Podcasting In Your Classroom

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Podcasts Facilitate Deeper Learning & Creativity

1. Social and Emotional connection
2. Increase Empathy
3. Improve Vocabulary and Literacy
4. Support ALL learners
Audio Creates Immersed Experience

- Language and hearing are interconnected to the visual. Every time a person hears something, the brain simulates what it hears.

- Good stories have the power to captivate the most reluctant of our students. Stories told aloud allow the listener to connect emotionally to the people speaking.
Steps to Facilitating Student Podcasts?

- Break into groups
- Assign Topic
- Assign Roles
- Recording
- Writing
- Editing
Process

• Read about research
• Summarize & Discuss online
• Generate Questions
• Listen to response & Summarize
• Create Script
• Record and Edit
• Share
Student Reporter

- Identify topic for exploring
- Research then propose an angle/idea
- Reporter identifies who will be interviewed
- Reporter finds information
- Reporter structures report in a way that delivers compelling information at the top/beginning of the story
- Editor (teacher) reviews Reporter story
When you are producing audio make sure it is:

• **Clear** – The recording is audible and comprehensible.

• **Clean** – The recording is well-edited: free of pickups, retakes, other distractions.

• **Creative** – It’s worth adding – either for creative purposes or for storytelling impact.

• **Additive** – the audio is there for a reason, for increasing the impact of your storytelling.
The Editor/Teacher Plays a Critical Role

• Helps reporter refine an idea before pursuing a story

• Challenges reporter to his or her best work

• Serves as a fact checker

• Editor provides an ear for the reporter to try out a story before recording it

• Editor helps polish a story after it is produced before it airs
Audio Recording/Editing/Sharing Tools

- Audacity
- SoundCloud
- GarageBand
- Soundtrap
- Cloud
- Vocaroo
Finished Podcast

- Share podcasts in class for feedback
- Share with parents and school community
Student Outcomes and Reactions

“When we did our project we found out that yes, the earth is getting warmer, but we also found out that there are tons of ways to find that out.”

“When using data from a real project and not just doing worksheets from a package really taught me about it.”

• Deep content understanding
• Differentiated instruction
• Common Core Standards
• Make meaning of topics
Example: A Ugandan Immigrant’s Story

On Wednesday, May 13, 2015, we had the honor to interview Mr. Chokha. He told us about his Immigration story. He told us that he was brought to the U.S. from Uganda at 6 years old and that he was very young. He had to leave his home and move to another country. He then went to New York City and became a refugee. Then, he met and moved to the United States of America.
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