
Podcast- 9th grade at TBU

Evaluation

What went well

- **Cooperating** - the group worked well together and listened to each other ideas. They also helped each other and contributed.
- **English as second language**- throughout the process English was used all the time.
- **Podcast** - the result turned into a podcast and the pupils understood the concept “podcast” and used “Audacity” on their PC as a tool.
- **Music and copyright** – the pupils used the app “Garage Band” as a tool.
- **Evaluation** – the pupils managed to evaluate their work and realised what was good, but also looked at improvement (“Next time...”).

Changes

- **Music**-we used music. However, next time we may use music as background when talking. We may also use more time on music that suits the content.
- **Mp3** - we used mp3 in the end, but the teachers did this. Next time the pupils need to do it themselves.
- **Editing** – we had two tapes and found it challenging putting these together. Did it in the end.
- **Stops** – being able “to talk naturally”. Needs practise.

Further work

We will definitely use Audacity and the app Garage Band as tools when making podcasts in further work. We hope podcasts may motivate the pupils and make learning practical. We will let the pupils with experience show the others and we will also develop new ideas when using “Audacity”.

Pedagogical process

- TALKED ABOUT PODCASTS . EXPLAINED WHAT A PODCAST IS. COMPARED PODCASTS VS TELEVISION AND NEWSPAPERS .
- EACH PUPIL LISTENED TO 3 DIFFERENT NORWEGIAN PODCASTS. PODCAST.NO
- MADE NOTES. WHICH ONES WERE INTERESTING? WHY/WHY NOT?
- MUSIC, JINGLES, LANGUAGE, COPY RIGHT.
- EVALUATION TEMPLATE WHEN LISTENING TO DIFFERENT PODCASTS.
- NAME-BRAINSTOM
- SCRIPT- TALK ABOUT TYPE OF TEXTS AND EVERY PUPIL WROTE THEIR OWN SCRIPT.

HOME ECONOMICS

SO THIS IS WHAT I WANT TO TALK ABOUT TODAY-BECAUSE WE ALL HAVE SO MUCH TO RELATE TO AND THINK ABOUT. WE HAVE SEVERAL SUBJECTS IN SCHOOL EACH DAY, LIKE TODAY WE'VE HAD MATH, SCIENCE, NORWEGIAN, SELF STUDY AND HOME ECONOMICS. AND YOU CAN'T REALLY BE AN EXPERT ALL THE TIME, CAN YOU...?

LAUGH - AND HOME EC CLASS WAS A DISASTER, WASN'T IT ?

LAUGH-YES, WE WERE LEARNING HOW TO MAKE GRAVY AND IT JUST TURNED INTO THIS SUBSTANCE LOOKING LIKE DIRT

LAUGHING- SO WHAT DID YOU DO WRONG?

YES C, HOW DIFFICULT CAN IT BE? -LAUGHING...

WELL, FIRST YOU HAVE TO MELT THE BUTTER, THEN YOU ADD FLOUR, STIR AND THE WATER/BORTH AT THE END. LET IT BOIL FOR 5 MINUTES AND YOU'RE READY.

- TALKED ABOUT DIFFERENT JOBS AND RESPONSIBILITY

- Redaktør (Henrik)
- Redigering (Gunn Tove og Rakel)
- Manusforfatter (Alle)
- Anker (Marius)

- EVALUATION – IN WRITING AND INTERVIEW ON AUDACITY

- THE NORWEGIAN CURRICULUM

*EKSPERIMENTERE MED ULIKE SKRIFTLIGE OG MUNTlige UTTRYKKSFORMER I ULIKE SJANGERE
UTFORSKE OG VURDERE HVORDAN DIGITALE MEDIER PÅVIRKER OG ENDRER SPRÅK OG
KOMMUNIKASJON*

*DOKUMENTERE OG VURDERE EGEN UTVIKLING I ARBEID MED UTFORSKNING AV SPRÅK OG TEKST
FRAMFØRE ET PROGRAM SAMMENSATT AV ULIKE UTTRYKKSFORMER BASERT PÅ EGNE ELLER ANDRES
TEKSTER*

PRODUSERE SKRIFTLIG OG PRESENTERE MUNTlig SELVVALGTE FORDYPNINGSARBEIDER

DOKUMENTERE OG VURDERE EGEN UTVIKLING I ARBEID MED TEKSTER