

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Instructional Technology

EDIT575-AT1: Podcasting (2 graduate credit hours) -- Summer 2011
Offered in the Spring and Summer Semesters Yearly as a Hybrid Course

COURSE DESCRIPTION:

Podcasting is a means of distributing audio/video content via subscription technology (RSS) that makes it easy for end-users to access on portable devices as well as desktop computers. This 2 credit course introduces students to the fundamentals of podcasting with an emphasis on how to design an effective educational podcast series to meet different instructional and training goals. Students will learn the complete process of planning, recording, editing, enhancing, and syndicating audio-based educational materials through a combination of lecture, demonstration, and hands-on lab instruction with standard podcasting tools such as, iTunes, Audacity, and GarageBand. Mason's iTunes U podcast management framework will be used to both deliver certain course learning materials and as a hosting environment for publishing student podcasts.

COURSE DATES: (Monday) May 23, 2011 through (Friday) June 24, 2011

- Week 1: Synchronous online Elluminate meeting on Monday, 7:20pm -9:00pm, May 23, 2011
 - Access instructions will be sent by email
- Week 3: In Person Meeting on Tuesday, 7:00pm to 10:00pm, June 07, 2011
 - Location: Commerce 1, Room 100
- Weeks 2, 4 and 5: Attend class asynchronously online.

INSTRUCTOR INFORMATION

Name: Rick Reo, rreo@gmu.edu / Phone: 703-993-8536

Office: Occoquan Bldg., Rm 231, PW Campus

Office hours: By appointment via phone or Bb Collaborate (formerly Elluminate)

NATURE OF COURSE DELIVERY

The skills and competencies required to design and publish an educational podcast series will be acquired through a blend of classroom-based lecture and hands-on lab instruction with online learning components. There are two required synchronous meetings – one introductory online web conference meeting and one in-person hands-on lab meeting -- and students can expect to be online a few hours each of the other weeks. The majority of the course time will be spent on self-directed work doing audio (or video) recording and editing performed on the student's personal computer. Therefore, there are a couple of key technology requirements.

TECHNOLOGY REQUIREMENTS

1. Good quality USB headset or microphone required.
2. Well functioning laptop or desktop computer.
3. Broadband Web access highly recommended for upload/download of multimedia files

TEXTBOOKS

Required

- Farkas, Bart. G., (2006). *Secrets of podcasting: Audio blogging for the masses*, 2nd ed. Berkeley, CA: Peachpit. 0-321-43843-4

This book is NOT available from the Mason bookstore, but has been made available for free as an online book through University Libraries Databases > Safari Tech Books Online

(<http://furbo.gmu.edu/dbwiz/alpha.php?start=s>)

- Vincent, T. (2009) Podcasting for teachers and students. (Free, 34 page PDF). Available at: <http://learninginhand.com/podcasting/>
- Selected web readings and resources as assigned

LEARNER OUTCOMES

This course is designed to enable students to:

- Design, produce, and publish an educational podcast series.
- Understand best practices for designing audio or video podcasts.
- Record and edit audio or video using industry standard tool(s).
- Develop knowledge of the mechanics of podcast creation including RSS feeds.
- Build a podcast hosting site and presence using a new media tool.

PROFESSIONAL STANDARDS

The course is designed to meet many of the essential Instructional Design Competencies as specified by The International Board of Standards for Training, Performance and Instruction ([ibstpi®](http://www.ibstpi.org)):

- Communicate effectively in visual, oral and written form.
- Design a curriculum or program.
- Analyze the characteristics of existing and emerging technologies and their use in an instructional environment.
- Select and use a variety of techniques to define and sequence the instructional content and strategies.
- Select or modify existing instructional materials or develop original instructional materials.
- Provide for the effective implementation of instructional products and programs.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

Introduction: All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://academicintegrity.gmu.edu/honorcode/> for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.

COURSE EXPECTATIONS

- Students may be required to join and/or create accounts on multiple free, web-based tools/services specified by the instructor to complete assignments & learning activities.
- Students are required to use system self-help resources, in addition to the instructor and peer support to solve problems related to the access, download, and operation of course tools to complete assignments.
- Students understand that portions of their work may take place on the open web and that their statements and other artifacts may be publicly discovered.
- Each student is expected to complete all readings and class exercises and contribute to asynchronous threaded discussions as assigned by the instructor.
- To enable individualization of the course to the needs of each student, special arrangements on requirements and assignments may be negotiated in writing with the instructor. Revised

assignments typically involve direct, extensive involvement in some project related to research or evaluation of a syndicated audio/video educational series.

- Students missing the due date for an assignment or exercise must make immediate arrangements with the instructor to fulfill that requirement before the next class.
- The class schedule may change as the course progresses; changes will be posted on the course Blackboard site under **Announcements**.
- The instructor will respond to student questions/requests within 48 hours.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

1. Students will complete readings as assigned.
2. Students will complete activities related to readings. These include two main requirements for this course: **A) a design document, and B) an educational podcast series**. A design document is a description of the process used to develop instruction. A design document includes a description of the problem, the need to be met, the content and format of instruction, and the summary of the evaluation. An educational podcast series is the product of the documented design process. You are required to produce a two episode podcast series. You will evaluate your own as well as one of your peer's podcasts.

- Design Document
- Educational Podcast – Episode 1 (format specifications TBA)
- Educational Podcast – Episode 2 (format specifications TBA)
- Episode 1 Podcast Peer Review

Other Assignments:

- Exercise #1 – record 60-90 second personal introduction
- Exercise #2 – evaluate a podcast series discussion
- Exercise #3 – create podcast RSS feed
- Exercise #4 – create podcast hosting site (eg., Wordpress blog)

Performance-Based Assessments

The design document and educational podcast will be evaluated by the instructor using the following rubric.

	Accomplished (Clear & substantial evidence)	Developing (Clear evidence)	Beginning/ Needs Work (Limited evidence)
Design Idea Total Points = 5	Describes a clear learning goal that is appropriate for podcasting.	Describes a fairly clear learning goal that is adequately appropriate for podcasting.	Does not describe a clear learning goal or one that is barely appropriate for podcasting.
Audience, Content Total Points = 5	Describes an audience and content that is well suited to the podcasting mode of learning.	Describes an audience and content that are appropriate for podcasting mode of learning.	Does not describe an audience that may benefit by learning from podcasting, or content that is suitable for podcasting.
Format Total Points = 10	Explains how decisions for the format of podcasts support learning.	Somewhat explains the decisions for the format of podcasts.	Does not provide an adequate rationale for the decisions underlying the format of podcasts
Self-Evaluation Total Points = 5	Presents evaluation plan and explains how results improve the design of the podcast.	Presents evaluation plan and adequately explains how results improve the design of the podcast.	Does not present an adequate self-evaluation plan or explanation.
Educational Podcast Series Total Points = 40	All episodes of podcast are available and closely follow the format of the design.	All episodes of podcast are available and adequately follow the format of the design.	Less than 2 episodes of podcast are available, and/or do not follow the format of the design.
Peer Podcast Evaluation Total Points = 5	Provides a well thought out and constructive review of assigned peer's podcast.	Provides a constructive review of assigned peer's podcast.	Does not provide a constructive review of assigned peer's podcast.

All Assignment Requirements:

- 25 points = Design Document
- 15 points = Educational Podcast – Episode 1
- 25 points = Educational Podcast – Episode 2
- 5 points = Peer Review Podcast Evaluation
- 5 points = Exercise #1 – record 60-90 second personal introduction and review
- 10 points = Exercise #2 – evaluate a podcast series discussion
- 10 points = Exercise #3 – RSS feed
- 5 points = Exercise #4 – Create Blog

Grading

Scale: A = 94-100; A - = 90-93; B+ = 86-89; B = 83-85; B- = 80-82; C = 70-79; F = 69 & below

CLASS SCHEDULE

This 2 graduate credit hour course is designed to be completed in five weeks. Assignments are clustered in weekly modules.

Dates	Location	Topics & Learning Activities	Assignments (all due dates are at 11:59 pm)	
			Exercises	Podcast Series Design Project
Week 1 5/23	Meet online in real-time via Bb Collaborate 7:20 pm to 9:00 pm	MODULE 1: UNDERSTAND <ul style="list-style-type: none"> Course and student introduction Course tools: Bb and Wiki Audio Lecture 1 and audio tool demo Brainstorm ideas for podcasts series 	Exercise #1 – Record 60-90 second personal introduction	Submit Design Doc 1 – <u>Idea and Audience</u>
Week 2 5/31 <i>Tuesday</i>	Online	MODULE 2: OBSERVE <ul style="list-style-type: none"> Course readings - subscribing and listening to podcasts from iTunes Store Discussion of best practices & podcast types 	Exercise #2 – Discussion: evaluate an educational/ podcast series	Submit Design Doc 2 – <u>Content and Format</u>
Week 3 6/7 <i>Tuesday</i>	Meet in Commerce Bldg., 1 7:00-10pm	MODULE 3: VISUALIZE and BUILD <ul style="list-style-type: none"> Course readings - planning and recording podcasts Hands-on training with podcast recording/editing tools and Open lab 		Podcast Episode 1 due Sat. 6/11
Week 4 6/13	Online	MODULE 4: EVALUATE and REFINE <ul style="list-style-type: none"> Course readings - evaluating and editing podcasts Metadata & RSS <ul style="list-style-type: none"> Course readings - exporting and tagging podcasts Syndication - writing podcast feeds 	Exercise #3 – Create a RSS feed for Episode 1 podcast	Podcast Episode 1 Peer Reviews due 6/15 Submit Design Doc 3 <u>Evaluate & Refine</u> – due 6/18
Week 5 6/20 Class ends	Online	MODULE 5: IMPLEMENT <ul style="list-style-type: none"> Course readings - developing a new media presence to promote your series 	Exercise #4 – Create an onMason blog to host podcasts	Final Design Doc due 6/20 Podcast Episode 2 due 6/20