glow.fm/guides-tutorials/creating-a-narrative-podcast-a-step-by-step-guide</a></li> <li>• <a href="https://medium.com/@tonewav/5-ways-storyboarding-will-improve-your-podcast-fa2bf8d5943f">https://medium.com/@tonewav/5-ways-storyboarding-will-improve-your-podcast-fa2bf8d5943f</a></li> </ul>			
8.	Creating pilot podcast	<p><b>Learning Intention</b> Students will create an initial episode of their podcast.</p> <p><b>Success Criteria</b> I can create a pilot episode of the podcast series.</p>	Students will ensure they have all the necessary information and equipment to ensure they are fully prepared to record their first pilot episode.	Students will create a sample or pilot of their podcast. They will record, edit and produce their first recording.  The sample may include part or the full episode. This will be dependent on time and resources available to the students.
<b>Session Resources</b>	<ul style="list-style-type: none"> <li>•</li> </ul>			

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9.	Analyse initial podcast	<p><b>Learning Intention</b> Students will gather stakeholder feedback to review and improve their podcast.</p> <p><b>Success Criteria</b> I can obtain feedback from my stakeholders to review and improve my pilot podcast.</p>	<p>Students share their pilot with each other and provide feedback to make improvement for future episodes.</p> <p>Pose the question: how will know your podcast content will be appropriate for your stakeholders?</p>	Students will identify a small group of stakeholders and provide them with a sample of the podcast. They will ask for feedback. Students use the feedback and identify what improvements they will make to the podcast before moving forward with more episodes.
<b>Session Resources</b>	•			
10.	Create series of podcasts	<p><b>Learning Intention</b> Students use stakeholder feedback to critique their podcast.</p> <p><b>Success Criteria</b> I can continue creating my podcast series that is designed for my stakeholders.</p>	Students will share the feedback they received from the small sample of stakeholders and present the feedback and improvements they will make to their podcast.	Using the feedback from the initial pilot episode, students will continue to create their podcast series.
<b>Session Resources</b>	•			



Prompts for Whole Class Introductory Discussion	Platforms to House Podcasts
<p>Explain how the hardware and software you have identified interacts to create a podcast.</p> <p>What are the functional requirements you need to create a podcast?</p> <p>What are the nonfunctional requirements that you think are important to create a podcast? Explain how these will impact your experience to create a quality podcast.</p> <p>How will the data be stored?</p> <p>What implication does this have? What security implications could occur?</p>	<p>What's the average upload speed to publish your podcast?</p> <p>Is it connected to other platforms?</p> <p>How much does it cost?</p> <p>What is a review of this platform?</p> <p>What happens if you stop paying for the service – what happens to your podcasts?</p>
Microphones	Computer/Laptop/Devices
<p>What is the difference between a condenser and dynamic mic? Will this impact YOUR podcast?</p> <p>What is the name of the product you are researching?</p> <p>Does it come with software?</p> <p>How much storage does a file typically take up?</p> <p>What files types are supported?</p> <p>How does it connect to device?</p> <p>Explain the difference between USB and XLR connections – why is this important to a mic?</p> <p>How much does this cost?</p> <p>What is included? Do you need to purchase anything else?</p> <p>What is a review of this product?</p> <p>How many people/ voice will it pick up?</p> <p>What does it sound like – can you find an example of what the sound quality is actually like (look for an audio test).</p> <p>What are 3 pros and 3 cons of the product?</p> <p>What's the warranty?</p>	<p>What is the name of the product you are researching?</p> <p>What's the RAM capacity?</p> <p>What is the C Drive capacity?</p> <p>Which operating system does it support (Microsoft or Apple)?</p> <p>What version does it support?</p> <p>What's the screen size?</p> <p>What CPU does it have?</p> <p>What is the processing speed?</p> <p>How much does this cost?</p> <p>What is a review of this product?</p> <p>What is the average battery life?</p> <p>Is there other equipment we need to purchase too?</p> <p>Is backing up data an option?</p> <p>What's the warranty?</p> <p>What are 3 pros and 3 cons of the product?</p> <p>What latency and why is that important for picking a laptop just for podcasts?</p>
Recording and Editing Apps and Software	Evaluating Podcast Questions/Prompts
<p>What is the name of the product you are researching?</p> <p>What operating system is it compatible with?</p> <p>How much storage does it take up?</p> <p>Create a list of what you want the editing software to do.</p> <p>Does the software do all the jobs that are required?</p> <p>How secure is the data once it is saved</p> <p>Usability: Find screen dumps or explanation videos to use the software – evaluate the ease of ease on a scale of 1 to 10. Remembering that you will be editing the podcast.</p> <p>How much does this cost?</p> <p>What is a review of this product?</p> <p>How often are updates happening and can you easily access new updates?</p> <p>What are 3 pros and 3 cons of the product?</p> <p>How long can you record for?</p>	<p>Name of podcast and details of episode</p> <p>Run time</p> <p>Briefly summarise the podcast in 3 sentences</p> <p>How do they introduce the episode? How do they wrap up the episode?</p> <p>Holding slide</p> <p>What are 2 comments you would make about the podcast?</p> <p>Who do you think the podcast is targeted at?</p> <p>Overall concepts – was it appropriate for the target audience?</p> <p>What would you improve?</p> <p>What was one thing that impressed you?</p> <p>List 3 new ideas you have now to create your podcast episode?</p>