Educational Level:
Undergraduate

Subject Area(s):
Health Sciences

Time required:
10 hours

Adobe Skill Level:
Beginner

CO-CREATE A PODCAST TO LEARN DEEPLY & PROMOTE PUBLIC HEALTH

Overview

In this 9 hour group project which you can scaffold over a semester, students produce a podcast to communicate scientific facts and current research regarding health topics that are relevant to the promotion of public health (for example – vaccines).

Students use Adobe Audition to create the podcast. Audition enables students who are future health scientists to practise technical and scientific oral communication skills to non-scientists. This is a skill required by health professionals and researchers to promote better outcomes for patients and the wider community. You can use this strategy for any health topic wherein there is a dialogue between "information seekers" and "subject-content experts" and it can be adapted for use in other scientific disciplines.

To create the podcast, students work in groups of six and are required to study one health topic in detail.

An example topic would include:
- An antivaxxer wants to know why he/she has to take a COVID vaccine

Creativity is required as students choose the format of their podcast (interview/panel etc), however, to simulate real community interactions and learn to anticipate possible questions for the general public, the group of six is divided into two teams of three. The first team plays the role of members of the public who have genuine concerns that have arisen from the media about the topic. The second team plays the role of an expert panel (for instance, a scientist, a health policy maker or a doctor)

To successfully produce the podcast, each team must have knowledge of

- the history of the topic
- news articles
- controversies
- causes
- infection
- diagnosis
- clinical features of the disease
- some information about immunity and immune responses
- clinical trials
- global and local statistics

The group (two teams) then comes together to choose major questions to dialogue on while bringing in facts to build the health literacy of the 'members of the public' in a simple, empathetic manner. Students draft scripts, assign talking roles and record lively discussions and critical debates to persuade and educate the public.

Students should be advised that podcasts submitted via Adobe Audition will be accessible and potentially shared by anyone with the link (including class members who you will share the link with via discussion boards for peer review). Podcasts submitted on Canvas discussion boards will only be able to be viewed within the LMS by peers when you post during the semester.

Upon agreement with your students, you may use links of these podcasts to showcase students technological, information, critical, digital and communication literacy and students can use them on their resumes.

Supporting Tools and Resources

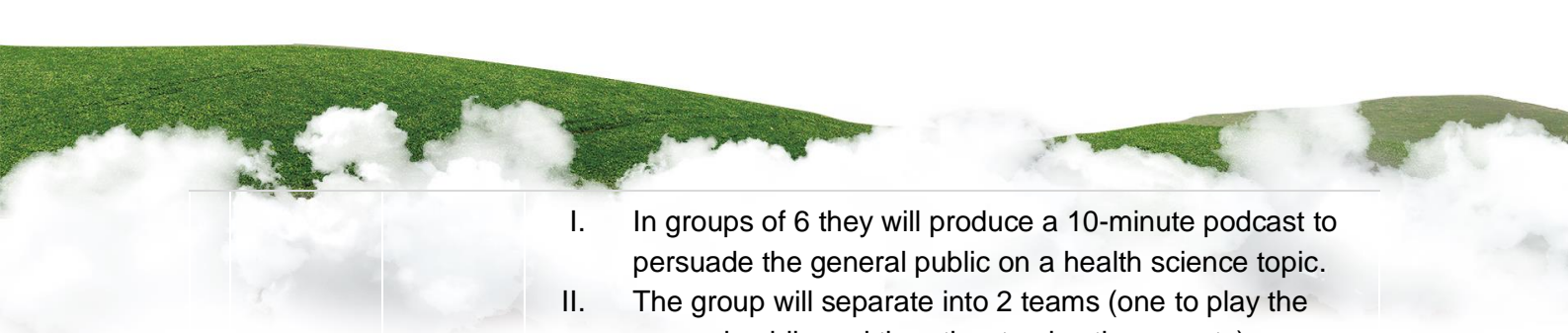- Adobe Audition (Adobe Software)

Creating podcasts in Audition Video Series

- [Video 1, Opening an Audition Project](#)
- [Video 2, Removing Consistent Sounds](#)
- [Video 3, Editing and Exporting a Podcast](#)
- [Video 4, Recording Directly into Audition](#)

Outline

	Step	Time	Description
1	Learn	120-minutes	Introduce the assignment • Explain to students the importance of communicating health topics to a wider audience and provide an example podcast. • Assign groups • Hold an icebreaker activity for students to feel comfortable working together in a fun and inclusive environment • Explain the task. See points below. • Provide time for students to allocate who will be simulating members of the public (team 1) and who will be the panel of experts (team 2). **You will need to have developed a detailed set of project instructions to provide students. These should include the following points:**

I.   In groups of 6 they will produce a 10-minute podcast to persuade the general public on a health science topic.

II.   The group will separate into 2 teams (one to play the general public and the other to play the experts).

III.   The podcast must include scientific and grey references that have been vetted before the podcast is recorded.

IV.   They will be graded on

Was the podcast engaging for the listener?

Low score – Read out, no empathy, no articulation. lack of a bridge between the expert and the seeker (example - parent, elder, antivaxxer)

High score – Engaging, background music, well enacted roles, voices communicated clearly the expected mood of the discourse.

Quality of the content

Judged by matching the written draft with the conversation and reviewing the resources, academic integrity, referencing
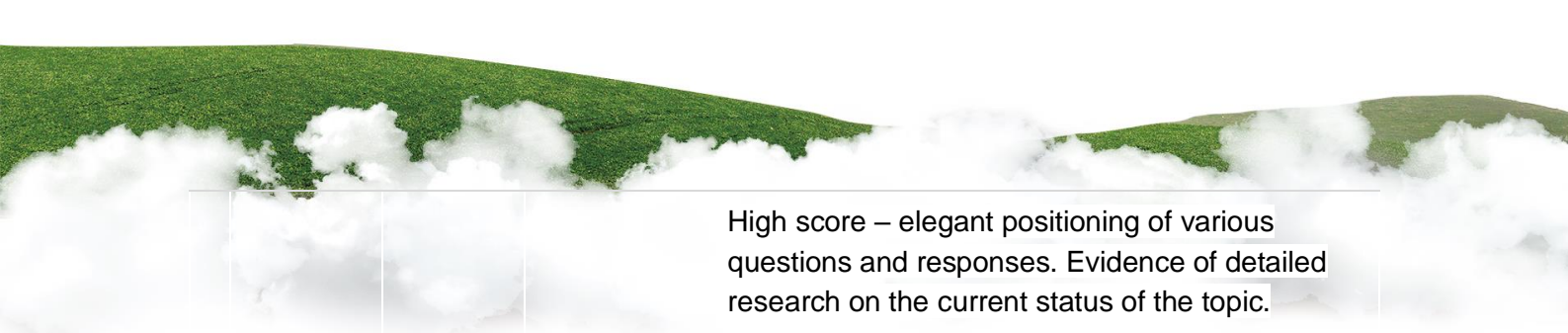
Flow of detail and packaging of facts

Low score – Podcast was like a lesson, mixed facts, unlike a simple to complex discussion flow that would ensue between a patient and health practitioner. Too many irrelevant facts that would have discouraged the seeker of information. Seeker asking the same questions in different ways. Lack of diversity of questions that could have given opportunity for education on wider literature.

High score – Facts packaged at the right time and space in the conversation. Apt information in responses and widely pitched questions.

Role playing

Low score – inadequate positioning of questions and responses. Evidence of minimal research on the current status of the topic.

High score – elegant positioning of various questions and responses. Evidence of detailed research on the current status of the topic.

Podcast – packaging

Low score – Distortion, unclear, noisy backgrounds, over-time, no evidence of use of any podcast software.
High score –Clear podcast, well cleaned, well timed (10 min), screenshot evidence of use of at least one tool in Adobe Audition.

Introduce Adobe Audition

Have student access and familiarise yourself with Adobe Audition by:
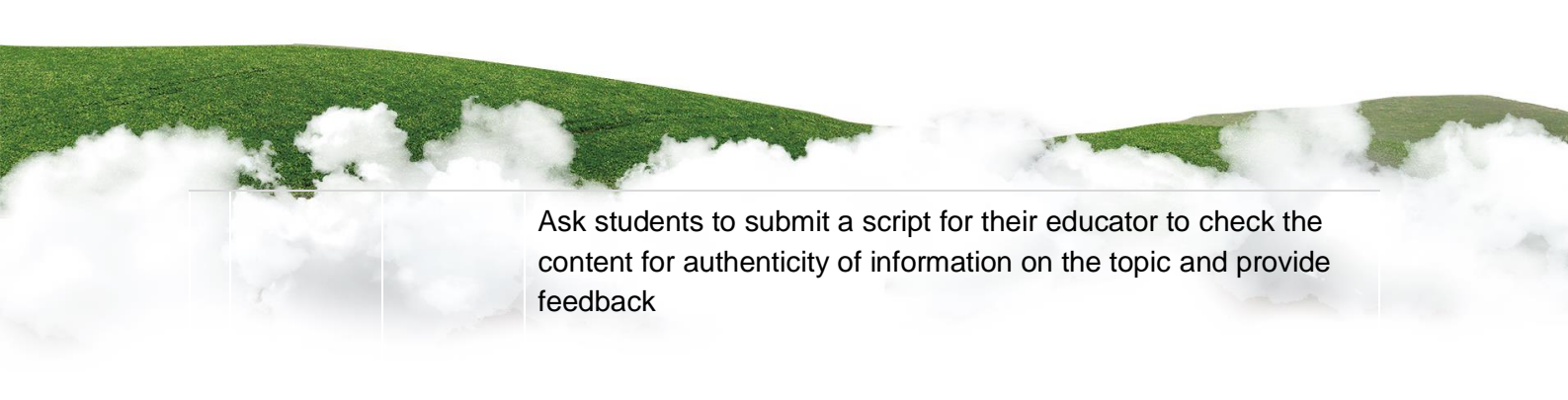
- Downloading the Adobe Audition software (7-day free trial) to a laptop or desktop that is available to you.
- Downloading the sample files provided with Creating Podcasts in Audition video 1 (scroll down for the files).
- Following the instructions on video 1 (5.05 mins) to open an Audition Project.
- Following the instructions in video 3 (9.45 mins) to practise editing and exporting a podcast into an MP3 file format.

If you would also like to practise removing consistent noises from an audio track or record directly into Audition follow the instructions on video 2 (5.33 mins) and video 4 (4.59 mins) respectively.

Once students have had a chance to create a practice podcast ask students to share their tips, tricks and any doubts they may have on a dedicated discussion board.

| 2 | Evaluate | 300 min | **Preparation of podcast content**

Ensure your lesson content pertains to the topic.
Provide time for student groups to prepare their script based on scientific, grey and contemporary literature.

Ask students to submit a script for their educator to check the content for authenticity of information on the topic and provide feedback

| 3 | Create | 120 min | **Recording of the podcast and editing using Adobe Audition** |

Provide time in class or ensure students get together outside of class to record and edit their podcast.

Students can record directly into Audition (see instructional videos provided under student tools and resources or record the audio on their phones and upload the audio file to Audition.

| 4 | Share | 60 min | **Explain to students how they will share and publish their podcasts & explain any privacy conditions.** |

Example of submission list

1) audio file (podcast) recording
2) script which shows evidence of scientific information - we only require the sources of these. (Reference these in APA style). Casual interactions do not need to be transcribed – example "Hello, this is XXX."
3) A reflection of any one function students have tried to use - with Adobe Audition.
4) a table outlining each student's contribution to the work.