Podcasts as Assessment

Technology Entrepreneurship

For privacy reasons, examples only available upon request.

STUDYING IN 2021

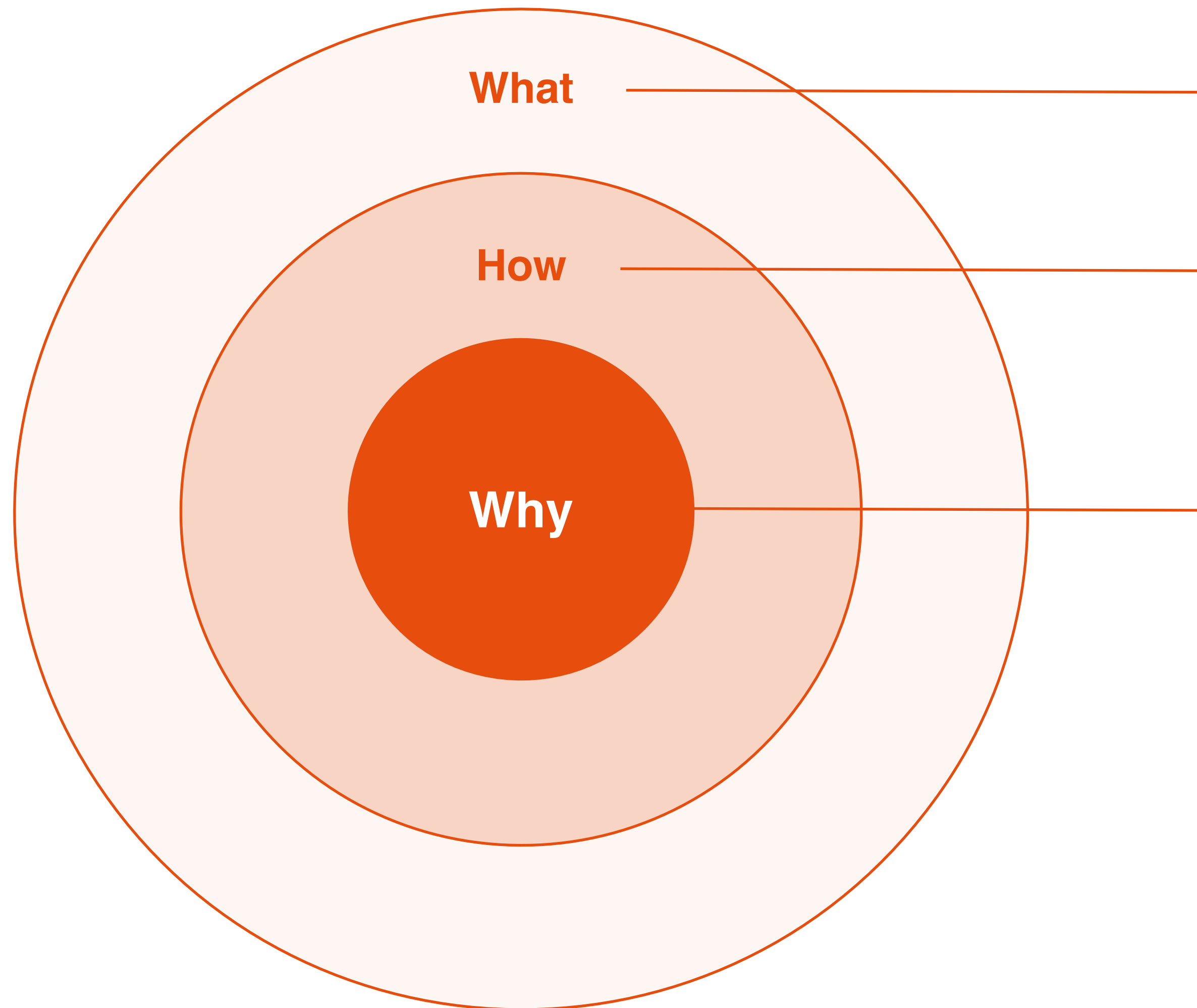"The Poor Poet", Carl Spitzweg, 1839

Starting with an inner dialogue…

SECOND THOUGHT: ACTUALLY IT MIGHT MAKE SENSE...

What — **Learning science communication,** as a competency in a scientific degree.

How — **Fully online, decentralised delivery.** Experiential learning, and a good practice for the future workplace.

Why — **Students in isolation, with much screen time**. Audio scripting and editing as a refreshing alternative.

Side-effect: As the bi-weekly podcast is a storyline of the course, it makes you rethink your storyline sometimes.
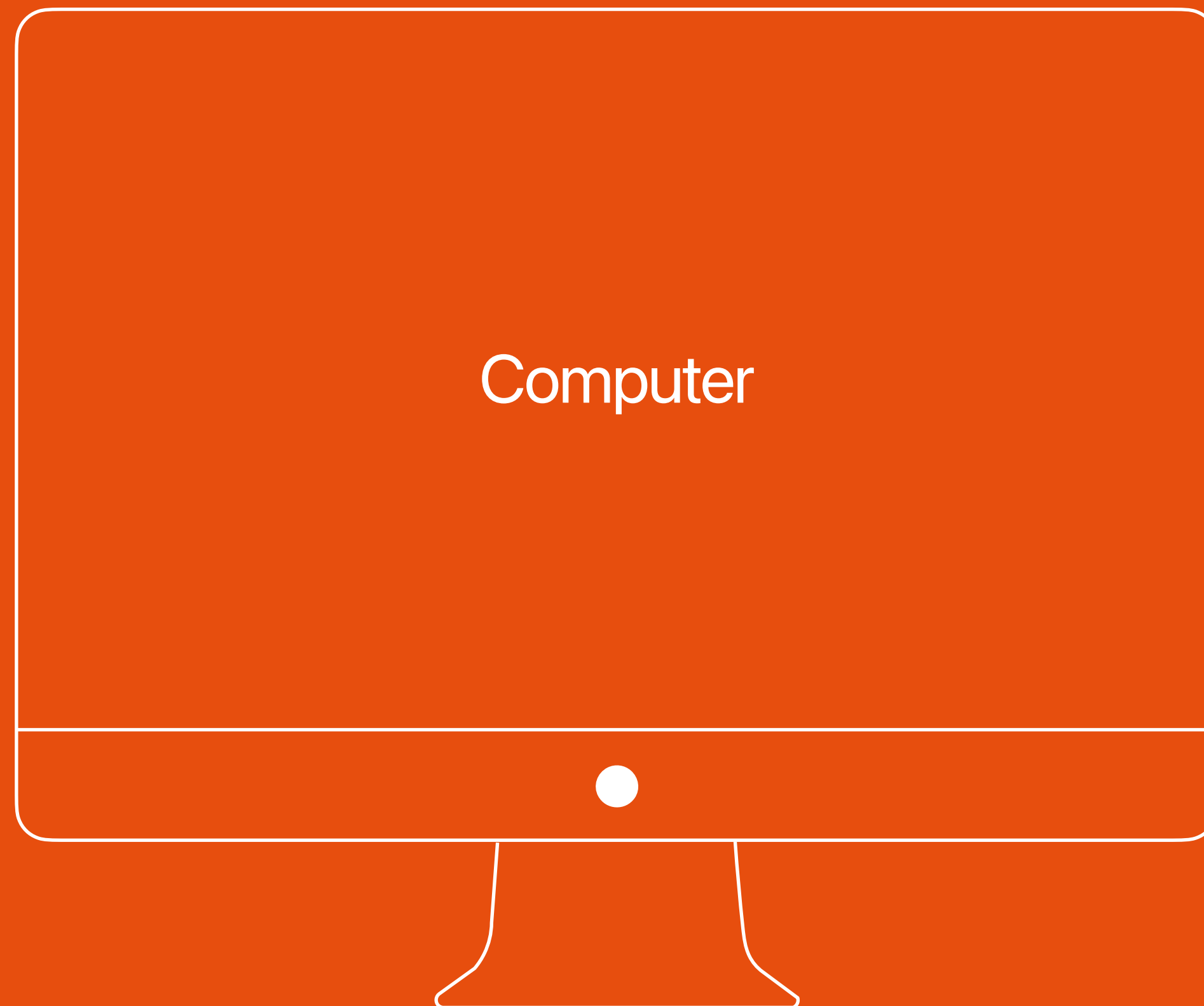
**There's nothing you can do that can't be done
Nothing you can sing that can't be sung
Nothing you can say, but you can learn how to play the game
It's easy.**

Computer

Microphone

Produce a 20min. podcast feature.

Sometimes, you can learn best through helping others to learn. The purpose of the Podcast is to enable yourself with more expertise knowledge in a chosen field of technology. You are asked to synthesise insights from journal articles, data sources and reports. You can choose among following three technologies, of which your selection will also be the topic of your final presentation.

1. Biotechnology
2. Machine Learning
3. Quantum Computing

Prepare a storyline, and consider:

• What makes this feature interesting to listen to, and what can the audience learn?
• What makes it novel or counterintuitive?
• Which information and <u>sources</u> should I provide to make it informative and well-grounded?
• Consider scientists, entrepreneurs, scientists, market dynamics, funding amounts, <u>insights from the academic literature</u>, or reports that contain data information.

Examples of good podcasts are out there.

Make sure to not just speak but to implement sounds or other interludes to make it more entertaining; allow for pauses to think. There are podcasts that do that pretty well, for instance:

Radiolab

Science Friday

Freakonomics

Business Wars

Storyline

You might recognise that the podcasts have a very clear structure and storytelling. In order to structure your story and individual contributions, you might want to work with a shared Google Doc.

Final version

The final version of your podcast will be shared with all students in class. The best three podcasts will be proposed for the Maastricht Student Radio.

Recording setup for a good quality, *at no extra cost.*

Record in similar settings, ideally with the same microphone (e.g. phone). Make sure to avoid laptop fans or any other background noise. Always keep similar (close) distance to the microphone.

Speaking towards a bookshelf helps to avoid echo. You can also add towels or pillows next to you, to distort the reflection. More information can be found here.

Have a look at Anchor, it's free (web+app) and might work easiest. Guests can also leave "voice messages" for you. It might work best if you share one account in your team. Of course, you can also make use of other free tools such as Audacity or GarageBand; you can use any tool that works for you!

DIY Podcast Studio
Podcast/Recording Studio
You can book it through the
Resource Booker

Radio NPR has a few additional tips right here:
https://choice.npr.org/index.html?origin=https://www.npr.org/2018/11/15/662070097/starting-your-podcast-a-guide-for-students

IF YOU CAN DREAM IT YOU CAN MAKE IT

Machine Learning can help to enhance quality of audio records.

Raw File (iPhone Record)

Adobe Enhance / Anchor

Adobe Podcast BETA

https://podcast.adobe.com/enhance

A six-item rubric that considers both content and quality.

Introduction

Catchy and clever introduction. Provides relevant information and establishes a clear purpose engaging the listener immediately.

Content

Creativity and original content enhance listening experience. Accurate information and succinct concepts are presented. Solid presentation of the technology, founders, investments, ethical concerns, and limitations.

Sources

Includes a wide variety of appropriate, well-researched and informative academic sources and well-cited quotes from "expert" sources. The research conducted is original, i.e. does not build upon secondary sources.

Delivery

Well-rehearsed, smooth delivery. The listener can follow a clear storyline. Academic insights are correctly referenced and well discussed.

Production

Transitions are smooth and spaced correctly without noisy, dead space. Volume of voice, music, and effects enhance the presentation. Music and/or ambience sounds enhance the quality.

Group

All team members contributed equally to the finished product and assisted in the editing process by offering their feedback on time.

Introduction	Content	Sources	Delivery	Production	Group
10%	20%	20%	20%	20%	10%
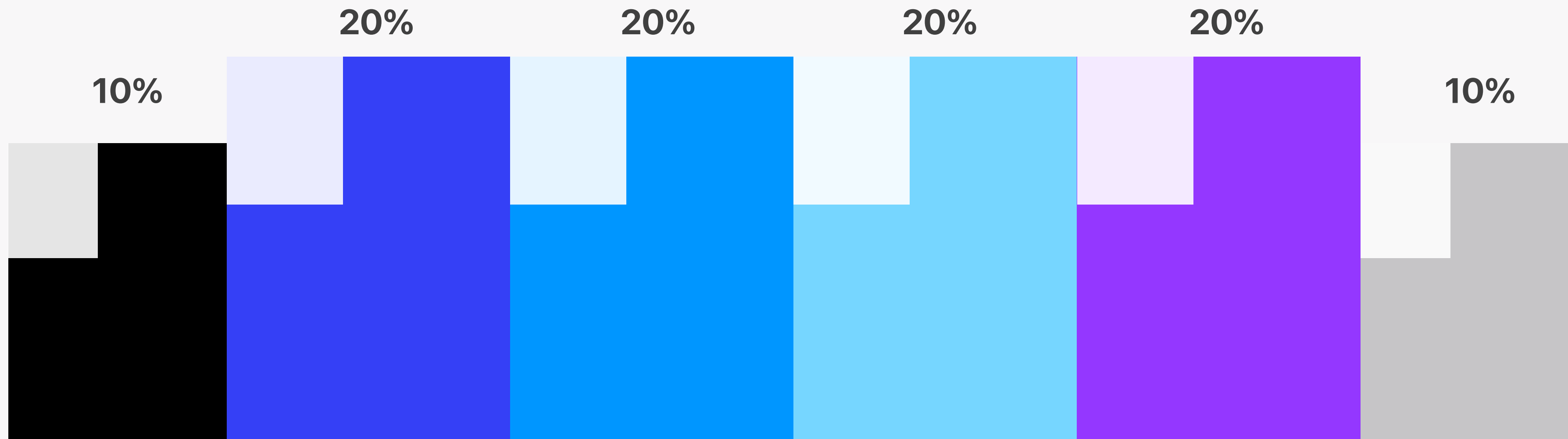
Create your episode

🎤 Record   Capture audio right from your browser

📁 Library   Reuse your previously uploaded audio

Music   Add songs from Spotify to your episode

Messages   Add listener voice messages to your episode

Transitions   Free music and sound effects

Drag files here from your computer or from the tools on the left

or

Browse

Learn how to **upload a video episode**

Safari

SHARING

"EAT YOUR OWN DOGFOOD"

Leading by example

Technology Entrepreneurship (EBC2144, INT1005), 2021

Biotechnology
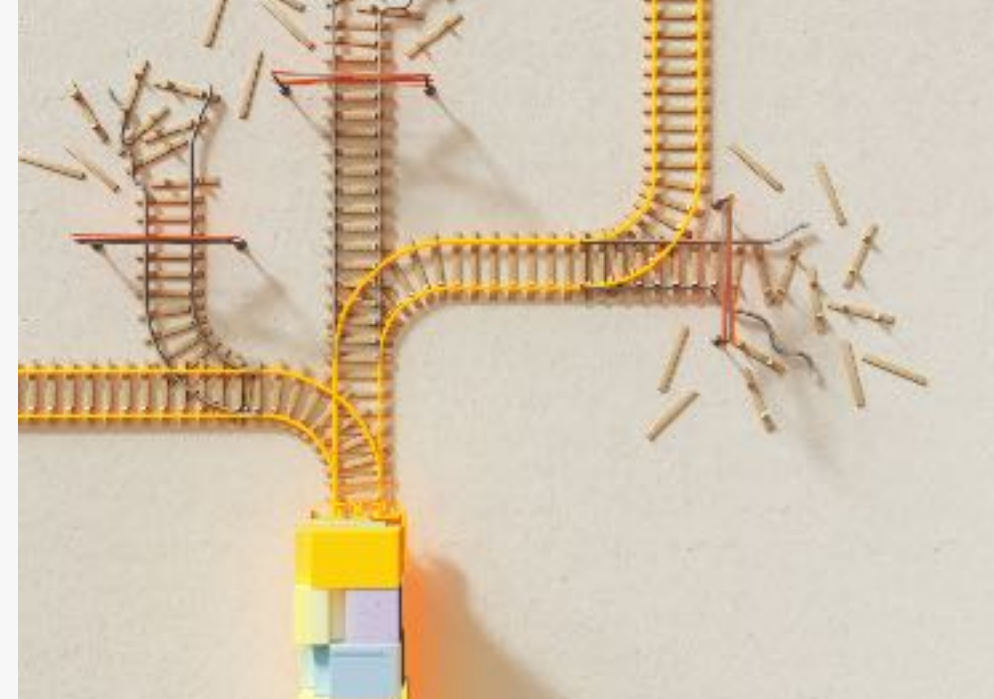
Quantum Computing a

Quantum Computing b

Biomedicine

The good, the bad, and the tricky.

Overall course assessment were very well. Many positive comments on the assessment as a new learning experience. "[...] puts you out of the comfort zone." Two students eventually started their own podcast within SBE/UM.

SBE: *Only 40% of students* listened to the bi-weekly podcast by the coordinator. *Less than 30%* of students ever listened to more than one of their peer's productions. Note: This number was 90% at MSP, hence some hope.

Podcasts as assessment seem a bit like stand-up comedy. "You can't make a good joke twice". One needs to be careful not to extend the concept too much. Don't underestimate the effort either, it is not a "shortcut" in terms of assessment.

Recommendations

I can recommend using this (along more formal assessments) as a <u>complementary approach.</u>

Make feedback *part of the process* so that students really engage with peer content.

One or two podcast assessments per program makes sense, but likely not more. "Podcast University"