

Information Technology Tools for the 21st Century

Online Lesson Plan #3 ~ Podcast/Vodcast

Teacher Name:
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Class Web Site URL:
http://teachers.henrico.k12.va.us/hs/hermitage/simmon_c/index

Lesson Title:
Let's Podcast and Vodcast

Target Grade/Subject:
Grades 9 –12: Information Technology Fundamentals course

Time: Two weeks or six 90-minute class sessions

VA SOL, Subject Area Task Competencies and NETSS:
English 10.7, 10.11, 9.9, 9.6, 9.7; Math COM.1
Subject Area Task Competencies: 6670.063 -067; 039 & 040
NETS: 1 a-d; 2 a-d; 3 a-d; 4 a-d; 5 a-d; 6 a-d

Objectives

Rationale:

“The new technologies of Web 2.0 make it easy to not only produce digital voice and video files, they also make it easy to publish and distribute them to wide Internet audiences. Students can now easily write in many different media, a fact that opens up all sorts of possibilities for the classroom.” (Richardson, 2006) Podcasting and vodcasting are tools that drive personal learning environments and empower students to acquire the skills necessary to navigate, evaluate and to communicate with visual information.

1. Students will use Audacity to record the narrative for their podcast.
2. Students will understand how RSS Web feeds and aggregators help Internet users to access frequently updated Web content.
3. Students will learn how to use Windows Movie Maker to create the movie for their vodcast.
4. Students will use digital media and environments to create a vodcast.
5. Students will be able to define and explain the use of Web 2.0 vocabulary terms.
6. Students will create a brochure of Web 2.0 vocabulary terms.
7. Students will subscribe to a podcast and retrieve content generated by their subscription.

Tools and Resources

Software:

Microsoft Word, Audacity, Windows Movie Maker, Internet Explorer



Hardware:

Dell Laptops, and HP desktop computers, printer, digital camera and/or handy cam (optional)

Web Sites:

Web 2.0 Vocabulary Lesson: <http://tech.yahoo.com/blogs/devlin/8435>

Wikipedia: <http://www.wikipedia.org>

NetTrekker: <http://nettrekker.henrico.k12.va.us/>

Ask.com: <http://www.ask.com>

Answers.com: <http://answers.com>

Improve your vocabulary with Quizlet:

http://www.somewhatfrank.com/2007/01/improve_your_vo.html

RSS Feed: <http://www.whatisrss.com>

How to Create a Dynamic Web 2.0 Brochure Site in an Hour:

<http://support.bryght.com/adminguide/how-to/dynamic-web20-brochure-site-in-an-hour>

Podcasting News:

http://www.podcastingnews.com/articles/Understanding_RSS_Feeds.html

Yahoo: <http://yahoo.com>; Google: <http://google.com>

The History of Podcasting

<http://tinyurl.com/2bsz4m>

Free Play Music.com: <http://freeplaymusic.com>

Clip Art.com: <http://clipart.com>

Podcast RSS Feed Generator: <http://www.applytools.com/cgi-bin/sa/podcast/podcast.cgi>

Jodix.com (iPod Video Converter): <http://www.ipod-video-converter.org/>

Preparation**Online Instructional Environment Set-up:**

Virtual Share and SchoolSpace will be used for the purpose of sharing documents and communicating with students. Students will upload their files to my virtual share drop box. After which, I will upload these files to my website so that students can subscribe to each others podcast and Vodcast. Gaggles, blogs, discussion boards, and email will be used to engage students in dialogs regarding lesson plan topics and activities.

Technology/Classroom Management Strategies:

Students will work in groups of two for the activities in this lesson. Students are to bring their laptops to each class. Within the classroom are numerous outlets to which students can connect their laptop via their power charger. In case of loss of connectivity, we will rely on power from the laptop battery to complete activities. Note: For online classes, students will be responsible for managing their technology setup within their environment

Prerequisite technology skills needed by students:

Keyboarding, word processing, search engine strategies

Lesson Development

Part One

1. The following focus questions will serve to begin the lesson and engage students in critical thinking.
 - How has the Internet changed, and what role does podcasting play in the new Read/Write Web?"
 - How has Web 2.0 changed the way individuals consume and create information?
 - What are the advantages of integrating podcasting into the curriculum?
 - What role does podcasting play in the new Internet environment?
2. Explain the purpose of a storyboard. Distribute storyboard (via virtual share) for podcast to students.
3. Demonstrate the use of Audacity (via online tutorial video). Emphasize the difference between saving a file and exporting a file in an MP3 format.
4. Students will record their storyboard narrative; add appropriate music save and export their audio files.
 - Note: To save time, students will download music files from the teacher's virtual share folder.
5. Students will use Podcast RSS Feed Generator website to create the xml text file for their podcast. The xml files will be uploaded to my virtual share folder.
6. Students will subscribe to each other's podcast.



Part Two:

7. Distribute handouts (via virtual share) on Windows Movie Maker and demonstrate how to create a movie (via video tutorial).
 - Note: Students will download pictures for their movie from Clip Art.com. They may also use appropriate pictures from Google that are not copyrighted.
8. Thoroughly explain the difference between a movie file that is saved with a MSWMM format and a WMV format. Emphasize how to "finish" a movie in Windows Movie Maker (via video tutorial).
9. Students will create their movie files and drop them in my virtual share folder.
10. We will use Jodix to convert the students' movie files (.wmv) to MP4 files (video files).
 - Note: Jodix is not installed on student laptops. Therefore, students will drop their .wmv files into my virtual share folder. I will allow students to access Jodix from my laptop to convert their movie file to an MP4 file.
11. MP4 files will be uploaded to my website so that students can subscribe to each others' vodcast:

Anticipatory set:

This online lesson will begin by engaging students in the focus/driving questions listed above in the Lesson Development section. The Gaggle discussion board will be forum students will use to respond to the questions.

Distribute rubric for the podcast/vodcast via virtual share. Directions contain emphasis on procedures that students must perform successfully.

Show the class examples of podcasts and vodcasts created by students from other schools. See list below.

Deep Run High School – Greg Metcalf’s Website (search for podcasts):

http://teachers.henrico.k12.va.us/deeprun/metcalf_g/

Hermitage High School – Panther Podcasts

<http://henrico.k12.va.us/hs/hermitage>

Mr. Stone’s podcast/vodcast – Hermitage HS

http://teachers.henrico.k12.va.us/hermitage/stone_j/thisweek1023.mp4

Education Podcast Network

<http://www.epnweb.org/index.php?openpod=2#5>

Digital Stories

<http://www.bbc.co.uk/tellinglives/teenindex.shtml>

Instructional Activity:

The importance of being visually literate is not optional for 21st Century learning. In fact, the Partnership for 21st Century Skills indicates that visual literacy is an essential literacy. With the development of Web 2.0, it is paramount that teachers educate students in acquiring the skills necessary to navigate, evaluate and communicate with visual information. The learning activities in this lesson focus on skills that will empower students to become visually literate and better communicators of ideas and information.

The description (below) of what the teacher and students will do during this rich technology lesson comes from the Technology Integration Progression Chart. This chart is a guideline for all of the lessons in this unit. It will serve to keep both teacher and student focused on strategies that will enhance learning and application.

- Teacher facilitates technology enriched, student-centered learning and provides students with numerous opportunities for collaboration and sharing ideas
- Teacher uses video projector (for online courses, short movie tutorials) to promote interactive instruction as students listen to and view use of software and examples of podcasts and vodcasts.
- Teacher uses electronic resources such as virtual share, discussion boards and email to distribute, collect and return digital content for this lesson.
- Teacher incorporates open-ended questioning and higher order thinking skills in real-world, technology-rich learning experiences in this lesson.
- Teacher frequently monitors student work and gives feedback via email and virtual share for this online lesson.
- Students engage in the activities of this lesson by responding to open-ended questions that serve to promote higher order thinking and focus attention on Web 2.0 technologies.
- Students use electronic resources to plan, design and implement the activities in this lesson.

- Students create a podcast and vodcast for the purpose of developing visual literacy skills.
- Students use knowledge of Audacity and Windows Movie Maker to communicate ideas electronically.
- As students complete the activities in this lesson, their understanding and knowledge of Web 2.0 technologies is strengthened and refined.

Checking for understanding and feedback:

The students will complete the Quick Check grid sheet for this portion of the lesson. The grid contains driving questions regarding terms and concepts associated with podcasting and vodcasting. This will enable the teacher to assess their comprehension of concepts.



Independent practice (student activities):

1. Creation of a storyboard script in preparation for the podcast.
2. Use Audacity to record storyboard script and import a music file.
3. Export audio file as a MP3 file and upload file to teacher’s virtual share drop box.
4. Produce an xml text file to generate the RSS feed for the podcast. Upload this file to the teacher’s virtual share drop box.
5. Subscribe to the podcast for each student in your group.
6. Use Windows Movie Maker to create the movie for this project. Import the MP3 file that was previously created into the movie file.
7. Add movie transitions and make adjustments in timing so that audio file, pictures, etc. are in sync.
8. Finish the movie by saving it as a wmv file.
9. Upload this file to the teacher’s virtual share folder.
10. Convert this file to a MP4 file.
11. Subscribe to the vodcast for each member in your group.

Closure:

12. Students will present their vodcast to the entire class.
13. Reflection & lesson summary: The following questions along with the “Student Reflection form for Podcast/Vodcast Project” will be used to empower students to reflect on the lesson and gain more insight on how they can continue to use what they have learned. Students can collaborate with their group member to answer the questions. The student reflection form must be completed individually.



1	What did you learn in this lesson that you could put to use in your life?
2	What did you like about this lesson?
3	What were the easiest and the most difficult parts of this lesson?
4	How can you use this lesson in the real world?
5	If you could think of any one thing that someone in class did not understand, what would that be?
6	How would you explain this lesson to a student not in this class?

Evaluation Procedure

- The evaluation consists of the rubric/assessment for this project. The rubric includes description of tasks and scoring. Please note that the rubric is made available to students at the beginning of the lesson. Expectations for the lesson project will be communicated to students via virtual share and class documents.

Student Reflection



Note: Students will complete the quick check grid and the reflection sheet for the activities in this lesson.

- This is the portion of the lesson in which students reflect on the activity they have completed.
- Students reflect on their experience with the project
- Students reflect on what they have learned and what they still need to learn.

* This online lesson plan format was designed using information from the Central Virginia Consortium and ISTE.