

Minnesota Writing Project

--- Demonstration Lesson Template ---

Title of lesson: PODCON: Adventures In Digital Literacy and Production

Suggested grade/age: I teach this unit in 11th and 12th grades, however, the framework can be adapted for middle school through college.

Approximate time needed to complete lesson: My lesson is an overview for a 4-week unit (give or take a week).

Learning objective(s) and significance of lesson:

(Why is this lesson important in the development of your students' skills or knowledge? What do you want students to learn or be able to do? What "best practice" does this lesson incorporate?)

The podcasting unit is a direct example of connected learning. In this unit, learning is peer-supported, interest-powered, and academically oriented. We use digital tools for a shared purpose, and the final projects are openly networked. Furthermore, it incorporates most, if not all, of the connected learning design principles.

The podcasting unit requires students to:

- **Listen...**(What's a podcast? What kinds of podcasts are out there?)
- **Deconstruct...**(What are the components? How are the tracks put together?)
- **Analyze...**(What does it mean? Why does it matter? Purpose/Audience)
- **Create...**(What do I want to say? What do I want to learn about?)
- **Share...**(Authentic audience, "nudging")

Brief summary/outline of lesson:

(What steps do you take to implement this lesson in your classroom? Where is this lesson located in the school year or unit—beginning, middle, end? Does this lesson scaffold or build to a culminating assessment or demonstration of learning?)

Most recently, I facilitated the podcasting unit at the end of the school year. This was intentional; I needed a final unit that would capture my graduating seniors' energy and listlessness! They loved it. Their only major pushback was that they needed MORE TIME! That said, all the students finished, and the unit culminated in PODCON- a podcast festival complete with an in-house popcorn machine.

Related Resources:

(What technology, articles, books, or supplies do you recommend?)

- Daily access to computers/ipads
- A familiarity with audio recording/editing software (I use garageband).

- A hoard of screen capture “how to” videos (I make screen capture vids through quicktime but you can find videos on youtube as well).
- An array of “mentor” podcasts (I use professional podcasts like “This American Life,” “Happier,” and “Radiolab” and podcasts produced by former students).
- A plan for sharing finished work (I publish them on my website and share them with staff and families via email).>>

Possible extensions or adaptations for different purposes/student needs:

There are a myriad of ways to adapt this unit. You can provide students with a stricter framework in terms of topic, audience, purpose, length, and interviews. You can use podcasting within a literature unit; students could be critics or characters. The podcasts could be family narratives. The possibilities are really endless.

For additional information, contact:

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