



Podcasts

Literary criticism, description of characters and settings, etc. with audio format.

Spreaker Studio

Developed soft-skill: Organize, Dialogue, Public Speak

Introduction

You probably already know that podcasts are small “encapsulated” audio recordings dealing with different topics. It is a current option to the traditional school radio, in fact there are very successful school radio projects based on this system of canned recordings, which allows listeners the possibility of listening to them whenever they want and as many times as they want, and thanks to the internet, get rid of of the frequency range limitations of a humble school radio.

This possibility increases the versatility of these recordings, which in our case, could be used as part of a larger school radio project, such as the section corresponding to literature, within a much broader and interdisciplinary programming.

We are going to stay here, in the recording of podcasts as an activity of our gamified reading platform, although if this idea of using reading podcasts in school radio projects materializes, we would like you to let us know, to give it even more diffusion to you and our project.

Tools to use:

There are many options for making audio recordings, however, we recommend “[Spreaker](#)” as a support for storing and distributing podcasts, and “Spreaker Studio” for recording high-quality podcasts. If due to time or difficulty, something simpler interests you, keep reading and in the end we will give you another option.

Spreaker Studio, although it requires a little training in terms of use, allows you to mix audio tracks, insert audio with jingles, announcements, or other recorded pieces. We recommend having some pre-designed jingles that serve to join pieces in the recording

or as start/end bumpers of the podcast.

These jingles, advertisements, etc. could be done using audio recording applications, even from mobile phones. Perhaps it could be a good idea, that the jingles were common to all the podcasts, regardless of the equipment that was recorded, some sessions could be dedicated at the beginning of this activity, to design and record said jingles, bumpers, announcements, etc. Everything will depend on the scope that you want to give this activity within the gamified adventure, and if, for example, it is used as a recurring activity during its duration.

The simplest option is simply [recording audio in mp3](#) where students express their opinions, summaries, etc. of what worked. These mp3s would be the final product of the activity. In the recommendations section below we give you other alternatives for use.

Didactic orientations

Podcasts are the final product of previous work. Students must know from the outset what the work to be done is going to consist of, the evaluation instrument (the podcast itself) and what is going to be evaluated. We advise (not only for this activity, but for any other) to spell out with them the evaluation rubric and what are the criteria that we are going to evaluate.

How the activity is set up will depend on the teacher and what is interesting to work on, for example:

Same activity for all teams. The students will investigate the same topic, and each group will divide the topic into different sections, which will be recorded by the different students of the team.

A different topic for each team, so that at the end you can listen to the podcasts of other groups (optional) to complete the necessary information.

Regardless of one or the other option, this activity can be complemented with another such as Google Forms/Kahoot/Quizizz, everything will depend on the evaluation criteria (for example, if you are interested in evaluating criteria related to oral expression, or with the capacity for synthesis, it may not be necessary to use forms, although these can be very interesting for criteria that have more to do with the knowledge of certain genres or literary periods

Recommendations for teachers

A very good option for lower levels is that other older students assemble the podcasts using Spreaker Studio and using the mp3 files provided for the youngest students.