



Podcast and audio projects allow 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 audio formats. A podcast or audio project experience will expose students to basic audio recording and editing practices, with opportunities to engage in reflective learning, analytic inquiry, problem solving, and creative communication.

[Instructional Technology](#) and the [Libraries](#) have developed [joint learning outcomes](#) that we want students to understand by the end of their podcast or audio project. These outcomes can be suited to many interdisciplinary options and styles, making podcasting and audio projects an excellent fit within the Integrations Curriculum. While all can be integrated into a project, we recommend focusing on at least 2 or 3 of the following learning outcomes:

- **Authority is Constructed and Contextual**
- **Information Creation is a Process**
- **Information Has Value**
- **Research As Inquiry**
- **Searching as Strategic Exploration**
- **Scholarship is a Conversation**

Podcast and audio 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 a research question 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, synthesize, 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 or audio project 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 number of staff involved in the process**

- 1 Librarian
- 1 Instructional Technologist

### **Recommended tips and best practices**

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

- The length of the podcast or audio project should be between 5 and 8 minutes.
- We recommend students create projects for a “general public” audience, to increase students’ engagement.
- Have students work in groups of 2 or 3. This fosters collaboration and will help ensure that each participant contributes to the project.
- In general, 100 written words = 1 minute audio recording. We partnered with the CSB/SJU Writing Center to develop a script writing guide, which we strongly recommend using as a reference.
- Once the written script is approved by the faculty, students then move to the **Produce** step of the podcast or audio project.
- 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](#), 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.
- Instructional Technology and the Libraries are committed to creating accessible content. We recommend that each Podcast or Audio project have a text transcript available.
- We recommend that students use their Podcast or Audio Project as an artifact to add to their e-Portfolio. Podcasts can be shared on social network platforms or with a general audience.
- Consider additional options for students to distribute their work to a larger audience. There are a number of distribution networks available to CSB/SJU students, including CSB/SJU social media accounts, websites, and organizations such as JohnnieBennie Media.
- Resources for Podcast and Audio Projects are available on [Canvas](#) (you will have to log-in with your CSBSJU email), and instructors can import them into their own course.