Using social media to teach

SESSION 6

Blogging and podcasting in the classroom

CLASS NOTES

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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Course content

Using social media to teach

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Session 6: Blogging and podcasting in the classroom

Class Notes

Via Afrika

Our Teachers. Our Future.

Important information

1. You can download and print the Class Notes for personal use, but you may not share them.
2. Once you have watched all the videos and completed all the quizzes, reflections, tasks and assessments successfully, you can download your certificate and print it.
3. If you wish to earn SACE Professional Development (PD) points for this session, you must complete all the online assessments in the session successfully. Our system will notify us of your success, and we will send the points allocation request to SACE.
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Abbreviations and terms

Bloom's Revised Taxonomy: A pedagogical framework for eLearning. [See pedagogy, See eLearning]

eLearning: Learning that is supported by, enhanced by, or facilitated through Information Communication Technologies (ICTs), and that is supported by reconsiderations of content, and a relevant pedagogy. [see ICT]

ICT: Information and communication technologies.

PD Points: Professional Development Points [See SACE]

Pedagogy: The how and why of what we do in the classroom. The method and practice of teaching, especially as an academic subject or theoretical concept.

PedTech: Pedagogical Technology for what happens when we want to use technology in the classroom

RAT: Replace, Amplify, Transform. A pedagogical framework for eLearning. [See pedagogy, See eLearning]

SACE: South African Council for Educators. Awards Continuous Professional Development Points (CPDP) to teachers.

SAMR: Substitution, Augmentation, Modification, Redefinition. A pedagogical framework for eLearning. [See pedagogy, See eLearning]

TPACK: Technological, Pedagogical and Content Knowledge. A pedagogical framework for eLearning. [See pedagogy, See eLearning]

Contents

Outcomes and content

Outcomes of the session

By the end of the session, you will:

- be familiar with a brief history of blogging and podcasting
- be familiar with a brief overview of microblogging
- be able to talk about educational uses of blogging and podcasting
- have created an account on the Blogger Platform
- know how to navigate the various Blogger Pages and Buttons
- know how to create a blog and blog posts
- have created a Spotify for Podcasters Account
- know how to navigate the various Spotify for Podcasters Pages and Buttons
- know how to create a podcast episode
- appreciate the importance of copyright
- understand what Digital Citizenship is
- appreciate the importance using blogging and podcasting in pedagogically sound ways
- understand four ways of evaluating a blogging-based lesson and a podcasting-based lesson
- have analysed lesson plans including blogs and podcasts

Content of the session

This session will focus on:

- a history of blogging and podcasting
- creating a Blogger Account
- creating a blog and a blog post
- creating a Spotify for Podcasters Account
- creating a podcast and a podcast episode
- copyright, Creative Commons, Public Domain and Digital Citizenship
- TPACK, SAMR and Bloom's Revised Taxonomy and blogging- and podcasting-based lessons
- criteria for including social media in a lesson
- analysing lesson plans

Overview

Welcome to Blogging and podcasting in the classroom, the 7th session of **Using social media to teach**. The aim of this session is to enable you to create blogging and podcasting accounts and to use them for your teaching in a pedagogically sound way.

We will cover four key areas in this session.

1. An introduction to blogging and podcasting, and a brief overview of microblogging.
2. Getting started with blogging, where you will learn about the social medium and how to use it.
3. Getting started with podcasting, where you will learn about the social medium and how to use it.
4. Lesson plans for using blogging and podcasting.

There are regular tasks and quizzes just to check that you are developing the knowledge needed to move on.

Remember that devices and apps are updated all the time, so the app features and icons that you see here might differ slightly from the app in which you are working.

An introduction to blogging and podcasting

You may be wondering why we have chosen to put blogging and podcasting together in one session. Blogging is a text in written form, and podcasting is a text in oral or spoken form. Although they are both consumed in quite different ways, both forms of social media are, in fact, a long-form piece of text. As you will see, both types of social media can contribute to the classroom in similar ways.

Blogging is the act of creating and maintaining a blog. A blog is a website or online platform where individuals or organisations publish regular entries called 'blog posts'. These posts typically consist of written content but can also include multimedia elements such as images, videos, and audio.

Podcasting is a form of digital media that involves creating and distributing audio content on the internet. It takes its name from the combination of 'iPod' (referring to the popular Apple media player) and 'broadcasting', highlighting its early association with portable media players like the iPod. Podcasting is not limited to any specific device and can be accessed on various platforms and on various devices including smartphones, tablets, computers, and other audio players.

Both blogging and podcasting allow individuals to share their thoughts, ideas, experiences, expertise, and knowledge with a broader audience. It enables bloggers (the writers of blogs) and podcasters (the writers and broadcasters of podcasts) to connect with audiences, engage in discussions, and build a community around a particular topic or niche.

An introduction to blogging

A brief history of blogging

Blogging, as we understand it today, traces its origins back to the late 1990s, with the advent of the World Wide Web. The term 'weblog' was coined by Jorn Barger in 1997, in referring to the act of 'logging the web' through regular updates. However, it was Peter Merholz who playfully split the word into 'we blog' in 1999, coining the term 'blog' that is now universally used.

In its early stages, blogging predominantly served as an online diary, with individuals sharing personal thoughts, experiences, and interests with a limited audience. The concept gained traction, leading to the development of platforms like LiveJournal, Blogger, and Open Diary that democratised the process of publishing content on the web. This open, accessible nature of blogging laid the foundation for its transformation into a powerful educational tool.

Blogging has expanded to 'vlogging', or video blogging, but we will not be considering that in this session.

Characteristics of blogging

Blogging has a few key characteristics.

Content creation: Blogging revolves around the creation of content in the form of blog posts. These posts can cover a wide range of topics, from personal experiences and opinion pieces to educational articles, how-to guides, reviews, and more. Of course, in an educational context, this is the most important element of blogging.

Regular updates: Typically, blogs are updated regularly, with bloggers publishing new posts on a schedule that suits their audience and goals. Some blogs may have daily updates, while others may have weekly or monthly posts. In your class, this means you could use blogging as a term-long project, rather than as a short project. This will enable the learners to work more intensely with the content.

Archived posts: As new content is added, older posts are archived, allowing readers to access and explore the blog's entire history. This is useful if you wish to complete a summative evaluation at the end of a blogging project.

Interactivity: Blogs often have features that allow readers to engage with the content, such as leaving comments, sharing posts on social media, or subscribing to the blog to receive updates. This is an excellent opportunity for learners to review one another's work, and for you to do formative assessment as the learners work on their blogging project.

Categorisation and tagging: Blogs often organise content using categories and tags, making it easier for readers to find posts related to specific topics of interest.

Multimedia integration: While written content is a primary feature of blogs, multimedia elements like images, infographics, videos, and audio can enhance the overall experience and engage readers in different ways. This gives you as a teacher the opportunity to expand your learners' range of text types.

Blogging in education

In education, blogging has become a valuable tool for teachers and learners alike. Teachers can use blogs to share resources, announce important information, reflect on their teaching practices, and communicate with learners and parents. Educational blogging allows teachers to extend learning beyond the classroom and create a digital space in which learners can access additional materials, participate in discussions, and submit assignments in a real-world environment.

For learners, blogging can be a creative outlet to express their thoughts and ideas, showcase their work, and develop their writing skills. Educational blogging can also foster collaboration and communication among learners as they can interact with each other through comments and engage in peer feedback.

Reflection
• Make notes in your PD Journal.
• Have you used blogging in your teaching before?
• If so, what did you find most useful about it?
• If not, what stopped you?

A brief overview of microblogging

Microblogging is a form of online communication that allows users to share short and frequent updates with their followers. Unlike traditional blogging, which usually involves longer and less frequent posts, microblogging is more suitable for mobile devices and for brief communication on social media platforms. Microblogging and blogging are not mutually exclusive, but rather complementary forms of online communication. Two examples of microblogging services are X (formerly known as Twitter) and Threads.

Threads is a new app, built by the Instagram Team, for sharing text updates and joining public conversations. Threads was just a few months old when this session was written, so it is likely to evolve over time. Currently you need to have an Instagram Account to open a Threads Account.

X is a social media platform that has become a popular tool for educators to communicate, share resources, and engage with learners and colleagues. It was launched in 2006 and was known as Twitter. The platform has evolved significantly since its launch, and in July 2023, it was rebranded to X.

Advantages and limitations of microblogging

Microblogging has some advantages over blogging.

- It is easier and faster to create and consume content.
- It enables real-time interaction and feedback from the audience.
- It can reach a wider and more diverse audience.

However, microblogging also has some limitations.

- It reduces the quality and depth of the content.
- It may increase the risk of imparting misinformation and fake news.
- It may cause information overload and distraction for the users.
- It may reduce the privacy and security of the users.

Educational uses of microblogging

- Teachers can use X or Threads to share information with their learners. They can also use these platforms to engage with their learners and encourage them to participate in classroom discussions.

- For example, a teacher might create a Class X Account, where learners can post updates and information related to their classes.

- Teachers can use X or Threads to access a wide range of educational resources and may follow education-focused accounts and participate in chats related to their subject area. They can also use hashtags to find and share resources related to professional development such as webinars, online courses, and conferences.

- Microblogging platforms can also be valuable tools for networking and career development. Educators can use it to connect with other professionals in their field, such as administrators, coaches, and mentors.

- Teachers can use microblogging platforms to build their personal brand and showcase their expertise and accomplishments. This can be particularly valuable for teachers who are looking to advance their careers or take on new roles in their school, district, or province.

- X and Threads are rich sources of resources, news, and information on virtually any topic. Teachers can identify quality content on subjects they are teaching and share those posts and links through their classroom microblogging feed. They might share news articles, blog posts, videos, infographics, podcasts, or other digital media. Learners can then repost items they find interesting or comment on them and start a discussion. This is an easy way for teachers to bring current, engaging, and multimodal content into the classroom.

We will not be covering microblogging in more detail in this session. But do explore X and Threads in your own time!

Reflection

- Make notes in your PD Journal.
- Have you used a microblogging platform like X or Threads in your teaching before?
- If so, what did you find most useful about it?
- If not, why don't you consider opening an account and using it in your teaching?

An introduction to podcasting

A brief history of podcasting

The history of podcasting can be traced back to the early 2000s, when a combination of factors came together to lay the groundwork for this innovative medium. In 2000, MTV video jockey Adam Curry and software developer Dave Winer collaborated to create a program called iPodder (later renamed Juice), which allowed users to automatically download audio content to their iPods. This was a crucial development that simplified the process of accessing audio files, setting the stage for the growth of podcasting.

The early days of podcasting were characterised by a surge of independent creators experimenting with the medium. As the technology advanced and internet access became more widespread, podcasting platforms like iTunes (now Apple Podcasts) and various podcast apps emerged, making it easier for users to discover, subscribe, and listen to podcasts on their smartphones and computers. This accessibility and the diverse range of content available quickly turned podcasting into a global phenomenon.

Characteristics of podcasting

Podcasting has its own set of characteristics, but you will notice that there is some overlap with blogging.

Content creation: Podcasting primarily revolves around the creation of audio content, such as discussions, interviews, storytelling, educational material, news, entertainment, and more. While audio is the core element, some podcasts may also include supplementary visuals or transcripts. Furthermore, all of this starts with a written text. Of course, in an educational context, the content is the most important element of podcasting.

Regular updates: Podcasts are typically released in episodes. Creators produce and distribute new episodes on a regular schedule, allowing subscribers to follow and listen to the content in a sequential manner. In your classroom, this means you could use podcasting as a term-long project, rather than a short project. This enables the learners to work more intensely with the content.

Archived episodes: As new content is added, older episodes are archived, allowing listeners to access and explore the podcast's entire history.

This is useful if you wish to complete a summative evaluation at the end of a podcasting project.

Accessibility: While many podcasts are distributed through Really Simple Syndication (RSS) Feeds, it is also possible to create podcasts that are available only in your classroom and saved on a hard drive or a computer or a smartphone. Podcasts use RSS feeds to distribute content to various podcast directories and platforms. Subscribers can use podcast apps or software to download new episodes automatically as they become available. We will cover one or two of the major platforms but will always keep the idea of using a device to store the podcasts as an option.

On-Demand Listening: Unlike live radio, podcasting enables on-demand listening, and this means that listeners can choose when and where to listen to episodes. They can pause, rewind, and replay content at their convenience. This is useful to you for assessment purposes. It gives learners an opportunity to use the podcasts as learning tools. What's more, many podcast apps also allow for offline listening, enabling users to download episodes and listen later without an internet connection.

Podcasting in education

In education, podcasting has become a valuable tool for both educators and learners. Educational podcasts offer a great number of benefits.

An alternative learning format: Podcasts provide an alternative learning format that complements traditional educational methods. Learners can listen to educational podcasts to reinforce classroom concepts, explore new topics, and gain insights from experts and thought leaders.

Flexible learning opportunities: Podcasts offer flexibility, allowing learners to engage with educational content during their commute, while exercising, or during downtime. This flexibility promotes continual learning beyond the confines of the physical classroom.

Diverse educational content: Educational podcasts cover a wide range of subjects and topics, making it easier for educators to supplement their curriculum with specialised knowledge or perspectives. Learners can access expert-led content on various subjects and gain a more holistic understanding of the topics they study.

Enhanced listening skills: Listening to podcasts can improve learners' listening comprehension and critical thinking skills. Engaging with audio content challenges learners to focus on the information presented and extract key insights from discussions and narratives.

Stimulating discussions: Educators can use podcasts as a springboard for classroom discussions and activities. After listening to a podcast episode, learners can participate in debates, group discussions, or even create their own podcasts as a form of project-based learning.

Creative outlet: Learners can express their thoughts and ideas in a format other than the written word, giving them more opportunity to showcase their talents.

To blog or to podcast?

When deciding between blogging and podcasting for educational purposes, it's essential to consider the learning objectives, the preferences of the audience, and the desired learning experience. Blogging, on the one hand, may be more suitable for content that requires visual representation or that benefits from direct engagement and discussions. Podcasting, on the other, may be a preferred option for conveying information through oral communication, reaching an audience with diverse learning preferences, and enabling on-the-go learning.

Ultimately, the choice between blogging and podcasting, or even using both in combination, can provide teachers with versatile tools to cater to the diverse learning needs of learners, enhance their educational experiences, and foster a vibrant learning community in the digital age.

Reflection

- Make notes in your PD Journal.
- Have you used podcasting in your teaching before?
- If so, what did you find most useful about it?
- If not, what stopped you?
- If you had to use just one of the social mediums (either blogging **or** podcasting) for your teaching, which one would you choose? Why?

Getting started with blogging

Integrating blogging into the classroom requires thoughtful planning and a well-defined approach.

What you need to know about blogging

Steps to integrating blogs into a classroom

Here are some essential steps if you want to use blogs effectively.

Read blogs

Make sure that you appreciate all aspects of this social medium before you get going with it. Blogging, unlike many of the social media, requires a lot of sustained effort. It is not just a quick status update or a cute video. A blog is a piece of extended writing and/or a combination of multimedia elements that are carefully constructed. Know what you are getting into before you kickstart the process with your learners. Take time to read some of the blogs we recommend to help you decide if blogging in the classroom is for you! You will find links to the recommended blogs in the Additional Resources section of these Class Notes.

Establish clear objectives

Before introducing blogs, you must define the learning outcomes you wish to achieve. Whether it's improving writing skills, enhancing critical thinking, showcasing learners' work, or encouraging collaboration, having clear goals ensures that the blogging experience aligns with the curriculum content.

Select a user-friendly, free platform

It is important that you choose a blogging platform that is user-friendly, secure, and suitable for the age group of the learners. Popular options include WordPress, Edublogs, and Blogger. We will focus on Blogger.

Consider privacy and safety concerns

This is especially important when working with younger learners. You must ensure that all necessary permissions are obtained from parents or guardians.

Depending on the platform you choose, familiarise yourself with the privacy and safety features it offers. Enable settings that ensure the blog is visible only to the intended audience, for example, class members and their parents and not accessible to the public.

Develop account management skills

Get to know your chosen platform and learn how to manage the platform and learner accounts.

Keep track of usernames and passwords, and ensure that all learner accounts are appropriately identified by, for example, using pseudonyms or first names only, to protect learners' identity.

Develop blogging skills

Before you can introduce learners to blogging techniques, you should have a firm grasp of key blogging skills. These skills include writing engaging titles, structuring posts, incorporating multimedia elements, and citing sources properly.

You will then be in a good position to provide guidance on how to write a good blog. You will also need to teach learners how to write respectful and constructive comments when they are interacting on the blog.

Decide on content and schedule

Your blog content and schedule will depend on how you plan to use blogging. You may choose to use blogging for only a project in the curriculum. In this case, the content would be limited to the curriculum topic, and there may not be a full schedule of blog posts. There may only be a few of them. If you are going to run the blog for a term, or even a year, as a way to chart learner progress and development, you will need to discuss with your learners what the content will be. Help them identify the type of content they would like to create for the blog. Encourage them to suggest topics, themes, and formats for their blog posts. These could include written articles, audio recordings, videos, artwork, and more.

Establish a blogging schedule that suits your classroom routine and goals. Decide on the frequency of blog posts, whether it's weekly, bi-weekly, or monthly. Consistency is key to keeping the blog active and engaging.

Teach your learners key blogging skills

- **Teach them to write engaging titles:** Learners must be able to craft attention-grabbing and descriptive titles that entice readers to click on the blog post.

- **Teach them how to structure blog posts:** It is important to organise blog posts in a clear and logical way to facilitate easy reading and understanding. A good technique is to provide learners with a template or outline for structuring their blog posts. Highlight the importance of an introduction, body paragraphs, and a conclusion. Encourage them to use headings, subheadings, and bullet points to improve readability.

- **Encourage them to incorporate multimedia elements:** Using images, videos, infographics, and audio enhance the visual appeal and engagement of blog posts. Introduce learners to free online image and multimedia resources. Teach them how to credit and attribute the media they use in their posts appropriately.

Encourage creativity and freedom of expression

Blogs offer a creative outlet for learners to express their ideas, thoughts, and creativity. Encourage them to explore diverse formats such as written posts, and multimedia content. Emphasise that blogging is a space for open expression that allows individuals to share their unique perspectives. You need to balance this, though, with the content at hand. If you teach a subject like English and your goal is writing creatively, then a blog showcasing creative writing is ideal. However, if your goal as an English teacher is to teach a novel, then your learners will need to use their creativity while also respecting the need for literary analysis.

Facilitate interaction and feedback

Actively engage with learners' blogs by leaving constructive comments and encouraging peer-to-peer feedback. Interaction fosters a sense of community in the class and motivates learners to improve their work continually. Teachers can also use blogs to provide individualised feedback, guiding learners towards deeper understanding and refinement of their ideas.

Some blogs to read

- The **Cult of Pedagogy** blog posts are helpful and informative. The blogger has a lovely laid back and friendly writing style.

- **TeacherToolkit** is a worthwhile spot to stop. It started on X (formerly Twitter) but the website now has blog posts on pretty much everything education-related, from lesson planning to learning theories to teacher training tips.

- **Nexus Education** say they are 'A community enterprise created for sharing ideas' and they blog about 'best practices and researching the very best products and services all with the aim of improving students' (and teachers') school lives'. Their aim is 'to give teachers a platform, through video blogs and school stories, enabling a community eager to help and inform each other to shape UK education for the better'. While they are based in the United Kingdom, a lot of their blog posts are globally transferable.

- On the **Wagoll Teaching Blog** you will find posts that share teaching ideas that are relevant in many different contexts.

Task
• Search online for different blogs that might interest you. Identify one blog that you would like to learn more about. Read at least three blog posts, and then review the blog.
• What did you like about the blog? (Content, style, use of images or multimedia?)
• What made you want to keep reading the next blog posts?
• What, if anything did you not like? If there was something you did not like, what would you do differently if it were your blog?

Creating a Blogger Account

You can create an account on Blogger.

1. Open up your favourite browser.
2. Type www.blogger.com into the Search Bar.
3. Click Create Your Blog.
4. Sign in using your Gmail Account. If you don't have a Gmail Account, you can create one now.
5. Enter your email address and your password.
6. Notice that your Profile Button is in the top right-hand corner.
7. On the left, click Create Blog.
8. Type in a name. Click Next.
9. Choose a web address. This is how people will find your blog online. Add in the name before blogspot.com.
10. Click Save.
11. In the left-hand side menu, click on Theme. Search through the different styles or themes and select one.
12. Click to preview it. At the bottom of the screen, you will see what the blog will look like on a tablet and what it will look like on a smartphone.
13. Go Back.
14. Click Apply.
15. Explore the features in the left-hand menu, including Posts, Stats, Comments, Settings and more.

Task

- Watch the training video and read through the instructions above. Then create a Blogger Account.
- Play around in Blogger to discover some of the functions.

Getting going on Blogger

You can create a new blog post.

1. Open your blog to the Dashboard.
2. Click New Post.
3. Type in your title.
4. Type in the text.
5. Format the text.
6. Click the Pen Icon to change the view. Choose Compose View or HTML View.
7. In the right-hand menu, you will see the date the blog post was published and where it was published.
8. Click preview to see what the post looks like.
9. Click Publish. Click Confirm. When published, you can share it on social media.

Task
• Make notes in your PD Journal.
• How would you rate yourself on the various skills needed to develop and manage a blog?
• What do you already know?
• What would you need to learn to do?
• Has what you have learned so far inspired you to start a blog? If not, what holds you back?

Getting started with podcasting

Bringing podcasting into the classroom requires thoughtful planning and a well-defined approach.

What you need to know about podcasting

Steps to integrating podcasts into a classroom

Here are some essential steps if you want to use podcasting effectively.

Listen to podcasts

Make sure that you appreciate all aspects of this social medium before you get going with it. Podcasting – like blogging – also requires a sustained effort. A podcast is an audio broadcast that is most often based on a piece of extended writing with some additional audio elements (for example, music) and is carefully constructed. Know what you are getting into before you kickstart the process with your learners.

Distinguish between listening to podcasts, and creating podcasts

It is important to distinguish between two concepts. There are many podcasting platforms where you will be able to find podcasts to **listen** to. These include Google Podcasts, Apple Podcasts, Spotify, and Podbean. All of these platforms will give you the chance to search for podcasts. Because of the concept of listening on the go, most of them have an app for your smartphone or tablet device.

However, if you wish to **create** podcasts, you need a hosting platform that allows you to upload or create and save your podcast. Google Podcast, for example, does **not** do this. Spotify, however, does. These podcast hosting platforms range from easy to use, to for professional use only, and from free to subscription models. They will allow you to create or upload your podcast, save it, and then they will distribute it to other platforms like Google Podcasts and Apple Podcasts.

Select a user-friendly, free platform

What we are looking for in a platform is that it is free, user-friendly, secure, and suitable for the age group of the learners.

Popular options include Spotify for Podcasters, which is a comprehensive podcasting platform that offers recording, editing, and distribution tools. It is user-friendly and allows for easy collaboration among learners.

Podbean is a another user-friendly podcast hosting platform that provides basic recording and editing tools. It allows for easy distribution to major podcast directories. Podbean works on a freemium model. Consider privacy and safety concerns, especially when you are working with younger learners, and ensure that all necessary permissions are obtained from parents or guardians.

Establish clear objectives

Before introducing podcasting, you must define the learning outcomes you wish to achieve. Whether podcasting will serve as a platform for discussions, interviews, storytelling, or be used to improve listening and speaking skills or thinking skills, having clear goals ensures that the podcasting experience aligns with the curriculum content.

Consider privacy and safety concerns

Depending on the platform you choose, familiarise yourself with the privacy and safety features it offers. Enable settings that ensure that the podcast is visible only to the intended audience like, for example, class members and their parents and is not accessible to the public.

Develop account management skills

Get to know your chosen platform and learn how to manage the platform and learner accounts. Keep track of usernames and passwords, and ensure all learner accounts are appropriately identified by, for example, using pseudonyms or first names only to protect learners' identity.

Develop podcasting skills

Before you can introduce learners to podcasting techniques, make sure that you have a firm grasp on key podcasting skills. Familiarise yourself with podcast recording and editing tools, audio quality considerations, and podcast hosting and distribution. Platforms like Spotify for Podcasters have comprehensive tutorials to help you get started. You will also find links to additional resources at the end of these Class Notes.

Consider equipment and recording space

You could invest in basic podcasting equipment, such as microphones and headphones, to ensure good audio quality. But, smartphones and even laptop computers have good enough microphones, and if you find a quiet enough space you will be able to make a reasonable podcast. A platform like Spotify for Podcasters has online recording and editing software so you need not worry about software.

Decide on content and schedule

Your podcast content and schedule will depend on how you plan to use podcasting. You may choose to use podcasting for only a project in the curriculum. In this case, the content would be limited to the curriculum topic, and there may not be a full schedule of podcasts. There may be only a few of them. If you are going to run the podcast for a term, or even a year, as a way to chart learner progress and development, you will need to discuss with your learners what the content will be. Help them identify the type of content they would like to create for the podcast. Encourage them to suggest topics, themes, and formats for their podcasts. Podcasts could include interviews, panel discussions and various other audio inputs. Establish a podcasting schedule that suits your classroom routine and goals. Decide on the frequency of podcasts, whether it's weekly, bi-weekly, or monthly. Consistency is key to keeping the podcast active and engaging.

Teach your learners key podcasting skills

- **Focus on scriptwriting and storytelling:** Teach learners the art of scriptwriting and storytelling to create engaging and compelling podcast episodes. Encourage them to practice writing scripts and experimenting with different storytelling techniques.
- **Teach recording and editing skills:** Recording and editing are pivotal aspects of podcasting. Empower learners with the skills needed to produce polished and professional episodes.
- **Teach them how to speak effectively:** Introduce learners to the importance of clear enunciation and proper speaking techniques.
- **Teach them about technicalities:** Show learners how to use microphones effectively, and to maintain consistent volume level. Teach learners basic editing skills, such as

cutting, trimming, and adding music or sound effects in the online platform so they know how to edit out mistakes, pauses, and background noise to create a seamless listening experience.

- **Critical listening:** Encourage them to listen critically to their recordings and identify areas that need improvement. Provide guidance on enhancing the flow of content through editing.

- **Music:** Demonstrate how to incorporate background music and sound effects to enhance the podcast's ambience. Encourage learners to explore royalty-free music libraries and sound effect websites. Offer feedback on the appropriate use of music and effects to complement the content.

- **Constructive criticism:** You will also need to teach learners how to write respectful and constructive comments when interacting on the podcast.

- **Facilitate interaction and feedback:** Actively engage with learners' podcasts by leaving constructive comments and encouraging peer-to-peer feedback. Interaction fosters a sense of community in the classroom and motivates learners to improve their work continually.

Unfortunately, we will not cover the 'how to' of these skills during this session. But, please do explore some of the educational blogging and podcasting sites that we have introduced you to for more information. You will find links to helpful sites in the Additional Resources section of these Class Notes.

Some podcasts to listen to

- The **Cult of Pedagogy Podcast** is an alternative to the Cult of Pedagogy Blog you learned about earlier.
- **The TeacherCast Podcast's** podcaster, Jeff Bradbury, has been running this podcast since 2011, and there is an excellent archive of previous episodes.
- **Mr Barton Maths Podcast** provides content for teachers of all subjects. These episodes are long, about an hour, but well worth a listen.
- **The Shake Up Learning Show** covers classroom management, tips for using technology in your classroom and other strategies.

Task
• Search online for different podcasts that might interest you. Identify one podcast that you would like to listen to. Listen to at least three episodes, and then review the podcast. • What did you like about the podcast? (Content, style, use of music, other audio?) • What made you want to keep listening to the next episode? • What, if anything did you not like? If there was something you did not like, what would you do differently in your own podcast?

Creating a Spotify for Podcasters Account

You can create a Spotify for Podcasters Account.

1. Open your favourite browser.
2. Type Spotify for Podcasters in the Search Bar.
3. Click Sign Up.
4. Decide which option describes you. Since this is your first podcast, click on I Want To Start A Podcast.
5. You can log into Spotify if you already have a Spotify Account, otherwise click Sign Up For Spotify.
6. Enter your email address.
7. Create a password.
8. Decide on your username.
9. Provide birthdate and gender information.
10. Ignore Send Me News for now. Do not share your registration now.
11. Agree to the Spotify Terms and Conditions and Privacy Policy. (You should read these.)
12. Click Sign Up.
13. Confirm that you're not a robot. Click continue.
14. Log in.
15. Continue to the web app.
16. Confirm once again that you have read the Terms of Service and agree to the Privacy Policy.
17. Click Save

18. Your Dashboard opens. In the top toolbar, you will see a number of features (Home, Analytics, Episodes, Interact, Money, New Episode, Settings). Explore them in your own time.

<table>
<tr><td align="center">Task</td></tr>
<tr><td>
• Watch the training video and read through the instructions above. Then create a Spotify Account.
• Play around in Spotify to discover some of the functions.
</td></tr>
</table>

Getting going on Spotify for Podcasters

You can create a podcast.

1. Log into your Spotify for Podcasters Account.
2. On the Dashboard you can see a timeline Spotify have set up (Make Your First Episode, Set Up Your Podcast, Set Up Monetisation, Get Listeners).
3. Click Let's Do It.
4. If you have pre-recorded audio, you can upload it. We will create our audio inside the app.
5. Click Record or Edit.
6. The tabs on the left-hand side include Record (for audio recordings), Library (of previous recordings to reuse), Messages and Transitions (free music and sound effects).
7. Click Record.
8. Give approval for the app to use your microphone if it asks.
9. Record your audio for your podcast.
10. To end, click Stop Recording.
11. The audio file will take some time processing.
12. On the audio file, click on the Pen Icon to name the segments so you know exactly which piece of our podcast this is. You may end up with many segments as you build your podcast.
13. Click the Music Note Button to add background music
14. Click Three Dots Menu. Select the Download Button to download audio file, or click the Bin Button if you want to delete the audio.
15. If you will be using the audio, add it to the episode by clicking the Plus Sign Icon.

16. Open the Transitions Tab and select a piece of music to open and close your podcast. Click the Plus Sign Icon to add it to the episode.

17. Notice that the episode screen on the right shows three audio tracks – your voice, the introductory music and end music (also known as intro and outro). You can rearrange them by dragging them up and down.

18. Click Preview Episode to hear what it sounds like.

19. Click Save Episode if you are happy.

20. Insert the episode title, episode description, and publication date. You can click to Publish Now, or choose a date for publication.

21. If you select to Publish Now, you must give the episode a season number, episode number and say what type of episode it is. Is it the full episode or is it only a trailer that will excite people to want to come back and listen more? Or, is it a bonus episode?

22. Confirm that the episode does not contain explicit content.

23. Click Next.

24. Set up your podcast. Give it a name, description, category, language.

25. Click Next.

26. Create cover art by uploading your own, or using the app to create it for you. You can edit the picture and text.

27. Click Update Cover Art.

28. Click Next > Publish > Continue > Publish Now.

Reflection

- Make notes in your PD Journal.
- How would you rate yourself on the various skills needed to develop and manage a podcast?
- What do you already know?
- What would you need to learn to do?
- Has what you have learned so far inspired you to start a podcast? If not, what holds you back?

A note about content

We must all take copyright infringement very seriously, and it is important that any content you upload – photos or videos in your blog or music in your podcast – belongs to you, or is in the Public Domain, or has a Creative Commons licence or that you have permission to use it.

Public Domain

The Public Domain consists of works that are not protected by copyright or whose copyright has expired. These works are freely available for anyone to use, share, and modify without permission. In South Africa, the Copyright Act determines the duration of copyright protection, which generally lasts for the life of the author plus 50 years. Please be aware that copyright laws in South Africa are in the process of being changed, so check this information for the most up-to-date rules.

Public Domain resources offer a vast array of materials, including literature, art, music, and scientific works that can enrich classroom activities.

You can access these resources through platforms such as Project Gutenberg, Europeana, and the Internet Archive. It's important to note that even within the Public Domain, certain works may have specific usage requirements or conditions, such as acknowledging the original creator.

Creative Commons

Creative Commons is a global non-profit organisation that provides a set of licences enabling creators to retain copyright over their works while granting certain permissions to others.

Creative Commons licences are designed to make the legal sharing and reuse of creative works easier, fostering a more flexible and accessible approach to copyright.

Creative Commons licences offer a range of permissions, allowing creators to choose the level of freedom they wish to grant to others.

Licence	Description
Attribution (BY)	This condition requires users to credit the original creator when sharing or adapting a work.
ShareAlike (SA)	Works licenced with this condition must be shared under the same or a similar CC licence when redistributed or adapted.
NonCommercial (NC)	This condition restricts the use of a work for commercial purposes without the explicit permission of the creator.
NoDerivatives (ND)	Works with this condition cannot be modified or adapted without the explicit permission of the creator.

These four conditions can be combined in various ways. When you are searching for an image or video, and it says that it is distributed under Creative Commons you will know what you can do with it by visiting the Creative Commons website.

You can search for CC-licenced materials through platforms like the Creative Commons website, Flickr, Wikimedia Commons, and more. By understanding the different CC licences and respecting the conditions attached to each work, you can access a wealth of resources for your classroom, ensuring compliance with copyright law while benefiting from a wider pool of content.

Royalty-free images and music

When it comes to audio and images, there are royalty-free libraries of images and audio to which you can introduce the learners.

Royalty-free refers to a type of licensing agreement for the use of copyrighted material, such as images, music, videos, or other creative works. When a work is designated as royalty-free, it means that once you obtain the appropriate licence or permission, you can use the work without needing to pay royalties or additional fees for each use or based on the number of times it is used.

In the context of media like images or music, this means that you can use the content for various purposes, including commercial use, without having to make individual payments each time the content is used.

However, it is essential to read and understand the terms of the specific royalty-free licence or agreement, as some may have restrictions or limitations on certain types of use.

It's worth noting that royalty-free does not necessarily mean that the content is entirely free of cost upfront. You might need to purchase a licence or obtain the material from a provider or platform that offers royalty-free content. Once you have the appropriate licence, you can use the content according to the terms outlined in the agreement without incurring additional costs for each use.

A useful website for music and images that are royalty free is pixabay.com. It is free to join, and then you can download what you like. The images and music are always royalty free, and the terms of the licence are shared with you when you download the item.

Digital Citizenship

Digital Citizenship is the responsible and ethical use of technology. Teachers must educate learners about proper online behaviour, including how to engage with podcast and blog platform content respectfully, how to critically evaluate information, and how to be mindful of their digital footprint. One way in which you can develop this vital digital fluency skill in your learners is by always making sure you respect the copyright of others in your own account.

Task
• Create a checklist for yourself of the different ways that an audio recording or an image can be protected, for example, copyright, Public Domain, the various Creative Commons licences or in royalty-free libraries.
• Keep the checklist where it is easy to find so you can check any image or audio recording you want to use. You may also wish to place some of the restrictions on images or audio recordings you create.

# Lesson plans for using blogging and podcasting

First things first: Pedagogical considerations

Podcasting and blogging are powerful tools for enhancing teaching and learning in the classroom. They are useful to engage learners, supplement lessons, and create a more dynamic and interactive learning environment. But as you know, you cannot simply throw technology into a classroom and hope for great results. Technology needs to be carefully integrated into the teaching and learning process to ensure that what we are doing is educationally meaningful.

You can use the framework provided by three key pedagogical theories and models: TPACK (Technological Pedagogical Content Knowledge), SAMR (Substitution, Augmentation, Modification, Redefinition), and Bloom's Revised Taxonomy to successful incorporate blogging and podcasting into the classroom.

TPACK

The TPACK Model is a framework that emphasises the importance of integrating Technological, Pedagogical, and Content Knowledge in teaching and learning. As you know, the key feature of blogging is the blog post, and the key feature of podcasting is the podcast episode. So how can you use this technology in a pedagogically sound way?
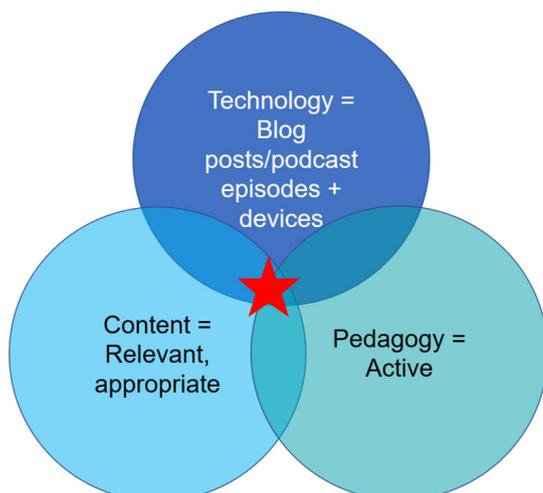
Consider content

Is it relevant to the topic? A beautifully crafted blog post, or an incredibly well-produced podcast episode may not have the appropriate content you need in your classroom at that moment. It goes without saying that all choices have to be appropriate to the learners' level.

Consider pedagogy

If you simply use a blog post as a text that the learners passively view, or a podcast that they passively listen to, you are not achieving the full benefit of using these media in your class. Learners need to be active. They must question the blogs and podcasts, evaluate them, and/or create the blogs and podcasts.

With all this in place, you will have achieved the sweet spot of TPACK in that technology has enhanced the learning experience, improved learner engagement and motivation, and increased the effectiveness of the lesson.

SAMR

REDEFINE: Technology offers a whole new way of doing things.

MODIFY: Technology changes the method of teaching.

AUGMENT: Technology adds a little extra to your teaching.

SUBSTITUTE: Technology rather than a textbook.

The SAMR Model is a framework for understanding the progression of technology integration in teaching and learning. The model is based on four levels of technology integration: Substitution, Augmentation, Modification, and Redefinition.

Remember when we talk about technology here, we are not only talking about the devices. We are also talking about the blog post and the podcast episode.

When you decide to use either of these technologies in your classroom, you need to be aware of what your aim of using that technology in the lesson is.

What are you aiming for?

- Is it, to be a direct replacement for traditional methods of teaching? In other words, these technologies **Substitute** for you standing in front of the class or for a textbook? These technologies are just another text.

- Or, are you using these technologies to enhance traditional methods of teaching? In other words to add to, or **Augment** your lesson providing a little extra?

- Perhaps, it is a way to do the class in a new way? In other words, these technologies **Modify** the way the lesson is taught because instead of your having to teach in front of the whole class, groups of learners can interact with these technologies while you are working with other learners and in doing so modifying their experience, or the learners are creating evidence of learning that could not be shown without the technology.

- Or, perhaps these technologies will be used to create entirely new learning experiences that were previously impossible. So, for example, you could **Redefine** the learning by creating blog posts or podcast episodes that allow learners to publish their work authentically.

Of course, in all of these options, you will keep TPACK in mind, and remember how to hit the sweet spot during the lesson.

Bloom's Revised Taxonomy

Bloom's Revised Taxonomy is a framework for understanding and categorising the different levels of cognitive skills that learners can demonstrate. The framework is based on six levels of cognitive complexity, ranging from lower-order thinking skills such as remembering and understanding, to higher-order thinking skills such as analysing and evaluating, and finally to creating new knowledge through synthesis. (Please be aware that the diagram below does not show the complete taxonomy. It is a simplification for our needs here.)
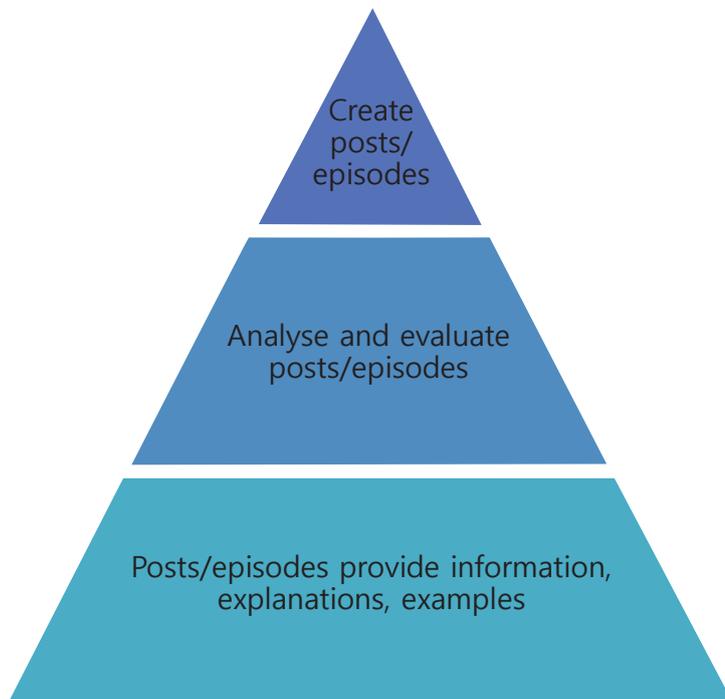
These technologies can be used to support all six levels of Bloom's Revised Taxonomy.

- At lower-order thinking level, these technologies can be used to provide information, explanations, and examples to help learners remember and understand key concepts. For example, teachers can use blog posts or podcast episodes to teach vocabulary or provide historical context.
- At middle-order thinking level, these technologies can be used to promote analysis and evaluation skills. For example, teachers can use blog posts or podcast episodes to teach critical thinking skills, such as identifying bias or evaluating sources.
- At higher order thinking level, these technologies can be used to promote creativity and synthesis skills. For example, teachers can ask learners to create their own blog posts or podcast episodes that synthesise information from different sources, or to create blogs or podcasts that demonstrate their understanding of a concept through a creative project.

Criteria for effective social media implementation

The following criteria can be used to check whether the social medium used has been used effectively in a lesson. These criteria have been drawn from John Hattie's book *Visible Learning* (Routledge, 2009) in which he provides criteria for effective technology implementation.

1. Is learner diversity met through the use of the technology?
2. Are there many opportunities for learner learning?
3. Are the learners rather than the teacher in control of learning?
4. Is peer learning possible for learners?
5. Is feedback from peers as well as from teachers available to learners?

These five criteria are useful for evaluating the soundness of a lesson using social media.

Reflection

- Make notes in your PD Journal.
- How comfortable are you with the three models and the set of criteria?
- Do you feel confident enough to explain them to a newly qualified teacher?
- What do you need to do to gain more confidence?

A lesson plan for Grade 6 Social Sciences, using blogging

Read through this lesson plan using blogging platforms for a Grade 6 Social Sciences class with the comments as numbered below it.

Grade 6 Social Sciences lesson plan

Teaching Plan
Grade 6 History Research Project – Building democracy in South Africa

Lesson
Project ①

Time required
Eight weeks (two hours for project introduction and blogging, followed by eight weeks for project work)

➡ **Learning outcomes**

➤ Identify and research a South African historical figure who played a significant role in building democracy in the country.

➤ Develop research and writing skills through the creation of a biography.

② ➤ Use technology, specifically the Blogger Platform, to publish and share their research with an authentic audience.

③ **Materials required**

➤ Computers or tablets with internet access.

➤ Projector or smartboard for project introduction and guidance.

➤ Access to the Blogger Platform.

Teacher preparation

④ ➤ Make sure that the computers or tablets are in working order and that internet access is available.

⑤ ➤ Create a Blogger Account for the class.

➤ Select two or three blogs and a couple of posts from each that will highlight to the learners what blogging is.

⑥ **Week 1: Project introduction (2 hours)**

➤ Explain the objectives and expectations of the history research project to the learners.

➤ Provide an overview of the biographical research process and discuss the importance of credible sources.

➤ Allocate time for learners to select a historical figure from a provided list or one of their choosing (with approval).

➤ Explain that their work will be published as a blog. Give the learners examples of blogs to examine and talk about.

⑦ **Weeks 2 to 6: Research and writing**

➤ Allocate the next five weeks for learners to conduct research using the internet on their chosen historical figure.

➤ Provide guidance and support during research sessions, helping learners find credible sources and information.

➤ Encourage learners to take notes and organise their research effectively.

> ➤ Guide learners on the process of writing a biography, including the structure, key events, and significance of their chosen figure.

8 ➡ ## Week 7: Editing and review

> ➤ Allocate this week for learners to edit and revise their biographies.

> ➤ Encourage learners to peer-review each other's work and provide constructive feedback.

> ➤ Offer individualised support and feedback to learners during the editing process.

9 ➡ ## Week 8: Publishing and sharing

> ➤ Demonstrate how to navigate and use the Blogger Platform for publishing their biographies.

> ➤ Guide learners on how to publish their completed biographies on the Blogger Platform.

> ➤ Review the importance of appropriate language and respectful portrayal of historical figures.

> ➤ Celebrate the completion of the project by allowing time for learners to share their biographies with the class.

10 ➡ ## Assessment

Formative Assessment

> ➤ Active participation in class discussions and activities.

> ➤ Progress checks and feedback during the research and writing process.

Summative Assessment

> ➤ Evaluation of the completed biography based on provided criteria (for example, research depth, writing quality, use of credible sources).

> ➤ Reflection on the process of researching, writing, and sharing the biography.

Analysis of the lesson plan

Summary of analysis

Refer to the numbers in the lesson plan to follow the summary below.

1. The Grade 6 Social Sciences History curriculum requires that learners complete a project, 'A biography of a South African who contributed to building democracy'. This teacher has decided to use a blog to make up the project.

2. As you would expect, the learning objectives are clearly stated. The teacher has made the use of technology a clear objective. The learners will use the Blogger Platform to publish their research. This makes the project even more authentic.

3. In the materials list, there is a clear indication that technology is being used. Notice that the materials refer to the Blogger Platform. We will need to look further to see if the learners are already users of the platform or not. There are digital devices and internet access. The projector and screen would be for the teacher's use.

4. The teacher follows good technology protocol by making sure that the computers or tablets are in working order and that internet access is available.

5. The teacher will create a Blogger Account for the class and prepare some examples.

6. In the first week, the teacher will introduce the project. The learners are being exposed to blogging for the first time, and they are given a selection of good blogs to examine.

7. Now the learners do their research and writing, and the teacher gives support. The teacher also guides the learners on how to write a biography. The learners are using the internet for their research. They are quite young, so we must assume that this teacher has already given them good training on how to do an effective internet search.

8. There is a specific time set aside for editing and reviewing the work. This is excellent practice.

9. This is quite a busy week. Not only does the teacher expect the learners to grasp the Blogger Platform, but they must create their blogs, and have time to share. This might be a little too rushed – the lesson plan could have been improved by spreading out the skills development work on blogging a bit more.

10. The teacher will evaluate the learners' work.

TPACK and the lesson plan

- **Technological Knowledge:** Learners will use technology (computers, tablets, the internet and the Blogger Platform) to complete their project.
- **Pedagogical Knowledge:** The lesson plan has sound pedagogic practices. The learners are active constructors of knowledge. They research, make notes, then construct their blogs. There is opportunity for evaluation and critical thinking.
- **Content Knowledge:** The lesson plan focuses on the topic.
- This lesson plan gets to the sweet spot of TPACK.

SAMR and the lesson plan

- The internet is something of a **Substitute** for the way the teacher would usually do the lesson. Instead of the teacher or the textbook being the source of knowledge, the learners use technology. But it quickly goes beyond this.
- The internet also **Augments** traditional teaching since learners are likely to discover various text types and videos and even audio recordings.
- The fact that the learners use the technology to create the blog posts not only **Modifies** the lesson, it **Redefines** it. This lesson could not take place without the technology that allows blogging to take place.
- In terms of Dr Joan Hughes' RAT (**R**eplacement, **A**ugmentation and **T**ransformation) Model, the incorporation of blogging in this lesson goes beyond simple Replacement or Augmentation and all the way to Transformation.

Bloom's Revised Taxonomy and the lesson plan

When it comes to Bloom's Revised Taxonomy, the lesson plan touches on each of the levels.

- **Remembering:** Learners will make notes on what they learn from the internet, and use them to create their biographies.
- **Understanding:** Learners will demonstrate their understanding by making good notes rather than simply copying word-for-word, and they will show this when they put the blog post together.
- **Applying:** Learners will apply their understanding of the topic to complete the notes and the blog post.
- **Analysing:** Learners will analyse the structure of a blog post and apply this knowledge to their own blog posts.

- **Evaluating:** Learners will evaluate the validity and reliability of the sources they use in their research, and they will evaluate the blog posts.
- **Creating:** Learners will create a blog post to present their biographies

Criteria for effective social media implementation and the lesson plan

- **Is learner diversity met through the use of the technology?** Learner diversity was not met in any particular way through the use of blogging or the use of the internet. One way to assist learners with limited vision would be to make an audio recording of the blogs – in essence turning them into a podcast – so that they could listen to rather than read the blog.

- **Are there many opportunities for learner learning?** Yes. There is talking about the concept, listening, reading and viewing, writing, preparing blog posts.

- **Are the learners rather than the teacher in control of learning?** The teacher is acting like the 'guide on the side' here, and the learners are in control of the learning.

- **Is peer learning possible for learners?** There is no explicit use of groupwork, but learners do peer-review each other's work.

- **Is feedback from peers as well as from teachers possible for learners?** Yes, feedback from peers is possible during the writing and editing phases. The teacher provides feedback throughout, and also at the end.

Task

Read through the Grade 8 Economic and Management Sciences lesson plan below. Evaluate the lesson using the following questions to guide you.

- Do you think the use of podcasting is effective? Why do you say this?
- How well do you think the lesson meets the sweet spot of TPACK?
- Consider the lesson plan with respect to the SAMR model. Do you think that podcasting is used as Substitution, Augmentation, Modification or Redefinition? Why do you say this?
- The lesson plan makes no reference to the criteria for effective social media implementation. What can you do to ensure that all the elements of the lesson plan meet these criteria?

Grade 8 Economic Management Sciences lesson plan

Topic
Entrepreneurship

Lesson
Forms of ownership

Time required
Seven weeks (one hour per week)

➡ **Learning outcomes**

➤ Identify and explain different forms of ownership in entrepreneurship.

➤ Analyse the characteristics, advantages, and disadvantages of each form of ownership.

➤ Recognise the role of different forms of ownership in sustainable job creation and the sustainable use of natural resources.

➤ Develop research and presentation skills by creating podcasts on the weekly topics.

➡ **Materials required**

➤ Computers or tablets with internet access.

➤ Access to Spotify for Podcasters for audio recording, editing and sharing podcasts.

Week 1: Introduction to entrepreneurship and forms of ownership (1 hour)

➤ Introduce the topic of entrepreneurship and its importance in the economy.

➤ Explain the concept of forms of ownership, such as Sole Traders, Partnerships, Close Corporations, Private and Public Companies.

➤ Facilitate a class discussion on the characteristics and basic differences between these forms of ownership.

Week 2: Sole Traders (1 hour)

➤ Provide an in-depth explanation of Sole Traders as a form of ownership.

➤ Discuss the characteristics, advantages, and disadvantages of Sole Trader businesses.

➤ Assign learners to work in groups to research and prepare a podcast on Sole Traders for the following week.

Week 3: Podcast Presentation – Sole Traders (1 hour)

➤ Allocate time for learners to present their podcasts on Sole Traders to the class.

➤ Encourage active listening and participation during the podcast presentations.

➤ Facilitate a brief Q&A session after each presentation to clarify any doubts or questions.

Week 4: Partnerships and Close Corporations (1 hour)

➤ Introduce partnerships and Close Corporations as forms of ownership.

➤ Discuss the characteristics, advantages, and disadvantages of these forms of ownership.

➤ Assign learners to research and prepare podcasts on partnerships and Close Corporations for the following week.

Week 5: Podcast Presentations – Partnerships and Close Corporations (1 hour)

➤ Allocate time for learners to present their podcasts on partnerships and Close Corporations to the class.

➤ Encourage active listening and participation during the podcast presentations.

➤ Facilitate a brief Q&A session after each presentation to clarify any doubts or questions.

Week 6: Private and Public Companies (1 hour)

➤ Introduce Private and Public Companies as forms of ownership.

➤ Discuss the characteristics, advantages, and disadvantages of these forms of ownership.

➤ Assign learners to research and prepare podcasts on Private and Public Companies for the following week.

Week 7: Podcast Presentations – Private and Public Companies (1 hour)

➤ Allocate time for learners to present their podcasts on Private and Public Companies to the class.

➤ Encourage active listening and participation during the podcast presentations.

➤ Facilitate a brief Q&A session after each presentation to clarify any doubts or questions.

Analysis of the lesson plan

We will examine the lesson plan and TPACK, SAMR and Bloom's Taxonomy as well as the criteria for effective social media implementation in a lesson.

TPACK and the lesson plan

- This lesson plan gets to the sweet spot of TPACK. These learners are given an excellent opportunity to develop their digital fluency skills.

- **Technological Knowledge:** The learners use technology to develop their podcast episodes after they have used the internet for research. This is done weekly and is a natural part of the learning. We have to assume that the learners had previously been taught about podcasts, and that their podcasting skills were good enough that the teacher could simply assign the podcasts and not do any direct teaching about podcasting in this lesson cycle.

- **Pedagogical Knowledge:** The learners actively research, prepare, present and review each other's work. The teacher leads when direct instruction is required, and then steps back to let the learners take the lead. The learners work as a class, and in groups.

- **Content Knowledge:** The lesson plan focuses on forms of ownership.

SAMR and the lesson plan

- The internet is something of a **Substitute** for the way the teacher would usually do the lesson. Instead of the teacher or the textbook being the source of knowledge, the learners use technology. But it goes quickly beyond this.
- The internet also **Augments** traditional teaching, as learners are likely to discover various text types and videos and even audio recordings.
- The fact that the learners use the technology to create the podcast episodes not only **Modifies** the lesson, it **Redefines** the lesson. This lesson could not take place without the technology that allows podcasting to take place.
- In terms of Dr Joan Hughes' RAT (**R**eplacement, **A**ugmentation and **T**ransformation) Model, the incorporation of podcasting in this lesson goes beyond simple Replacement or Augmentation and all the way to Transformation.

Bloom's Revised Taxonomy and the lesson plan

When it comes to Bloom's Revised Taxonomy, the lesson plan touches on each of the levels.

The learners do many activities that will allow them to remember and understand. And then they get chances to apply, analyse, evaluate and create when it comes to the development and peer review of their podcast episodes.

Criteria for effective social media implementation and the lesson plan

- I**s learner diversity met through the use of the technology?** No. Because podcasting is audio, this would immediately exclude learners who are deaf, and unless given the chance to listen at higher volumes, even hard of hearing learners would have a difficult time. A solution to this would be to print out the transcripts of the podcasts for the learners to read.
- **Are there many opportunities for learner learning?** Yes, there is talking about the concept, listening, researching, writing, preparing podcasts in groups
- **Are the learners rather than the teacher in control of learning?** The teacher guides and then lets the learners take control of their own learning.
- **Is peer learning possible for learners?** This is possible for learners as they work in groups and discuss their work.

- **Is feedback from peers as well as from teachers possible for learners?** There were many places where learners received feedback from their teacher and their peers.

Summary of analysis

The teacher had a good idea, and it worked.

- Technology plus Content plus Pedagogy achieves the sweet spot in TPACK when technology is included in a lesson.
- Opportunities to transform the lesson were taken and the addition of podcasting led to an excellent lesson cycle that could not have happened without podcasting.
- Because the teacher provided so many different tasks, all levels of Bloom's Revised Taxonomy were reached.
- The criteria for effective social media implementation were partially included.

Task
- Create a lesson plan for any topic of your choice using either blogging or podcasting.   - Make sure that you have considered all the pedagogical issues.   - Try the lesson plan out in class and then write a reflection on your experience.

About the Final Assessment

At the end of this training session, you will be asked to complete the Final Assessment.

If you complete the Final Assessment successfully, you will qualify for your virtual badge and certificate. You can see a sample here.

VIA AFRIKA DIGITAL EDUCATION ACADEMY

Certificate

has successfully completed the attendance and assessment requirements of:

PODCASTING AND BLOGGING IN THE CLASSROOM

This training is endorsed for 5 SACE Professional Development points.

_____
Date

Christina Watson
Chief Executive Officer

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

S A C E
South African Council for Educators
Towards Excellence in Education

In partnership with the Department of Basic Education.

Final Assessment

Indicate the ONE correct response for each question.

1	What are blog posts typically composed of?
a	Written content only.
b	Written content and multimedia elements.
c	Images and audio content.
2	What term was coined by journalist Ben Hammersley to describe the process of creating audio content for distribution?
a	Vlogging
b	Podcasting
c	Blogging
3	How do podcasts differ from live radio?
a	They are distributed through RSS feeds.
b	They offer on-demand listening.
c	They include supplementary visuals.
4	What is a key blogging skill that learners need to develop?
a	Coding and web design.
b	Writing engaging titles.
c	Creating social media profiles.
5	What is the importance of establishing a blogging schedule in the classroom?
a	It helps teachers avoid engaging with learners' blogs.
b	It ensures learners can publish as many blog posts as they want.
c	It maintains an active and engaging blog.
6	What role can teachers play in facilitating interaction on learners' blogs?
a	Providing individualised feedback and guiding learners.
b	Restricting learners from leaving comments on each other's blogs.
c	Avoiding any interaction to maintain a sense of individuality.

		Final Assessment (continued)
Indicate the ONE correct response for each question.		
7		What is a pivotal aspect of podcasting that requires that learners should be empowered with the skills needed to produce polished and professional episodes?
	a	Writing engaging titles.
	b	Creating visual content.
	c	Recording and editing.
8		What should learners do most of when interacting on a podcast?
	a	Provide feedback on the content's grammar and spelling.
	b	Write respectful and constructive comments.
	c	Nothing. They should avoid interacting with other learners' podcasts.
9		What additional audio elements are often included in a podcast?
	a	Video clips.
	b	Background music and sound effects.
	c	Text transcripts.
10		What is the purpose of introducing learners to royalty-free music libraries and sound effect websites?
	a	To encourage learners to create their own music.
	b	To help learners find free podcasts to listen to.
	c	To incorporate background music and sound effects in their podcasts without contravening any copyright laws.
11		The TPACK Model emphasises the integration of which three elements in teaching and learning?
	a	Technology, Physical Education, and Content Knowledge.
	b	Technological, Pedagogical, and Content Knowledge.
	c	Technical, Pedagogical, and Creative Knowledge.

	Final Assessment (continued)	
	Indicate the ONE correct response for each question.	
12	According to the SAMR Model, using technology to enhance traditional teaching methods falls under which level of integration?	
a	Augmentation	
b	Substitution	
c	Modification	
13	At which level of Bloom's Revised Taxonomy do learners demonstrate thinking skills such as analysing and evaluating?	
a	Lower-order thinking	
b	Middle-order thinking	
c	Higher-order thinking	
14	The set of criteria from John Hattie's book Visible Learning is useful for evaluating the effectiveness of what in a lesson?	
a	Classroom management.	
b	Social media use.	
c	Learner engagement.	
15	At which level of Bloom's Revised Taxonomy do learners demonstrate thinking skills such as remembering and understanding?	
a	Lower-order thinking.	
b	Middle-order thinking.	
c	Highest-order thinking.	

Additional Resources

Apart from the videos in this course, Via Afrika also have the following videos to help you with online assessment.

Apple Podcasts

https://www.apple.com/apple-podcasts/

Blogger

https://www.blogger.com

Cult of Pedagogy Blog

https://www.cultofpedagogy.com/blog/

Cult of Pedagogy Podcast

https://www.cultofpedagogy.com/pod/

Educators Technology Storytelling Tools

https://www.educatorstechnology.com/2023/05/some-of-the-best-free-digital-storytelling-tools-for-teachers.html

Educators Technology Podcasting Tips

https://www.educatorstechnology.com/?s=podcasting

Google Podcasts

https://podcasts.google.com/

Mr Barton Maths Podcast

https://www.mrbartonmaths.com/blog/

Nexus Education Blog

https://nexus-education.com/Blogs/

Podbean

https://www.podbean.com/

Spotify

https://open.spotify.com/genre/podcasts-web

TeacherCast Podcast

https://www.teachercast.net/episodes/teachercast-podcast/

TeacherToolkit Blog https://www.teachertoolkit.co.uk/blog/
The Shake Up Learning Show Podcast https://shakeuplearning.com/shake-up-learning-show-podcast-with-kasey-bell/
Wagoll Teaching Blog https://www.wagollteaching.com/blog#/
[Last accessed in November 2023]

Acknowledgements

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Blogger.com	Screenshots and screencast.
Clker-Free-Vector-Images from Pixabay	Ipod Apple Mp3 royalty-free vector graphic.
Creative Commons https://creativecommons.org/about/downloads/	Copyright image, Creative Commons Image and GIF; and Public Domain image.
D, Krathwohl http://sites.duke.edu/eelandscape/2015/03/31/blooms-taxonomy/ http://www.unco.edu/cetl/sir/stating_outcome/documents/Krathwohl.pdf	Bloom's Revised Taxonomy.
DCStudio/freepik.com, Premium licence (Unlimited use without attribution)	Content creator talking to followers in online morning show in front of live vlog setup with filming video camera on tripod. Smiling vlogger interacting with audience sitting at desk in studio.
Freepik.com, Premium licence (Unlimited use without attribution)	Free vector organic flat blog post illustration with people.
Freepik.com, Premium licence (Unlimited use without attribution)	Free vector podcast concept with people chatting.
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Freepik.com, Premium licence (Unlimited use without attribution)	Flat Heritage Day South Africa.
Inspiring/freepik.com, Premium licence (Unlimited use without attribution)	Network activity online service or platform.
Joan Hughes, https://techedges.org/r-a-t-model/	RAT Model.
Macrovector/freepik.com, Premium licence (Unlimited use without attribution)	Microphone and headphones retro realistic image.

Macrovector/freepik.com, Premium licence (Unlimited use without attribution)	Free vector blogging isometric icon with character writing post 3d.
Matthew Koehler, http://www.tpack.org	TPACK Model.
Rawpixel/freepik.com, Premium licence (Unlimited use without attribution)	Free vector illustration of diverse people.
Romanty/freepik.com, Premium licence (Unlimited use without attribution)	Vector content creative writing copywriting and content marketing concept.
Ruben Puentedura, http://www.hippasus.com/rrpweblog/	SAMR Model.
Spotify.com	Screenshots and screencast of Spotify for Podcasters.
Stokkurs/freepik.com, Premium licence (Unlimited use without attribution)	Notebook with Toolls and Notes about Blog,concept.
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Storyset/freepik.com, Premium licence (Unlimited use without attribution)	Free vector recording concept illustration.
Storyset/freepik.com, Premium licence (Unlimited use without attribution)	Free vector building hashtag concept illustration.
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Twitter.inc, Apache Licence 2.0 <http://www.apache.org/licences/Licence-2.0>, via Wikimedia Commons	Twitter logo.
Vectorpouch/freepik.com, Premium licence (Unlimited use without attribution)	Free vector record producer or audio engineer workplace.
Via Afrika	Author-generated images based on standard models of TPACK, SAMR, Bloom's Revised Taxonomy.
Victoriablohina/freepik.com, Premium licence (Unlimited use without attribution)	Vector radio microphone and sound wave. podcast, voice record, online concert, studio recording concept.
WordPress and the WordPress logo are registered trademarks of the WordPress Foundation http://wordpressfoundation.org/trademark-policy/	WordPress visuals.
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These are subject to change as devices, apps and software develop, and as online content is moved, changed, or removed by content creators.