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Hello. I'd like to welcome you to my session which is Capture, Create, and Podcast. My name is Meredith Allen and I would like to just introduce you to the wonderful world of podcasting and how it could look in your classroom. So I'm going to go ahead and share my screen from here on out and that way you can see my SlideDeck. So we will go ahead and get started here.

All right. Wow, okay, podcasts, they're so hot right now. I started with this just because it made me giggle, and it's kind of true. I believe that more and more people have been jumping on the bandwagon for several different reasons. For me personally I kind of like to take the video out of my media to kind of hone in on one sense. So that's why I like podcasting, I'm sure everybody has their own. I know some like the accessibility of being able to listen to it on the road and what not, but they are truly hot right now, educationally speaking as well.

For those who might not really have a good sense of what a podcast is, I would like to share with you an example, and this is, the term podcast can be very loosely used. So you could have anything from an interview with somebody to just yourself speaking. You could be having a conversation, it could be a panel, so it kind of just depends on how you want to use it as a definition. Educationally speaking I have so many different ideas. Personally speaking now, I'd like to share one with you, and that is very close to my heart which is my daughter, and before we go any further I'm just going to introduce myself a little bit so you know who is talking to you right now. My name is Meredith Allen and I am a teacher. I taught K through 12 in a very small town in Iowa for nine years, then I moved to an area education agency and I worked there for two years, and I now currently hold the position as education specialist for Soundtrap which is a Spotify company, and I'll go more into that later, but as I was a teacher I found the power of collaborative audio recording, and so I'm one of the lucky ones that gets to truly work for, working a job that is my passion.

So the idea behind audio recording or podcasting in the classroom is really about breaking down walls, building bridges and composing connections in my head. It's like how can we make our classroom's walls transparent. How can we make connections in the community? Or how can we maybe fix some broken bridges that might already be kind of tarnished. I'm going to play a little bit of a clip of my daughter [inaudible 00:03:21] and this was, see this is more of like an audiobook recording, but to give you a little bit of background on this audio clip is that my daughter Morgan a couple of

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years ago, she found out that one of her favorite authors, Anna Dewdney died, and we ... She came home from school, we were kind of bummed.

She wanted to read the obituary and we read it together, and at the end Anna, who had written her own because she had known that she was going to be passing away said, in lieu of any kind of flowers or donations, she just asks that you read to a child, or read to someone that day. And Morgan looked at me with her big old eyes and she said, "Oh mom, can we read?" And I was like, "Of course we can." So that night we picked out one of Anna's book, Llama Llama Mad at Mama, and she was sitting on the bed and I said, or she said, "Can we record this in Soundtrap?" Because I was just starting to work with Soundtrap at the time, and I was like, "Sure." So I pulled out my phone, I pushed record, and then later I added a little bit or intro and outro music, and it was so amazing when I showed it to her because her eyes got really big, and she's like, "Oh my gosh, this is me." And that was one of those moments as a parent, I was like yes, I want those situations for my own child in the classroom. I want them to be, have ownership on that, have some agency on what they get to pick.

So I'll just play a little bit for you right now. See. In the process I lost my mouse. Okay, there we go. Let's try it from here. There we go.

Morgan Leath:

Llama Llama Mad at Mama. In memory of Anna Dewdney. Llama Llama having fun, blocks and puzzles in the sun. Time to shop, it's Saturday. Llama Llama wants to play.

It goes on for a while reading this story and what not. You can even hear her little sister in the background. I think, let me see. Is this going to let me zoom to the end? Because I really like the ending. Let's see. Let's try this.

Morgan Leath:

Done, no more waiting, time for fun. Out to parking not to far, where did Mama leave the car? Llama Llama loves his mama. The end. Read by Morgan [Leath 00:06:23].

And the end. You've got to love that. It's like every kid, that's their favorite part. I mean, as you can tell, I mean this is, she was six at the time, and she was able to have this little piece creation, and I, when I did share it with her afterwards and she put the headphones on, her eyes got big like I had mentioned. She said right afterwards, "Can



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we share this with my classmates? Can Mrs.?" Her first grade teacher at the time, and I was like, "Yeah, sure." And so I shared it with her teacher, and of course her teacher was like, "This is awesome." And she wanted to share it with the class, and so her audience got so big with just that little tiny opportunity, and that's really what a podcast is. It's how can we leverage audio in the classroom to create these amazing experiences for kids.

This next one is a great, this is my second and last example I'm going to show today, and this was actually, I can't take any credit on this other than I published it on the Soundtrap Edu Blog, education blog, and this is a school in Wisconsin that had reached out and said, "I love your product, this is what we did with my kids." This is like sixth grade class, and the teacher had said she really wanted the community to be involved, and so she had invited her sixth grade with the community senior center, and they met together and they created podcasts, the interviews in this case, with these older folks in the home, and that's all great and wonderful. That's a awesome opportunity and experience, but she actually had a very powerful, profound moment in the middle of the unit that ended up branching off to a whole nother experience she didn't even think about, and that was that during the process of this six week unit, two of the senior citizens passed away. And [inaudible 00:08:21] to navigate some hard conversations the kids obviously had to work through some emotions, and it ended up being this really, really important moment where these kids could practice some skills on grief, and memorializing these people and really kind of dealing with some emotions.

So she reached out afterwards and said this was a surprise, it was a surprise moment of learning that she thought really took it to the next level. I will share just a little bit with you of the beginning just to kind of hear the two interact.

Tony:
This is a recording by Tony [inaudible 00:09:08].

Tyler Mac:
And Tyler Mac.

Bill:
Okay, so you wanted to hear about when my school burned down?



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Tony:
Yes.

Bill:

It was January 8th 1968, I was a sophomore in high school, and it was supposed to be going back from Christmas break, and I was never a morning person anyway, but my mother woke me up. I thought she was going to say, "Bill, it's time for school." No, she didn't, she said, "Bill, you got to get up. The school is on fire."

And so you can imagine what some of these amazing conversations were with these senior citizens and the kids, and I think that we would all agree as educators that that's another great opportunity for kids to kind of really personalize and adapt their learning experiences to really foster that independent learning.

Now, so we've kind of covered the why of podcasting as far as heartstrings type, but also educationally speaking, pedagogically speaking, these are things, podcasting can hit on how to capture brainstorming sessions, how to refine or find your voice. Often times we have kids do presentations in front of the class, but that might not be everybody's jam, and you might be really doing some damage putting some of the kids on the spot like that, but give them some, give them a Chromebook and Soundtrap, or an audio recorder and say, "Go do this." Some of those kids are really going to shine. Podcasting also gives an opportunity for practice and revision, and then also self-assessment. I mean, throughout the whole process of the project, they're going to have to assess the situation and see where they're at.

Okay, so that's all well and great. I'm a teacher, so I'm always, my next question is okay, how do I start? This is awesome, I want some tools so give me some tools. So the first one, let's see. I'm going to actually deviate from the presentation just a little bit. I always tell my teachers to start at our Padlet, and I will share with the session resources, that'll be ... You'll have access to that at the end obviously, or maybe you already do have access to it. So this is a open page right now. It's bit.ly/teachersnaps and it's just so, I think we have over 200 now ideas on how to use Soundtrap or audio recording, collaborative audio recording in the classroom, and a lot of these are podcast specific, but some of them aren't. So this is always where I tell teachers to stop here, and check up your content, see if anything kind of floats your boat.



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Then the second place I tell them to stop is at our lesson plans, because often times we take those snapshots and we expand on them. So if you are a computer science teacher and you want to use the loops in Soundtrap to connect to looping in coding, you could click here and you could see oh okay, so we have our learning targets, and standards, and connections, the essential outcomes, what levels is this adaptable to. Well, okay, all, which is great, and then the activity and project is the meat of the lesson, and then modifications. So all of our lesson plans have a way to differentiate instruction. So this is kind of the opportunity to do that there. We have over a 100 lesson plans now and this is growing. So that's my second stop, and then for today you guys get this access to this, podcasting. Let's see. Podcasting Project Guide Template. So I have created, I should've just stayed out of here. I have created a podcast project template, and what that is is ... It's a step-by-step system on how you could start, and you could use this, you could print this off and give it to the kids, you could print it off and keep it for yourself, you could just reference it throughout a project.

Basically you're going to start with step one, is what's your goal. You need to determine what you want to be asked and what are you going to be talking about. What's your reasoning for it? How do you hook your listeners? And what are you going to connect them with, with the learning? Step two is the script, and this is basically a loose way to keep track of where your audio project is going to go. So a welcome, maybe some transitions and then a closing is always good. And this really does, I mean, before a recording you need to have at least an outline for a script because the kids can easily get off on squirrels, adults to the same thing exactly. So I would definitely say step two is the script. Step three is if the kids need to learn any new tech, that's probably where you'd do it. I wouldn't start with the tech first because that's not your purpose. Your purpose is the objective, whatever that might be. If it's learning, looping, or if it has to do with Shakespeare, or if it has to do with a science concept. You would first do that piece and then the third step finally would be familiarizing yourself with the tech.

I will reference Soundtrap throughout because this is, that's my jam and that's the tech that I think kind of checks all those boxes, but you could use just about any, a recording device. It's just how do you want to handle all the editing and what now. Step four is the recording, which there's kind of step-by-step on how to, to get started with the recording, and then five and six are very important as well because you have the



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editing. The kids might be talking for 30 minutes and they need to hone it down to five, and that's going to be important because that's where the kids are using critical thinking skills on what makes the cut basically. That's going to be where they ... You are offering this very innovative way for them to communicate and collaborate with each other. It's not just work together to create a poster.

They now have to create this multimedia piece that will be published, and then that's the next step, is six is publishing, and I would ask any teacher that's planning on doing audio recording or podcasting in the classroom is make the audience bigger than your classroom or bigger than you. So many teachers have assignments and they give them to the kids, the kids do them, the teacher listens, or marks them, or watches them, or whatever the case may be and then they never leave the teacher's eyes. So I would say any time you can make an authentic audience, do. So if it is a public service announcement on schizophrenia, talk to the local radio station, or see if the school has a radio station to kind of capitalize on that audience there. The kids I think will have quite a bit more buy-in in that case. So I would say the Project Guide Template is a good next step.

Then after that let's say, as a teacher you probably always want to reflect on your process and then make it better the next time. I always use #makeitbetter. That is, let's say it was a failure, that is awesome. I love failures because you learn so much through the process, and it's just your first iteration. So after you've done this once, figure out what worked, what didn't work, and then make it your own. Going back to those lesson plans that we created, or a bunch of us have created and complied, we don't expect any teacher to use them verbatim. We want them to adapt them and mold them for what works in their classroom, because I can't tell you what to teach, you know what to teach. I can help you change some of the teaching practices to be a little bit more relevant, and that next, that leads beautifully into my last little section here of content on podcasting, and that is taking something that you've already taught and then shifting it through the, if you're familiar with the SAMR model of technology integration is let's say that you do, well this is a science one, let's just do reflection because I think every teacher does this to some regards.

So let's say you're going to substitute. Use Soundtrap to record a mini lesson or short lecture. Post it in the class website and share with the kids that were not there to offer second exposure. Okay, that's a great way to use it, but it is simply just substituting, so



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you're just giving the content a different way. Augmenting it would be to share the copy with each student in Google Classroom, and so they now have their own copy that they can kind of edit and change, or adapt for their needs. Then we're getting to modification, which students listen to the recording, split the clips where they have questions or need clarification. In a second track have the student record their questions or confusion, and this could actually turn into, this has just popped in my head, this could be a great training episode. So by the end it could be like a how-to for the next year's class, and that gives another, we go back to the audience, that gives the kids so buy-in. Like oh shoot, my little brother is in fourth grade, I'd better do this because he's going to be listening to it next year.

Then the last one is redefinition, so this is where we want to be eventually, and not every lesson is going to be here, but we should be here sometimes. Students share their new recording with another classmate via using the collaboration feature, and that's one of the beautiful things about Soundtrap, is that it is collaborative, it's kind of like a Google Doc in that regard. Each student attempts to answer the question of their peers. Repeat until all questions are answered. Again, this is just one example of so many possibilities of moving through the stages of kind of redefining and your learning, making your teaching a bit more innovative using technology. So we do have these listed on our blog as well. This one was social studies, and at the end redefinition, record an interview with a relative about their life histories. Add appropriate background music, invite others to contribute to the project, upload the recordings and then share and showcase via social media. I think that's kind of the best of all worlds right there, instead of just recording an interview with a relative about their life histories, which is great still, don't get me wrong, but how can we always take that a step further. Podcasting is one of those great things because it is podcast, you're casting it out to the world to be consumed in some way.

All right, I have my teacher hat on again. I'm always like okay, so I need some resources, I need some help if I run into any kind of hiccups throughout the way. So I would say obviously I shared with you the teacher snapshots, I shared with you the blog lesson plans. Now, also at the site I'd like to point out that we have use cases. We get them every week on how teachers are using Soundtrap specifically in their classroom and they're just these amazing stories of how it's been powerful in there. So I highly recommend kind of perusing that. We also have our certified Soundtrap educator course. So if you wanted to learn the ins and outs of the tools, which would be great, I



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highly recommend it. It's free, it takes about an hour. We have our newsletters and tutorials.

One thing that's nice is that Soundtrap specifically has a really robust support system. So if your kids or you get hooked up on any of the tech, you just, you sign in, you're like, my microphone is not working. Well okay, let's see. We've got some use. We want the kids to be able to synthesize this information, well I should say analyze this information and then synthesize it to help them through troubleshooting the technology. Again, trying to hone in on those creative thinking skills that will help them be connected technology users in a world. We really don't know what their job is going to be in 20 years, because it has not been invented. I know you've heard that before, but that's, like right now, I didn't know that there was such a role as education specialist for a software company that had to do with collaborative audio recording. So that wasn't invented 20 years ago, so who knew when I was at college that that's where my life would lead me.

So I definitely do say check out the support page if you have any questions, and then obviously I have my resources that I always will share with you guys afterwards that has ... Actually let's, I think I have that pulled up on a tab. Yeah, so we've got the blog lesson plans, snapshot ideas, just anything. Then we also have, I do love our Soundtrap for Education Facebook group page. It's vetted educators, so if you asked to be a member, we will, you have to answer a couple of questions and then we will grant you access if you are a teacher, and this is a really, I call it kind of like the dating page for teachers wanting to use Soundtrap because this is where they find each other and kind of make some collaboration lines, dates and learn from each other. That's what's awesome, is that one person will say, "Hey, how do you do this?" And then five teachers pop in from all over the world saying, "Oh, I did this. "Oh, I did that." And I just like, I love to sit back and look at that page and see how it grows without even having to touch it, and that's, it's just amazing. I also have, I've linked the Podcast Project Guide in here as well, right here.

Lastly is my kiddo again. There she is Morgan, this is about a year later and she started requesting that she use Soundtrap in all facets of her life. This one actually, she's practicing her piano using the virtual instruments that we have. So as a parent and a music teacher, I love that she put drum beats behind her piano playing because then it was an automatic metronome. So that worked out well for her. But yeah, as a parent I



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want these experiences for my kids in the classroom. As a teacher I want to help support having these experiences in classrooms. So yeah, because a lot of people say tech engages kids, yes, and that is totally true, but we want tech that empowers kids, and I just, that always has resonated with me, and I try to support that in any way I can.

So yeah, that's what I have for you today. This conference is awesome. I'm really excited about what I can do. I think you guys are watching and I'm in the back end with the comments and questions. So I hope that you have shot me some questions and what not throughout the process, and my email is here. So if you ever have any questions and need to follow-up, there you go. My Twitter handle, and yeah, that's kind of where we're at. So thank you again, thank you EducationCloset, thank you Shawna Longo for sharing this opportunity with me, and I hope that you create something wonderful with your kids and share it with me so I can share it with the world, and we can just all have this big happy family of amazing student examples. So thank you so much.