

Guidelines for preparing a Podcast or Educast (*Studienleistung*)

Podcast:

Podcasts are audio and/or video contributions that are distributed over the Internet. The term podcast is a neologism, which is composed of pod for "play on demand" and cast, abbreviated from the term broadcast. The special feature of podcasts is that they are usually updated on a regular basis and can be subscribed to via an RSS feed1 (cf. Schmidt 2014).

There is a variety of topics that can be covered in podcasts. However, generally the aim is to prepare the topics in such a way that they appear interesting to the listeners.

Educast:

In educational contexts podcasts are called Educasts ("educational podcasts") and primarily intend to promote knowledge transfer.

These guidelines are intended to help you prepare and perform Educasts as a ***Studienleistung***.

Students who wish to complete a ***Studienleistung*** can create an Educast. One of several challenges is to find the right balance between entertainment and information in the content. A lively and varied design is certainly desired, but should not be done at the expense of knowledge transfer. At best, the recording encourages the audience to discuss and think further.

Topics are to be found from the literature used in the seminar; for this purpose, students select a text from the seminar context - compulsory reading or additional sources. These must be **discussed with me personally** in advance!

An Educast sequence should contain the following elements in a maximum of 15 minutes:

1. a brief introduction to the text (with information about the author, but no complete biography). This involves naming the source, type of publication (journal, excerpt from monograph, etc.) and an assessment of the source as a scientific text;
2. a presentation of the question dealt with in the text and of how its process unfolds; The aim is to give an introduction to the topic and to the text's question. This serves above all to refer to topics already dealt with and to place one's own topic in the context of the seminar;
3. a presentation of the most important statements or results of the text as well as
4. highlighting open questions or the formulation of own questions for the discussion.

Structuring

- The podcaster should be well prepared for the topic;
- Structure the recording clearly and stay 'in time';
- Structure lecture topics reasonable;
- A "red thread" should be visible;
- Summary at the end of the episode or, if applicable, at the end of a section;

Language

- Understandable language;
- Speaking freely is desirable, but not a must;
- Speak clearly and loudly enough, appropriate voice speed;
- Explain technical terms/foreign words;
- Insert small pauses for thought and pauses in speech (to clarify the structure);

Organization/resources

- If available, the podcast can be recorded with a microphone, but the use of it is not mandatory (the sound quality of most smartphones via a recording app is usually sufficient);
- For editing you can use free editing programs (for Mac and Windows for example "Audacity" available at www.audacityteam.org);
- This allows podcasters to cut divided parts together or, as in many popular podcasts, to insert music jingles (at the beginning or at the end);
- GEMA-free music can be found at <https://www.musicfox.com/info/kostenlose-gemafreie-musik.php> among others;

Handouts

Please prepare a maximum two-page handout with all important information on the text, a summary of the text's central statements or results and any open questions. These must be submitted a week in advance by e-mail - parreira@uni-muenster.de - together with the podcast file.

Formal design

- Cover sheet: university, department, module, course, lecturer, semester, type of work; title of the work; name, telephone number, e-mail, study semester, matriculation number, date of submission;
- Handout's scope: max. 2 pages (with usual formatting, i.e. serif font: 12 pt.; line spacing: 1,5; page margins: 3 cm);
- Bibliography;
- Do not forget a signed declaration of intellectual integrity (!).

Notes on scientific work

Please have a look at the file *Notes on Scientific Work*.

On my homepage you will also find the *feedback form*, which I use for grading written assignments. Please have a thorough look at it.

Further literature

Schmidt, Christian (2014): *Podcasts in pädagogischen Kontexten. Einsatzmöglichkeiten und effektive didaktische Ausgestaltung innovativer Audiomedien*. Hamburg: Diplomica Verlag.

King, Kathleen P.; Gura, Mark (2009): *Podcasting for teachers. Using a New Technology to Revolutionize Teaching and Learning*. Charlotte, NC: Information Age Publishing.