**Podcast Assignment Overview – WSTD10/HISD25/ANTD20**

**Course Structure and Summary**

This course is an advanced undergraduate seminar that emphasizes experiential learning through fieldwork in the community. The course is interdisciplinary in its design and delivery and has been offered since 2013. It is currently offered in partnership with courses in History, Womens’ and Gender Studies and Anthropology and has in the past partnered with City Studies and Sociology. All three courses (HIS/WST/ANT) are offered at the same time but each course has its own classroom. The class groups meet alone in their disciplinary groups and then for the second half of some of the classes all three classes (WST, HIS, and ANT) meet together for the purposes of training and to facilitate interdisciplinary interaction and research. Since the first offering of the course, the final assignment has involved some form of rich media assignment – digital story, mini digital documentary - in this case a final presentation involving 3 podcast episodes presented in a short digital story format. Students work in interdisciplinary research teams to learn skills, share peer feedback and develop a collaborative podcast. Students are introduced to qualitative research methods and practice of oral history and storytelling. Each student is responsible for conducting one oral history with one individual (which may take up to 3 interviews or contact sessions). As a second step, students then partner with other students to create a combined final narrative story in the form of a podcast.

**Theme for Winter 2019:**

The theme for the interview research in the winter of 2019 was "Activism and Advocacy: Shifting Power, Increasing Agency." The focus was on local stories of activism and advocacy, with the goal of better understanding the pathways of change that have shaped individuals within our local community in the ongoing confrontations with a diverse range of social issues.

**Podcast Assignment Overview**

The culminating assignment in this course was a group “podcast project,” based on the oral history interviews. The final assignment was a culmination of a number of scaffolded assignments and exercises designed to help students gain knowledge of oral history methodology; data analysis; identification of themes/topics; production techniques and skills necessary for podcast and final presentation development.

The podcast project consisted of the following:

**Part 1:**

* Three separate “episodes,” tied together by the themes the group determined.
* Each group member was responsible for producing one episode that featured their interview. Episodes were approximately 3 minutes each.
* The first episode featured a brief introduction – to the project, to the students/authors, to the narrators, and to the themes.
* The second episode included transitions *from* episode 1 and *to* episode 3.
* The last episode featured a brief conclusion.
* The group collectively determined the themes and story arc that tied the episodes together, and the order/sequence of the episodes. They also collectively produced the introduction and conclusion. Individual group members were responsible for the individual episode featuring their oral history interview.

**Part 2:**

* As a group, students produced context research that situated the experiences and content they chose to share in their podcast episodes (citations, links to organizations or other resources, images, etc). They produced this context research in either a web page or a powerpoint/prezi presentation, or an online poster. This was also where they embed the serial podcast episodes. Formats and options were discussed in class.
* In the final class, each group made a presentation about their podcast projects, sharing excerpts and the context research with the rest of the class and invited guests (including the interview participants).

Guidance was provided in class through a series of workshops, exercises, and training sessions, to provide students with the necessary skills and tools to conduct oral histories, analyze the content, edit audio and produce digital presentations.

**Assessment considerations:**

Concern here is given to ensure appropriating weighting of content over form. The goal of assessment is to measure the quality and depth of the critical analysis (research findings and message, implications, researcher experiences clearly articulated) and whether the form (integration of audio, text and image; choice of presentation platform) was appropriate and enhanced that content. To that end the grading was weighted more heavily on content than on form.