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Podcast projects allows students to think critically, creatively, and with complexity while addressing significant research questions. Students will approach problems in integrative ways from multiple perspectives, and will ethically acquire, evaluate, apply and communicate information in multiple formats. A podcast project experience will give students opportunities to engage in reflective learning, analytic inquiry, problem solving, creativity and communication.

By asking students to conduct scholarly research, write scripts, and record and edit audio, a podcasting project’s interdisciplinary style makes it an excellent fit within the Integrations Curriculum.

[Instructional Technology](https://www.csbsju.edu/instructional-technology) and the [Libraries](https://www.csbsju.edu/libraries) have developed [joint learning outcomes](https://www.csbsju.edu/documents/Media%20Services/Instructional%20Design/Learning%20Outcomes%202019.pdf) that we want students to understand by the end of their podcast project.

**Scholarship is a Conversation:**

* *Scholarly conversations are ongoing across various formats and media*
* *Recognize how scholars add different perspectives and ideas*
* *Your work is a contribution to the conversation*

**Information Has Value**

* *Recognize when you are a contributor and/or consumer of information*
* *Integrate the original ideas of others into your own work with proper attribution*

Podcast projects are divided into five interconnected sequential steps. Each step is designed to maximize students’ ability to think critically about every aspect of their work.

**Research 🡨🡪Analyze 🡨🡪 Review 🡨🡪 Produce 🡨🡪 Share**

**Research**

* Students identify the problem(s) and try to form research questions and/or a thesis statement. They also work to identify and understand who the audience will be.
* Students conduct research using primary, secondary, and tertiary resources.

**Analyze**

* Students analyze, synthetize, and think about the information they found to address their research question/thesis statement by outlining and drafting a written audio script.

**Review**

* Students turn in a written script to a faculty teaching the course. Instructional technologist, librarian and faculty provide feedback on the written script.

**Produce**

* Students record and edit the audio, and curate additional content based on the finalized script, for their podcast.

**Share**

* Students share and present their podcast on the platform/venue determined by their faculty.

**Recommended minimum number of class sessions**

* Research begins with a class session for at least 35 minutes.
* Produce begins with a class session, for at least 55 minutes.

**Recommended staff involved in the process**

* One librarian and one Instructional Technologist.

**Best recommendation tips/practices**

Based on our experience with multiple podcasting assignments, below are our recommendations for the most successful outcomes.

* The length of the podcast to be between 5 and 8 minutes.
* We recommend the audience to be the general public to increase student’s engagement.
* Have students working in groups of two or three. This fosters collaboration and will help ensure that each participant contributes to the project.
* In general, 100 written words = 1 minute audio recording. We have developed [script writing guidelines](https://www.csbsju.edu/documents/Media%20Services/Instructional%20Design/Podcast%20Script%20Writing%20Guide.pdf), along with the CSB/SJU Writing Center, and recommend as a reference.
* Once the written script is approved by the faculty, students move to the next step of producing the podcast.
* Our emphasis is on the critical thinking aspects of the project, not the technology. Therefore, we recommend students use their smartphone for recording their content.
* We recommend using [Audacity](https://www.audacityteam.org/), which is a free editing software that we encourage students to download and use on their own devices. It is also available on the computers in CSB/SJU labs.
* We recommend that students use their Podcast Project as an artifact to add to their e-Portfolio. Podcasts can be shared on social network platforms or with a general audience.
* Resources for Podcast Projects are available on [Canvas](https://csbsju.instructure.com/courses/11121) (have to log in to Canvas with @csbsju.edu email in order to access), and instructors can import them into their own course.
* Instructional Technology and Library is committed to creating accessible content, we recommend that each podcast should have a text transcript associated with it for anyone hearing impaired.