

For this project, students create a short podcast episode using the free [Anchor app](#) on their smartphones. (If your students don't have smartphones, there is free PC software available to do similar tasks: [Audacity](#). There are numerous tutorials available on this software, but it will not be covered here.) I used this project to replace an in-class research presentation, and it turned out to be a great speaking *and* listening project!

- Students should be familiar with various formats of podcast episodes. I expose them to various types of podcasts (one host, two hosts, interviews, etc.) via listening homework assignments.
- Teachers should download the Anchor app and be familiar with it before this assignment. It is a very user-friendly app, and teachers can probably get a good understanding of it by experimenting with features for about 20 minutes or so. There are also many tutorials online ([like this one](#)) to take you through the features.
- The following two resources are extremely helpful in preparing your students to make their own podcasts. I relied heavily on both of them when explaining the assignment to the students and guiding them through the project.
 - [NPR Student Podcast Project](#)
 - [New York Times: Project Audio](#)
- After explaining the assignment to the students, I started by requiring (for homework) each of them to download the Anchor app on their phones and register for a free account. When they came to class the next day, we spent class time experimenting with various functions on the app - recording audio, cutting and editing it, adding music and sound effects, rearranging segments, etc.
- I gave the students several days to come up with an overall topic or question for their podcast, and then helped them to narrow the topic. While narrowing the topic, it was helpful to have the students consider what type of research they would do, and who they might be able to interview for their episode.
- I set several deadlines throughout the month leading up to the project, including a deadline for interview questions to be submitted, interviews to be conducted, outlines to be submitted, etc.
- During the project, I shared my own recordings and challenges with the students - I believe this was helpful for them as they planned and experimented.
- The students published their episodes and shared the link on a [Google Doc](#). In order to share the episodes, students must publish episodes publicly. I explained this clearly in class, and urged students not to share any personal information (like last names) unless they were comfortable doing so.
- Other students in class were required to listen to 4 other podcast episodes in the week after the episodes had been published. They completed a peer evaluation of each episode.
- We made the project into a contest, and we opened it up to the public. The students and I were able to share links to podcast episodes with friends, family, and colleagues, and I made a simple survey on [SurveyMonkey](#), where people could vote for the best episode. I awarded the winner with a special certificate and a small prize. (The certificate can be found [in this folder](#) - I used free [Canva](#) software to create it.)
- [PRESENTATION SLIDES FROM SPOKANE REGIONAL ESL CONFERENCE 2020](#)

If you have questions or suggestions about this project, please get in touch! (saraschroeder3@gmail.com)