

## GR. 11 PODCAST ASSESSMENT SUGGESTIONS

Assessment can take many forms. It can be as simple as each student or group reflecting on “What did I/we do well?”, or “How can I /we do better?”

The emphasis should be on the process so that the steps are approachable. Ongoing evaluation keeps everyone on track. The final podcast can be evaluated on technical merits. A survey of the podcast audience could measure heightened awareness of the issue, empathetic responses and breadth of the topic understood.

### Formative

### Summative

Checklists for interim deadlines  
Self/Peer anecdotal evaluation  
Depth of research via citation  
Three in-depth questions  
Preliminary script

Written reports on tasks  
Teacher conferencing  
Editing quality  
Audience feedback

For example, each group should have a folder where checklists itemize each step. Students are responsible to ensure that each step is completed for the teacher to discuss and initial the record of task completed.

Example:

### Unit 1 Background

1. Topic is brainstormed as a “Big Idea”, asking Essential Questions such as “why does this matter?, why should we care? or How will this make a difference?”
2. Initial research. Each group member contributes three cited sources on the Big Idea, in written form. (Titles, authors, website URLs, newspaper or magazine articles) to be put into the group folder for teacher inspection.

## Unit 2 Investigation

3. Group Brainstorm/Discussion centres on possible goals for change. Guiding questions, possible individuals who may have expertise in the area of concern are identified. The group identifies "what do we need to know to fully understand this issue?"
4. Each member submits three in-depth questions on the issue, based on a strong understanding of the topic. These questions must not be answerable by a simple "yes or no", but rather encourage followup questions, to ensure complete understanding. These questions are placed in the group folder for teacher consultation.
5. Preliminary script: Decide how the story will be told. Use the questions that create empathy for the subject. Ask those to be interviewed what they want the audience to understand.

## Unit 3 Actions

6. Roles are assigned. Accommodations for special needs should be taken into account when assigning roles. Listening to existing podcasts will help to understand how a story is told.

**Script:** total group selects questions to be asked to ensure the audience gains full understanding of the Big Issue and its challenges.

**Narrator :** introduces and explains each segment of the podcast

**Interviewer(s):** directly interviews "experts", volunteers, participants

**Sound engineers:** chooses a quiet space for best quality audio in the interview. Record using a smartphone or iPad that can airdrop import the audio file (Mp4) on the Mac where final editing will occur .On site background sounds are recorded to create the "audio stage"of the story. Rehearse recording to ensure quality and efficient use of interview time.

**Sound effects, non copyright music editor** : chooses opening/ closing themes, sound effects, music clips to emphasize important points.

**Podcast producer(s)** - total group - who decide which sound bites to use in what order, for the most compelling story.

## 7. **Final edit and sharing:**

See instructional video attached for editing tips

Refer to "Podcasts" in the the Music section of "Every One Can Create" in the Apple Educational Community

Final podcasts can be shared with the class, or in a special interest assembly. A variety of audiences should be given the opportunity to hear the podcast. It is strongly recommended that the podcast be shared with those who were interviewed, to ensure that they feel understood.

Feedback via a survey may be appropriate to gauge the reactions of the audience(s). Were all their questions answered? Are they motivated to help? Has their opinion on the topic changed?