Podcasts Support Information Literacy Standards for Students

- **Standard 3:** The student who is information literate used information accurately and creatively. Students develop video podcast that shows how the social, political and cultural events of a generation were reflected in its literature and arts.

- **Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests. As students learn about podcasting, both as podcast producers and consumers, they will be able to access and retrieve podcasts independently that relate to personal interests.

- **Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. As students develop podcast booktalks and book reviews, they will be sharing their appreciation for literature, and, as they access similar podcasts created by others, they will independently expand the scope of their literary interests.

- **Standard 7:** The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society. Students who create and develop news podcasts about the school and/or community become aware of the importance of information and access to that information.

- **Standard 8:** The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology. Students who develop podcasts must practice ethical behavior in the production of the podcasts and must adhere to copyright regulations.

- **Standard 9:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. The development of podcasts, particularly video podcasts, lends itself to group work, so students learn to collaborate in the planning and production of the podcast.

Software Resources

Screen Recording

Camtasia Studio http://www.techsmith.com

HyperCam http://hypercam.com

My Screen Recorder http://www.deskshare.com

PowerPoint Compression

Impatica http://www.impatica.com

Web Design

DreamWeaver http://www.macromedia.com

PDF Files: Adobe Acrobat

http://www.adobe.com/products/acrobat/main.html

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Podcasting!!!

What is it GOOD for?

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What are PODCASTS?

Podcasts …

- are digital audio and video presentations posted on your web page or directly on media center computers. They are accessible to students and teachers whenever they need them, regardless of where you are!

- can be used to support instruction—present information, provide practice, or review and remediate.

- can be used to support learning—student planning, research, and pre-production.

- Can be used for professional development and public relations—demonstrate effective classroom practices, promote media center.

Designing PODCASTS

The ADDIE instructional design model, with minor modification, can easily be used to guide the production of podcasts.

Analyze
Design
Develop
Implement
Evaluate

Analyze

- **Conduct a Needs Assessment.** What do your students and teachers need? Have questions about? Repeatedly ask for help with? These questions will help you identify and prioritize topics for podcasts.

- **Do a Learner Analysis.** Who are your students and teachers? What are their learning styles and reading levels? What kinds of special needs do they have? Knowing your students and teachers will enable you to develop appropriate podcasts.

- **Identify Distribution Options.** How will your students and teachers access the podcasts? Local computers? School network? Media center web pages? Podcast server—podcasts can be accessible from within and outside the school.

Design

- **Identify Objectives.** What information or skill do you want to target? Will this be a tutorial or review of a component skill? Clear identification of objectives will keep your podcasts on track.

- **Select Technology Format for Delivery.** Will audio, video, or both be required to meet your objectives? Do your students and teachers have special needs that will a specific or augmented format? Choose the format that best addresses the needs of your students and teachers in a manner that will be accessible to them.

Develop

- **Create Prototype Podcasts.** Remember students and teachers will be using the podcasts on their own, so content and navigation must be clear.

- **Pilot Test.** Have a variety of students and teachers work through the materials, in various locations, using local and web-based access systems. Revise your podcasts based on pilot feedback.

Implement

- **Publish the Podcasts.** Install the podcasts on media center and school computers, or upload to network or podcast servers, or media center web page.

- **Solicit feedback**. Provide users with an email address to give you podcast feedback, or post a survey requesting input. Informally observe users and document problem areas to be revised.
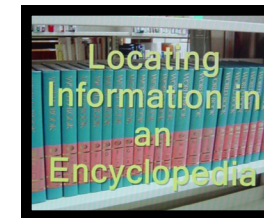
Evaluate

- **Reflect on feedback.** Use formal and informal feedback to identify content and delivery problems.

- **Revise**. Update the podcasts based on the feedback provided to address problems or changes/updates that impact content.