

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Instructional Technology

EDIT575-AT1: Podcasting (2 graduate credit hours) -- Summer 2010
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 17, 2010 through (Friday) June 18, 2009

- Synchronous online meeting day: (Monday, 7:00pm -8:30pm) May 17, 2010
 - Access instructions will be sent by email via Blackboard email
- In Person Meeting day: (Monday, 7:20-10pm) May 24, 2010
 - Location: Commerce 1, Room 100
- Asynchronous online meetings for the remainder of the class, week's 3 to 5, June 1st through Friday June 18th.

INSTRUCTOR INFORMATION

Name: Rick Reo, rreo@gmu.edu / Phone: 703-993-8536
Office: Occoquan Bldg., Rm 231, PW Campus
Office hours: By appointment.

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 and publish an educational podcast series.
- Record and edit audio using an industry standard tool(s).
- Become skilled at the mechanics of podcast creation including RSS feeds.
- Understand the implications for designing audio-based learning solutions.
- Develop a new media presence

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://ibstpi.org)):

- Communicate effectively in visual, oral and written form.
- Design a curriculum or program.
- Select and use a variety of techniques for determining instructional content.
- Identify and describe target population characteristics.
- 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.
- Evaluate and assess instruction and its impact.
- 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 new media presence (eg., blog)

Performance-Based Assessments

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

	Accomplished (Clear, convincing, substantial evidence)	Developing (Clear evidence)	Beginning (Limited evidence)	Needs Work (No 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.	The learning goal is incomprehensible and/or is not 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.	The audience description or content is incomprehensible and/or is not appropriate for podcasting.
Format Total Points = 10	Explains how decisions for the format of podcasts support learning.	Explains the decisions for the format of podcasts.	Does not explain the decisions for the format of podcasts	The format decisions are incomprehensible and/or not appropriate for podcasting.

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 evaluation plan or explanation.	The self-eval is incomprehensible and/or inappropriate for podcasting.
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.	No episodes available
Peer Podcast Evaluation Total Points = 5	Provides a highly detailed and exceptionally cogent review of assigned peer's podcast.	Provides a detailed and cogent review of assigned peer's podcast.	Does not provide either a detailed or cogent review of assigned peer's podcast.	No peer review performed or incomprehensible.

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 new media presence - 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	
			Exercises	Podcast Series Design Project
Week 1 5/17	Meet online in real-time via web conference 7:00 pm to 8:30 pm	MODULE 1: UNDERSTAND <ul style="list-style-type: none"> Course and student introduction Course tools: Bb and Wiki Audio Lecture I & audio tool demo Brainstorm ideas for podcasts series 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 #1 – record 60-90 second personal introduction	Submit Design Doc 1 _____ – Idea/Audience - due 5/22 _____
Week 2 5/24	Meet in Commerce Bldg., 1 7:20-10pm	MODULE 3: VISUALIZE, PREDICT, BUILD <ul style="list-style-type: none"> Course readings - planning and recording podcasts Hands-on training with podcast recording/editing tools 	Exercise #2 – evaluate an educational/ instructional podcast series discussion	Submit Design Doc 2 _____ – Content/Format - due 5/29
Week 3 6/1- Tuesday	Online	MODULE 3: VISUALIZE, PREDICT, BUILD (continued) <ul style="list-style-type: none"> Open lab 		
Week 4 6/8	Online	MODULE 4: EVALUATE & 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 Writing Podcast feeds 	Exercise #3 – RSS	Podcast Episode 1 due 6/5 Podcast Episode 1 Peer Reviews due 6/9 Submit Design Doc 3 - <u>Evaluate & Refine</u> due 6/10
Week 5 6/15 Class ends	Online	MODULE 5: IMPLEMENT <ul style="list-style-type: none"> Course readings - building a new media presence and syndication Captioning options – Eyestone cast 	Exercise #4 – Create new media presence (blog)	Final Design Doc due 6/18 Podcast Episode 2 due 6/18