

Podcasting

Desirable Features: Working with Sound

Task Description

This is a generic task about creating a podcast. Teachers can set this task in a curricular context of their choice.

In the task, pupils are required to create, edit and publish a podcast. They may or may not need to research information to use in their podcast. They must show an awareness of audience. Pupils working at Level 4 should complete part 1. Pupils working at Level 5 should complete part 2.

This task also provides teachers with the opportunity to develop pupils' skills in literacy (Communication).

Requirements for UICT

This task focuses on the following aspects of UICT across the curriculum which have been highlighted in **bold**.

Explore

- **access, select, interpret and research information from safe and reliable sources;**
- investigate, make predictions and solve problems through interaction with digital tools.

Express

- **create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.**

Exchange

- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

Evaluate

- **talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.**

Exhibit

- **manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.**

Areas of Learning

Depending on the context chosen by the teacher, this task has the potential to support one or more of the following Areas of Learning:

The Arts	✓
Language and Literacy	✓
Mathematics and Numeracy	✓
Personal Development and Mutual Understanding	✓
Physical Education	✓
The World Around Us	✓

Please Note: For assessment purposes, only the 'E's that are covered at the level(s) stated on the task have been bolded.

Depending on how the task is approached, it may touch on elements of the unbolded 'E's, although not necessarily at the level(s) stated.

Podcasting

Thinking Skills and Personal Capabilities

This assessment task also provides pupils with the opportunity to demonstrate one or more of the following aspects of Thinking Skills and Personal Capabilities:

Managing Information

Thinking, Problem-Solving and Decision-Making

Being Creative

Working with Others

Self-Management.

Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have experience in some of the following:

- understanding what podcasts are and their purpose;
- using a computer to record sound;
- editing sound files with appropriate software; and
- saving their work to appropriate locations.

Resources

Suitable software such as Audacity or Garageband.

Microphone.

Managing the Task

Pupils should be given opportunities to:

Plan

As a class, discuss the topic for discussion. Pupils can also prepare individually by researching relevant information.

Do

Pupils should work in small groups or individually to record a podcast. They should edit, refine, modify and publish their work.

Review

Pupils talk about their own and others' work, reflecting on how it was created and the results achieved. They identify any problems faced.

Pupils identify any improvements that might be made and review their work in relation to requirements of the task.

Pupils talk about how they planned and approached their work, discussing what they learned through the process and how they might change the process next time.

Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets, in bold, the Requirements for UICT that are covered in this task. Alongside this are the Levels of Progression (those related to the task are in bold) and the UICT Desirable Features for Working with Sound at Levels 4 and 5. These Desirable Features have been produced as guidance for teachers to consider when observing a pupil and assigning a level to a piece of work. When coming to a holistic judgment of the pupil's level of UICT

competence, teachers should ensure that these Desirable Features are used in conjunction with the UICT Levels of Progression.

This task may also provide opportunities for pupils to work collaboratively online (Exchange) and showcase work online (Exhibit). Teachers should include these, where possible, as set out in the Desirable Features.

Assessment Criteria Grid		
UICT Requirements	Level 4	Level 5
Explore <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. 	Pupils can: <ul style="list-style-type: none"> • research, select, edit and use assets from a range of digital sources (explore); • investigate and solve problems in a digital environment (explore); 	Pupils can: <ul style="list-style-type: none"> • research, select, edit, use and evaluate assets from a range of digital sources (explore); • investigate and solve problems in a range of digital environments (explore);
Express <ul style="list-style-type: none"> • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 	<ul style="list-style-type: none"> • process found or self-produced assets, including text, data, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose (express); 	<ul style="list-style-type: none"> • process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose (express);
Exchange <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 	<ul style="list-style-type: none"> • use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (exchange); 	<ul style="list-style-type: none"> • use a range of contemporary digital methods to communicate, exchange and share their work collaborating online with peers (exchange);
Evaluate <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 	<ul style="list-style-type: none"> • use appropriate ICT tools and features to improve work (evaluate); and 	<ul style="list-style-type: none"> • use appropriate ICT tools and features to carry out ongoing improvements and reflect on process and outcome (evaluate); and
Exhibit <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 	<ul style="list-style-type: none"> • select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit). 	<ul style="list-style-type: none"> • organise, store and maintain their work within a personalised area to showcase learning across the curriculum (exhibit).

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 4 (Working with Sound)	Desirable Features - Level 5 (Working with Sound)
<p>Explore</p> <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • plan a product with a sense of audience and purpose (explore); • create a product with a sense of audience and purpose (express); • edit, refine and modify sound file, for example, cut, paste, sequence, delete (express); • work collaboratively online when appropriate (exchange); • explain improvements made to work (evaluate); • save/store own work to an appropriate location for future presentation (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • plan a product with a clear understanding of audience and purpose (explore); • create a product with clear understanding of audience and purpose (express); • work with more than one track (express); • control volume within software (express); • work collaboratively online when and where appropriate (exchange); • in the event of collaborative work, assume separate role, for example, sharing files to edit before assembling whole (exchange); • carry out ongoing improvements and reflect upon role, process and outcome (evaluate); and • showcase work by uploading their work to their e-portfolio or school based social network (exhibit).
<p>Express</p> <ul style="list-style-type: none"> • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 		
<p>Exchange</p> <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 		
<p>Evaluate</p> <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 		
<p>Exhibit</p> <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 		

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

Podcasting

Part 1

You have been asked to create a podcast on a topic of your choice which can be published on the internet.

Plan your work by thinking about what you will include in your podcast and who your audience will be.

Use a computer or digital recording device with a microphone to record material for your podcast.

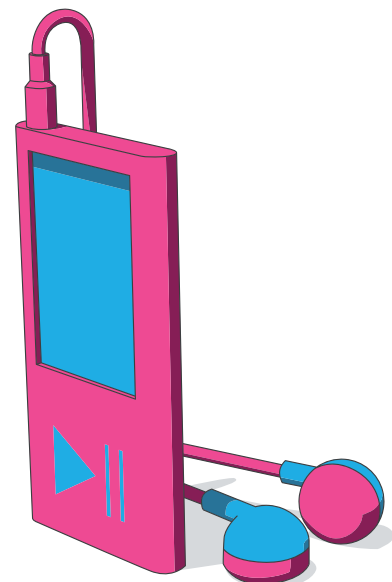
Use a suitable software programme to create your podcast.

You will need to edit, refine and modify your sound files.

You may add photographs or drawings, or web links to enhance your podcast.

Save and publish your podcast.

Play your podcast to the rest of the class. Discuss the podcast with other pupils and decide how you could make it better if you were to do it again.



Podcasting

Part 2

You have been asked to create a podcast on a topic of your choice which can be published on the internet.

Plan your work by thinking about what you will include in your podcast and who your audience will be.

Use a computer or digital recording device with a microphone to record material for your podcast.

Use a suitable software programme to create your podcast.

You will need to:

- work with more than one track;
- control the volume within the software;
- edit, refine and modify your sound files.

You may add photographs or drawings, or web links to enhance your podcast.

Create a topic folder to store your sound files, you may need to create sub-folders.

Play your podcast to the rest of the class. Discuss the podcast with other pupils and decide how you could make it better if you were to do it again.

Write an account explaining how you carried out the task and identify the problems you faced.

