Collaborative Podcast: Who's Left Behind?

Throughout the semester, you will be working on a collaborative podcast project – Who's Left Behind? Each group will produce a podcast episode that is between **15 – 20 minutes** in length. This collaboration is with the same group as the collaborative wiki which you have signed up for in the first week of class. While the fall semester may limit our in-person contact (please do not meet up in-person), my intention with the collaborative semester is to help us maintain a community of folx to learn and share with. This semester-long project will be broken up into 5 main components:

	Components	% of total grade	Due Date
1	Project plan	10	10/07
2	Episode draft	10	11/11
3	Peer feedback	5	11/18
4	Final podcast episode	15	12/16
5	Peer evaluation and self-evaluation	5	

The purpose of this collaborative podcast is to learn how to translate academic psychological ideas into publicly accessible knowledge. How might you share what you have learned with your parents and grandparents or that physics major? How about with an earnest middle-school student? Thinking broadly about your audience (it's not just me!) is where we will first begin.

I will be doing a workshop on recording and editing a podcast episode on **09/16** during our scheduled class time.

The Project Plan assignment will help you with scaffolding and planning out the tasks and deadline towards the final episode.

1. Project plan
This assignment will help your group to plan for the final episode at the end of the semester. Your group will create a timeline and guideline for your episode. You will be discussing the sections below as a group and submit a single copy of the plan except for your individual short **2 minutes** sound clip and upload it on Blackboard. Things to include in your plan:

☐ Name of your podcast episode

- What is the story you want to tell in this episode? Think of a title that will give your audience a clue to the content of your episode.
  - It's okay if your title changes throughout the semester, this is just to help you get started in the process.
- ☐ Podcast episode introduction
  - How are you introducing your podcast? Typically podcast episodes start with an intro music/jingle, followed by the podcast title (in this case your episode title), an introduction of the host and the main story of the episode.
    - It's okay if your introduction does not follow this format! Just keep in mind that your introduction provides your listeners with a context to the main content of your episode.
- ☐ Defining what is human, the ontology and epistemology of mainstream/canonical psychology
  - You will be defining what you think human is from the perspective of mainstream/canonical psychology
  - You will also be defining the ontology and epistemology of mainstream/canonical psychology
    - Ontology: What is the nature of reality? What is existence? (eg. Is reality outside of us?)
    - Epistemology: What does psychology know? How does psychology know it? (eg. Is reality something we discover and understand?)
  - You will need to provide a **definition in your own words**. The readings in the first 2 weeks of class are useful places to begin.
- ☐ Choose a current affair issue (eg. corona virus pandemic, upcoming US election, BLM protests)
  - Choose a media source from the **past year** about a current affair issue that you might be interested in referencing in your podcast episode. The examples listed above are really broad, so be sure to pick something more specific (eg. the impact of the pandemic on the homeless population in NYC).
  - Summarize your media source and provide a link/attachment to it
- ☐ Role distribution
  - Please think about the role distribution for your podcast episode. There can be several folx in different roles, eg. you can have 2 hosts and 3 discussants and divide editing, researching, script-writing, and producing tasks evenly. Please specify what you are going to be responsible for in this section (eg. Di will be a discussant in the podcast. Di will also be research the theory/concept and they will also be responsible for the draft of this section in our final podcast). The roles can change in the final episode. Here are some possible roles you may have in your project.
    - Host(s)
      - Hosts are in-charge of introducing the podcast, providing a frame/context to the content, and usually asks questions and/or lead the discussions in the episode.
    - Discussant(s)/Interviewee(s)
      - Discussants/interviewees provide the content of the discussion, offering different thoughts and perspectives to the episode's topic. If you choose not to go with an interview format, the discussants/interviewees role may be appropriately substituted (eg. you've created a narrative/story line and the discussant is a character in the narrative).

- o Editor(s)
  - • Editors are tasked with mixing the audio from the different sources (eg. hosts and discussants files), including searching for appropriate intro and outro music/jingle that fits with the theme of the episode. Editors should have a reliable access to a computer and comfortable with exploring new technology (for the purpose of this class, you **do not** need to have any prior experience! Just a sense of excitement and desire to learn editing skills).
- o Researcher(s)
  - • Researchers are responsible for making sure that the content that is shared is supported by appropriate evidence. Evidence need not be limited to academic or theoretical papers and can include different media sources (eg. images, podcast episodes, blogposts, newspaper articles, personal accounts). Researchers will ensure that the sources are cited and is appropriate to the content.
- o Scriptwriter(s)
  - • Scriptwriters draft the episode and work closer with the researchers, hosts, and discussants to ensure that their inputs are clearly shared. They ensure that the content is appropriate to the audience of the episode and help with translating academic works into publicly accessible content.
- o Producer(s)
  - • Producers are in-charge of the overall structure of the episode. They lead the planning stage, often proposing the idea of the episode, and oversees the final project. Working closely with the editors, they help to decide what is edited out or added to the episode and ensure that the episode is kept to an appropriate length.
- ☐ Timeline for tasks
  - ► Please provide a timeline for when you anticipate completing each tasks. For example, looking ahead to the project draft and the final podcast episode, how might you breakdown the tasks so that you will be able to complete the assignments in time?
- ☐ Sound clip
  - ► As a trial-run, you will submit a short individual audio clip (in addition to the written draft) of yourself describing the role you have taken for the project and the tasks associated **on Blackboard**. Please take this opportunity to try out Audacity and some of the editing skills from the workshop to begin familiarizing yourself with the program. This will also help your editor(s) at the end of the semester if you are able to do some basic cleaning of your own recording.
  - ► Save your recording as a **.mp3** and ensure that it is less than 10mb. This recording should not be more than **2 minutes**.
  - ► Please name your file **Plan_GroupName_YourName.**

A note on collaborative projects: Please try to get in contact with your group members as early as possible in the semester. It is usually good practice to provide 2-points of contact (e.g. your phone number and a frequently checked email address).

Be clear about the schedule and communication style that works for you. For example, if you know you will be busy every Thursday and Friday, be honest about it when planning out group meeting times to prevent miscommunication.

Grading Rubric – Podcast Plan

PODCAST PLAN (TOTAL: 10)				
	Awesome	**Admirable**	**Acceptable**	**Insufficient**
Content (5)	Completed all sections of plan with appropriate details and elaboration. Definitions are clear and provided in **own** words. Appropriate current affair issue is picked (from the past year). Topic is specific and appropriate for podcast episode.	Completed all sections of plan adequately. Definitions are appropriate though some more elaboration can be made Appropriate current affair issue is picked. Topic is a little broad but appropriate to podcast episode	Most sections are completed adequately. 1 or 2 sections needs more elaboration Definitions are somewhat vague and not in own words. Topic is somewhat appropriate for podcast episode.	Inadequate completion of sections. Definitions are inaccurate. Topic is inappropriate for podcast episode. It could be either too broad or too narrow.
Role/Task Distribution (3)	Roles and tasks are equally and evenly distributed among all members. Individual sound clip recording follows instructions.	Roles are adequately distributed. Tasks are evenly distributed. Individual sound clip recording missing an element (eg. not in the right format).	Roles and tasks distribution require some redistribution. Individual sound clip recording submitted in incorrect format.	Roles and tasks are inappropriately distributed among members. Individual sound clip recording missing.
Timeline (2)	Timeline is appropriate and achievable.	Timeline is appropriate and adequate.	Timeline is appropriate though somewhat idealistic (eg. meets deadlines of tasks but places too much work in the last couple of days).	Timeline is inappropriate and unrealistic.

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Building on your project plan, this Episode Draft will serve as a framework for your final episode. This is the opportunity to lay out a narrative arc that you think best communicate the ideas for the episode and receive peer feedback for your ideas.

	Components	% of total grade	Due Date
1	~~Project plan~~	~~10~~	~~10/07~~
2	Episode draft	10	11/11
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5	Peer evaluation and self-evaluation	5	

2. Episode draft

For this group assignment, you will provide a draft of the podcast episode. At this stage, you should have a clear plan for how your episode will look like at the end. For example, how do you plan to introduce the topic? How are you going to guide the audience through your episode? What is the format of your episode?

You can submit this draft in bullet points with the relevant sections noted. You need not follow the sequence listed below. More importantly, you should make sure that the structure of your episode is cohesive and a clear narrative is communicated.

You will also be choosing a section to do **a group** recording of to submit alongside your written draft. This recording should not be longer than **5 minutes**.

Your podcast draft should include:

- ☐ Podcast episode introduction
  - ► You can use the draft you submitted with your project plan or modify it for this version of the assignment.
- ☐ Defining what is human, the ontology and epistemology of mainstream/canonical psychology
  - ► When introducing the mainstream's definition, ontology, and epistemology, be sure to provide some context that can help your listener to understand the key points you are sharing. Remember, terms

such as "ontology" and "epistemology" can be difficult to comprehend without guidance and your role as a translator is to provide the appropriate context to help your audience be on the same page.

- ► You can use what you've already written from the previous project plan assignment.
- ☐ Introduce your chosen perspective (your wiki assignment will be helpful here!)
  - ► What is your chosen perspective? How is it defined?
  - ► What historical moment and socio-political context lead to the emergence of this perspective in psychology? Can you list and explain a couple of specific events/moments?
  - ► Please be sure to provide concrete examples of events. For example, it's not enough to say "second-wave feminism" as a context.
- ☐ Defining what is human, the ontology and epistemology of your chosen perspective
  - ► Similar to the how you have explained these concepts from mainstream/canonical psychology, you will be providing the definitions for what is human from your chosen perspective, as well as its ontology and epistemology.
- ☐ Similarities/differences in who is human, ontology, and epistemology
  - ► List the similarities and differences between the two perspectives. Please be sure to provide evidence and analyses to the similarities and differences you note.
- ☐ Who's left behind?
  - ► Examining the similarities and differences between the perspectives, who is being left behind? Why do you think that is so? How might psychology address this in the present moment? In the future?
- ☐ Connecting to your current affair issue
  - ► Connect your current affair issue with your psychological perspective. How might your psychological perspective's definition of who counts as human, what counts as reality (epistemology), and what the nature of existence/reality (ontology) is help in explaining the current affair issue you identified?
- ☐ A **5-minute** recording of any section of your group's podcast episode.
  - ► Please save your recording as a **.mp3** format and is less than 20mb.
  - ► Please make sure to name your file **Draft_GroupName.**

Please name your written draft and audio files **Draft_GroupName.** The written draft should be in a document (**.doc, .docx, .odt**) or pdf (**.pdf**) file format, and your audio file should be in a **.mp3** format. You will be uploading your audio file to a Dropbox folder linked on Blackboard. You will **not** need to have a Dropbox account to upload your file. Your written draft will be uploaded directly onto blackboard. Each group will only need to submit **1** copy of the files.

3. Peer feedback

You will be providing feedback to your fellow classmates project draft. Each group will only need to provide 1 feedback to another group. I will be randomly assigning your groups for peer review. Your feedback should focus on a) the narrative and structure of the podcast episode, b) the clarity of the narrative, and c) at least 2 things that are done well. Your feedback should **not** just be about the

grammar or English abilities of the draft. Here are some guiding questions that can be helpful to you providing feedback:

- Can you identify a clear structure for the podcast episode?
- Can you identify a cohesive narrative for the podcast episode?
    - What is the episode about?
    - Are there elements that may be distracting from the main narrative? Why?
    - Are there elements that can be further elaborated from the main narrative? Why?
- You've identified something that is done well. Can you elaborate on how it is done well?

When providing feedback for your peers, it is important to keep in mind that tone is hard to tell with writing. Try reading what you've written in a different tone and if you feel uncomfortable with how it sounds, you might want to consider re-wording it.

A note on collaborative projects: To prevent miscommunication or replication of work, be sure to lay out task expectations and deadlines clearly with each other.

Grading Rubric — Podcast Draft

PODCAST DRAFT (TOTAL: 10)				
	Awesome	**Admirable**	**Acceptable**	**Insufficient**
Content (5)	Completed all sections of plan with appropriate details and elaboration. Definitions are clear and provided in **own** words. Includes a wide variety of appropriate, well-researched and informative sources. Sources of information are credited appropriately.	Completed all sections of plan adequately. Definitions are appropriate though some more elaboration can be made Includes appropriate informative sources. Sources of information are credited appropriately.	Most sections are completed adequately. 1 or 2 sections needs more elaboration Definitions are somewhat vague and not in own words. Some information is inaccurate or long-winded. Missing some citations for sources.	Inadequate completion of sections. Definitions are inaccurate. Information is inaccurate. Missing citations of sources.
Structure (3)	Draft clearly reflects a cohesive narrative arc. Draft is well revised before submission (eg. minimal spelling errors).	Draft reflects a narrative arc. Draft is revised before submission	Draft somewhat reflects a narrative arc Draft appears unrevised.	Narrative arc missing. Draft is somewhat incomplete.
Audio Recording (2)	**Group** sound clip recording follows instructions.	Group sound clip recording missing an element (eg. not in the right format).	Group sound clip recording submitted in incorrect format.	Group sound clip recording missing.

PEER FEEDBACK (TOTAL: 5)			
Awesome	**Admirable**	**Acceptable**	**Insufficient**
Great feedback provided. Appropriate elaboration is provided Feedback points out why something work/does not work not just pointing out where is "good" or "bad." Feedback is **not** focused on grammar or English ability though patterns of error are helpfully pointed out.	Completed all sections of plan adequately. Definitions are appropriate though some more elaboration can be made Feedback is **not** focused on grammar or English ability.	Most sections are completed adequately. 1 or 2 sections needs more elaboration Definitions are somewhat vague and not in own words. Feedback is a little too much on grammar and/or English ability.	Inadequate completion of sections. Definitions are inaccurate. Grammar and/or English ability makes up majority of the feedback.

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Incorporating your peers' suggestion, you will prepare your podcast episode with the goal of dissemination it in mind. You will be working on transforming your written episode script into a **15-20 minutes** recording. What might you still need to do to get from your draft to a position where you would feel confident with sharing it?

	Components	% of total grade	Due Date
1	~~Project plan~~	~~10~~	~~10/07~~
2	~~Episode draft~~	~~10~~	~~11/11~~
3	~~Peer feedback~~	~~5~~	~~11/18~~
4	Final episode podcast	15	12/16
5	Peer evaluation and self-evaluation	5	

4. Final podcast episode

This will be the final podcast episode that you will be submitting. Remember that your audience is an everyday, lay person and not just me. Consider incorporating the feedback from your peers about your draft. If your group is uncertain about a particular feedback, please feel free to email me or come to my office hour to discuss. This final version of your podcast should be at a stage where you would feel confident in publishing.

In addition to the sections from your podcast draft, your final episode should also include a conclusion. Your conclusion should tie-up the episode. Some points to consider in your conclusion:

- Without your chosen psychological perspective, who might be left behind in the field?
- What is the relevance of this perspective to the psychology that you have learned about so far?
  - Why is this an important (or not) psychological perspective?
- What are the main take-away from your podcast episode that you want your listener to leave with?

Please be prepared to submit both the final **script** and the final **audio** file for this part of the project. Please name your files **Final_GroupName**. The script should be in a document (**.doc, .docx, .odt**) or pdf (**.pdf**) file format, and your audio file should be in a **.mp3** format. You will be uploading your audio file to a Dropbox folder linked on Blackboard. You will **not** need to have a Dropbox account to upload your file. Your script will be uploaded directly onto blackboard. Each group will only need to submit **1** copy of the files.

5. Peer evaluation and self-evaluation

As you will be working in groups this semester, it is useful to think about how you can be an active participant and an accountable member. Using the following table is a helpful way to track for yourself your contributions to the group. My hope is that you will aim for **Awesome** in your contributions. It will be useful to discuss expectations and channels of communication early in your project.

Awesome	Admirable	Attempted	Insufficient
I contributed equally to the finished product.	I finished my own part and assisted my group.	I finished my own part but did not assist my group	I let my partners do all of my work
I helped my partners actively	I helped my partners when they asked me	I only helped when my partners asked me	I did not help my partners
I listened to my partners	I had some trouble listening to my partners	I rarely listened to my partners	I did not listen to my partners' ideas
I actively contribute my ideas	I contribute my ideas	I shared one idea	I did not share my ideas
I performed all duties of assigned team role	I performed nearly all duties	I waited for my group to solve most problems	I did not help the group solve problems

Self Evaluation

The purpose of this **1-page** self evaluation is to let me know about your contributions to the project. There may be overlapping roles in the group, and that is okay as long as you let me know how you've contributed. Please be specific in your writing. You can first describe the role(s) you have taken in the group (eg. note-taker, section writer) and then the corresponding description of the tasks. For example, if your group had two editors and you were one of them, you will describe what you did in this self-report. Maybe you edited the intro and the ending of the episode or the first five-minutes of the episode, you can then describe tasks such as "I sourced for royalty free music for the jingle" and/or "I collected the separate audio tracks from each group member and compiled them in Audacity to prepare them for the full episode edit."

Please also indicate at least **1** thing that you have done well as a group member and **1** thing that you will work on in future group collaborations.

Peer Evaluation

Using the table above, think about how you might consider your group members contributions to the project. If you are rating your member(s)'s contribution as "Attempted" or "Insufficient," please be ready to provide more details and feedback for your choice.

Congratulations on completing the podcast episode!

`Grading Rubric — Final Episode`

FINAL PODCAST EPISODE (TOTAL: 100%)				
	Awesome	**Admirable**	**Acceptable**	**Insufficient**
`Introduction` (25%)	Catchy and clever introduction. Provides relevant information and establishes a clear purpose engaging the listener immediately. Tells who is speaking, date the podcast was produced, and where the speaker is located.	Describes the topic and engages the audience as the introduction proceeds. Tells most of the following: who is speaking, date of the podcast, and location of speaker.	Somewhat engaging, and provides a vague purpose. Alludes to who is speaking, date of the podcast, and location of speaker.	Irrelevant or inappropriate topic that minimally engages listener. Does not include an introduction or the purpose is vague and unclear. Speaker(s) are not identified. No production date or location of the speaker is provided.
`Content` (30%)	Creativity and original content enhance the purpose of the podcast in an innovative way. Accurate information and succinct concepts are presented. Includes a wide variety of appropriate, well-researched and informative sources. Sources of information are credited appropriately. Keeps focus on the topic. Conclusion clearly summarizes key information.	Accurate information is provided succinctly. Includes appropriate informative sources. Sources of information are credited appropriately. Stays on the topic. Conclusion summarizes information.	Some information is inaccurate or long-winded. Occasionally strays from the topic. Conclusion vaguely summarizes key information.	Information is inaccurate. Does not stay on topic. No conclusion is provided.
`Delivery` (10%)	Well rehearsed, smooth delivery in a conversational style. Highly effective expression, and rhythm keep the audience listening.	Rehearsed, smooth delivery. Expression and pacing are effective.	Appears unrehearsed with uneven delivery. Expression and rhythm are sometimes distracting.	Delivery is hesitant, and choppy and sounds like the presenter is reading. Expression is not clearly understandable and rhythm are distracting throughout the podcast.
`Music Enhancements` (15%)	Music enhances mood, and understanding of podcast. All music enhancements are	Music provides supportive background to the podcast. Music enhancements are	Music provides somewhat distracting background to the podcast.	Music is distracting to presentation. Copyright infringement is

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	owned by the creator of the podcast or appropriate documentation of copyright.	owned by the creator of the podcast or copyright cleared.	Use of copyrighted works is questionable.	obvious.
Technical Production (20%)	Transitions are smooth and spaced correctly without noisy, dead space. Volume of voice, music, and effects enhance the presentation. Podcast length keeps the audience interested and engaged.	Transitions are smooth with a minimal amount of ambient noise. Volume is acceptable. Podcast length keeps audience listening.	Transitions are uneven with inconsistent spacing; ambient noise is present. Volume is occasionally inconsistent. Podcast length is somewhat long or somewhat short to keep audience engaged.	Transitions are abrupt and background noise needs to be filtered. Volume changes are highly distracting. Podcast is either too long or too short to keep the audience engaged.

Rubric adapted from Ann Bell at University of Wisconsin-Stout: https://www2.uwstout.edu/content/profdev/rubrics/podcastrubric.html

SELF-EVALUATION & PEER-EVALUATION (TOTAL: 5 POINT)			
	Awesome	**Acceptable**	**Attempted**
Self-evaluation (3 pts)	Clearly articulates role and responsibility. Clearly explain what they did well in and what did can do to improve in their contribution to group work. Considers self in relation to group work.	Discuss only **2** of 3 components. Discuss group without discussing self.	Discuss only **1** of 3 components.
Peer-evaluation (2 pts)	Completed Bb suvey (Provide written feedback on peer's participation grades (esp when giving "Attempted" and "Insufficient")	Partially completed Bb survey	Partially completed Bb survey (Provide no written feedback on peer's participation grades)

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