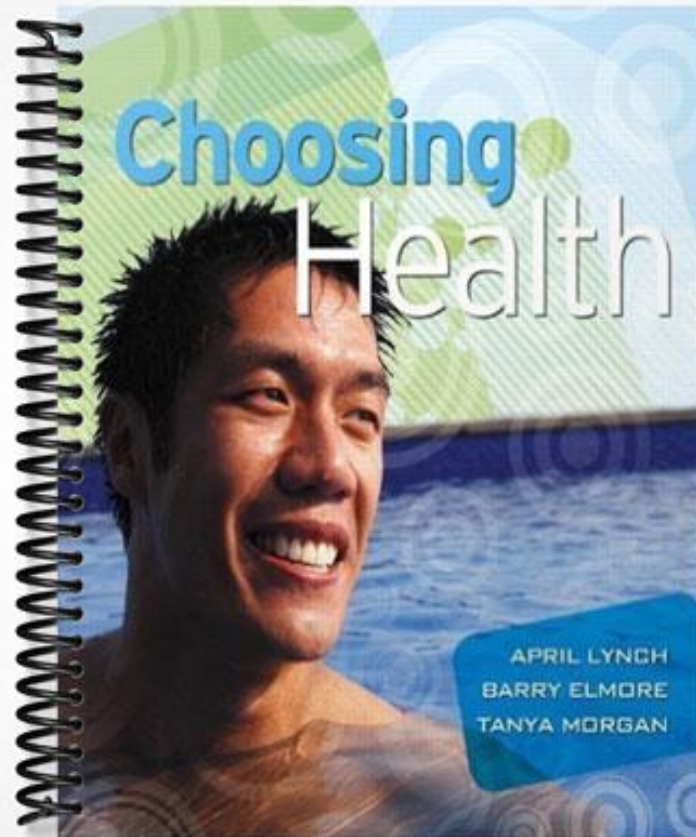


SOLUTIONS MANUAL



2

Podcast

Contributed by Shanell McGoy, MPH

OVERVIEW

A **podcast** is a digital audio or video file released episodically and disseminated online. The term *podcast* was coined from the words “play on demand” and “broadcasting.” It has often been described as a marriage between blogging and radio.

Adam Curry, nicknamed “the Podfather,” is credited with forging the way for podcast technology. In 2004 Curry launched The Daily Source Code (<http://dailysourcecode.mevio.com>), the oldest podcast show still online. The show featured music, commentary on Curry’s life, and news. He developed iPodder, which automatically downloads Internet radio broadcasts to an iPod, a tool that quickly gained fame among radio enthusiasts. The podcast has evolved to include video and images, making it a **vodcast**. Podcasting makes it possible for virtually anyone to create and save audio and video information and share it with the world. Keep in mind, however, that copyright laws do apply to podcasting.

IMPORTANT TERMS

- **Podcast:** Usually spoken narrative audio files (often in MP3 format) made available online to be downloaded and listened to; like an “on demand” radio show
- **Vodcast:** A podcast incorporating video and/or images, resulting in both video and audio delivery
- **MP3:** Digital audio file player
- **MP4:** Digital audio file player that can also present video and images

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- **iTunes U (iTunes University):** Offers more than 250,000 educational files for download via iTunes
- **RSS (Really Simple Syndication):** Sends dynamic Web information allowing consumers to be notified of availability of new podcasts. (For more information, see Chapter 10.)

HOW DOES IT ENGAGE STUDENTS?

Students are using podcasts as a method of dynamic note-taking to record and review their course lectures. Students can also access and listen to lectures, seminars, and reports from other experts on a particular topic through resources such as **iTunes U** (<http://www.apple.com/education/itunes-u>) or individual university Web pages. Podcasts give students the flexibility to review and study material at their leisure. The accessibility of this technology can prove advantageous for students who have learning challenges, difficulty taking notes, or trouble organizing study materials. Moreover, students can develop skills in qualitative methods by using podcasts as a medium to collect and organize qualitative data. Finally, podcast technology can allow direct access to conference and seminar presentations, without the mediating influence of third-party notes or summaries.

GETTING STARTED

Audacity (<http://audacity.sourceforge.net>) is a free software program for editing and recording sound. It can be used to create, save, and share podcasts.

How will you incorporate podcasts into your classes or homework assignments? Will you offer your own podcasts—recording your class lectures and posting them online for students to download—or will you direct your students to reliable podcasts on the topics you're presenting during the semester? Whichever way you use the technology, it's important to familiarize yourself with it before introducing it in your course. Once you are comfortable with podcasting, you can use it to help your students expand their content knowledge and communication skills.

STUDENT PROJECTS

Students will need to become acquainted with podcasting technology and have the equipment available to create their own podcasts.

Short-Term Project



Individual

Communicating Effectively: Listening and Speaking Skills

Term of Project

One week

Description

The following activity can be used to help students understand and practice some of the techniques of effective communication. Point out that statements can be spoken and understood in different ways, depending on the speaker's verbal cues, including tone, pitch, emphasis, and volume. For example, the sentence, "I'd like you to help me with this project" can convey very different meanings depending on how it is said. Read the sentence aloud to students in three different ways to achieve each of the following purposes: to make a polite request, to convey anxiety, and to express anger. Have students identify your intent in each case and explain the verbal cues that supported that interpretation.

Next, have students choose a personal relationship in their own lives and think about how they might communicate more effectively with that person. Remind them that verbal cues are not the only consideration. Other things to consider include the following:

- offering appropriate honesty or self-disclosure
- becoming a better listener
- asking for clarification when things are unclear
- not interrupting
- avoiding snap judgments
- resisting the temptation to correct someone
- not being aggressive or overly tenacious

Have students continue the project by carrying out the following steps:

1. Develop open-ended questions for a conversation that will help improve a personal relationship. An example might be: "How did you feel about me not going to the party?"
2. Use podcast technology to rehearse a three-minute conversation. Role-play the individual's responses to your questions.
3. Play back your podcast. Listen closely to the wording of your questions and the verbal cues you employ.
4. Identify the actions you will take to improve the relationship after you have the conversation.
5. Submit a three-page summary describing the relationship, the conversation, and your planned actions to improve the relationship.
6. Also describe your experience with podcast technology, explaining how you used it to experiment with different wordings and verbal cues.
7. Submit the podcast online for the instructor to review.

Objectives

1. Students will demonstrate the ability to use interpersonal communication skills and the ability to develop healthy relationships.

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2. Students will demonstrate the ability to master behavior change techniques like controlling the situation.
3. Students will gain basic skills in qualitative methods by developing open-ended questions.
4. Students will demonstrate the ability to create and share a podcast.

Medium-Term Project



Individual

Dream Board

Term of Project

Two to three weeks

Description

Students will develop a creative poster board collage, or Dream Board, to depict the six dimensions of psychological health: physical, social, intellectual, emotional, environmental, and spiritual. The Dream Boards should depict their life, based on the six dimensions, twenty years after the assignment due date.

Instructions to students could include:

1. Describe the actions needed to achieve the desired future outcome based on the six dimensions of health, through a creatively expressive medium, such as a collage of pictures or words presented on a poster board.
2. Create a podcast of the presentation.
3. The podcast will be shared online with the class. Students will also share the podcast with someone close to them, like a best friend, sibling, or parent.

Objectives

1. Students will demonstrate their knowledge of the six dimensions of psychological health.
2. Students will demonstrate the ability to master behavior change techniques like shaping, self-talk, and visualization.
3. Students will demonstrate the ability to use goal-setting skills to enhance health.
4. Students will demonstrate the ability to create and share a podcast based on information originally created in a visual medium.

Semester-Long Project



Individual

My Family Health Portrait (Family Medical History)

Description

Knowing your family health history can aid in living a longer, healthier life and assist a medical provider in providing care. Over the course of the semester, each

student will create a Family Health Portrait (Family Medical History), as a podcast, by researching his or her family background or the background of a close relative or friend. Assign students to do the following:

1. Interview up to three individuals to ascertain hereditary risk factors using questions from the U.S. Surgeon General's Family History Initiative and other reliable government sources.
2. Find and listen to a podcast on the value of a family medical history. Gain permission to record the interview using podcast technology.
3. Create a podcast of the findings and write a three-page paper detailing hereditary risk factors, lifestyle risk factors, preventative actions, and experiences interviewing and creating the podcast.
4. Share the podcast online for the instructor to review.
5. Prepare and present a three-minute presentation to the class detailing the Family Health Portrait.

Objectives

1. Students will ascertain their own hereditary and lifestyle risk factors related to their personal health.
2. Students will describe preventative actions for at-risk diseases and ways to maintain their health and reduce risk by identifying behavior change techniques.
3. Students will demonstrate the ability to advocate for personal, family, and community health.
4. Students will gain basic skills in qualitative methods by developing open-ended questions and conducting interviews.
5. Students will demonstrate the ability to create and share a podcast.

ADDITIONAL IDEAS

Invite students to choose a topic of interest from among those discussed in class. Have them research the topic by finding reliable information from reputable sources and recording a podcast on the subject and discussing it in class.

ADDITIONAL RESOURCES AND INFORMATION

- The Education Podcast Network: www.epnweb.org
- Podcasting News: www.podcastingnews.com
- iTunes: www.apple.com/education/itunes-u/?ref=http://itunes.com

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The following publications were referenced in the creation of this chapter.

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Chaney, Beth and J. Don. 2010. "Podcasting/RSS for Health Professionals with Drs. Beth and Don Chaney." Found at <http://healthpromotionlive.com/2010/02/22/feb-22-podcasting-and-rss/#>. Accessed August 2010.