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. While the spring semester may limit our in-person contact (please do not meet up in-person), I hope that you will be able to build a learning community through this project and get to know your peers. This semester-long project will be broken up into 3 main components:

	Components	% of total grade	Due Date
1	Stage 1: Proposal	10	03/11
2	Stage 2: Draft	10	04/06
3	Stage 2: Peer feedback	5	04/13
4	Stage 3: Final	15	05/04

Through this collaborative podcast you will also learn how to translate academic psychological ideas into publicly accessible knowledge. For example, 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? Your podcast should not be an academic paper recited into an auditory format; think broadly about your audience (it's not just me!), and plan for your episode to be engaging with/for them.

Our librarian will be visiting us on March 9th (Tuesday). This session will be helpful in beginning your research for the podcast episode.

1. Project proposal

This assignment will help your group to plan for the final episode at the end of the semester. In this proposal, you will be introducing a psychologist and their theory/concept/work that is not usually a part of our conventional psychology history. You will also identify a current social issue that is important to your group. Your group will also include a timeline and guideline for your episode. You will be discussing the sections below as a group and **submit a single copy** of the proposal.

Please name your file: **GroupName_PodcastProposal**. Your file should be saved as either a word document (.doc, .docx) or pdf.

☐ 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.
- ☐ Provide short background information on the psychologist and their work (**1 page max**)
  - Please pick a psychologist who are not usually included in our conventional history and systems
    - Please choose someone who has been "forgotten" by history and usually "left behind"; our goal is to be able to tell their story and why it is important for their stories to be told
    - I encourage you to look deep into our disciplinary history and avoid just picking someone from the last 30 years.
      - For example, who are the black psychologists during the civil rights movement? What were they doing and how were they contributing to the discipline and society at that time?
  - Identify a psychologist and a brief background on who they are
    - Similar to how you would talk about the authors of our readings in your in-class presentation
  - Identify a work/concept/theory from the theorist of your choice
    - You will have to also include a short explanation for why you think this work is important
  - You will need to write it **in your own words**. Please do not just use quotations.
  - If you cannot choose one, you can submit 2-3 psychologist as part of your proposal exploration.
- ☐ Choose a current social issue that is connected to the theorist and/or their work (eg. corona virus pandemic, upcoming US election, BLM protests)
  - Choose a media source from recent years (past 2-3 years) about a current social issue that you might be interested in referencing in your podcast episode. Be sure to pick a specific issue to allow you to go into some depth.
    - For example, the pandemic is a huge topic and too broad to cover in a podcast episode but a specific issue could be the impact of the pandemic on the homeless population in NYC.
  - **Summarize your media source and provide a link/attachment when you submit this assignment**
  - Be sure that the psychologist and the current social issue you chose speak to each other.
    - For example, why is knowing about this psychologist and their work important to helping us understand the social issue?
- ☐ 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?

I have also included possible roles that you can have in your podcast episode. You need not have all the roles and you can definitely chose to present your episode in different creative manner as well (e.g. talk show, story-telling, role-playing).

- ☐ Role distribution
  - ► 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.
    - ○ Host(s)
      - Hosts are in-charge of introducing the episode, 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).
    - ○ 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 new skills!).
    - ○ 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.
    - ○ 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.

Grading Rubric — Podcast Plan

PODCAST PLAN (TOTAL: 10)				
	Awesome	**Admirable**	**Acceptable**	**Insufficient**
Content (6)	Completed all sections of plan with appropriate details and elaboration. Explanations are clear and provided in **own** words. Appropriate current affair issue is picked (from the past 2-3 years). Topic is specific and appropriate for podcast episode.	Completed all sections of plan adequately. Explanations 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 Explanation are somewhat vague and not in own words. Topic is somewhat appropriate for podcast episode.	Inadequate completion of sections. Explanations are inadequate. Topic is inappropriate for podcast episode. It could be either too broad or too narrow.
Role/Task Distribution (2)	Roles and tasks are equally and evenly distributed among all members.	Roles are adequately distributed. Tasks are evenly distributed.	Roles and tasks distribution require some redistribution.	Roles and tasks are inappropriately distributed among members.
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.

Guideline to Group Work

As you work in groups this semester, consider how you can be an active and accountable member. Use the table below to track how your contributions. My hope is that you aim to be **Awesome**.

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

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Building on your project proposal, 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	~~Stage 1: Proposal~~	~~10~~	~~03/11~~
2	Stage 2: Draft	10	04/06
3	Peer feedback	5	04/13
4	Stage 3: Final	15	05/04

2. Episode draft (03/25)

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 doing **a short group** recording to submit alongside your written draft. This recording should not be longer than **5 minutes**. This is to help you familiarize and practice the process of recording for the podcast. You can pick any part of the podcast draft to be part of your 5 minutes recording (eg. your introduction of the theorist).

Please name your files: **GroupName_PodcastDraft.** For your written draft, it should be either in a word document (**.doc, .docx**) or PDF (**.pdf**) format. For your audio draft, it should be in a **.mp3** file format. Each group will only need to submit **1** copy of the files.

Your podcast draft should include:

☐ Podcast episode introduction

- ▶ You can use the draft you submitted with your project proposal or modify it for this version of the assignment.
- ☐ Provide information on the psychologist and their work
  - ▶ Build on what you've already written from the previous project proposal
  - ▶ Please choose only 1 psychologist to focus on.
- ☐ Include the socio-historical-political context to the psychologist's background and their work
  - ▶ As we have seen throughout the semester, the context of when the psychologist existed plays an important part to the work and knowledge that is shared.
  - ▶ For your chosen psychologist, you want to be sure **to include and discuss** how the context impacted their work.
- ☐ Who's left behind? Why were they left behind?
  - ▶ In your discussion of the context, you should also provide some explanation for why you think your psychologist and their work were left behind.
  - ▶ How might psychology address this in the present? In the future? How would our existing understanding of psychology benefit from a more substantial inclusion of their work?
- ☐ Connecting to your chosen affair issue
  - ▶ Connect your chosen social issue with your psychologist and their work. Why do you think it is important for us to learn about your psychologist and their work? How might their work help us to understand the social issue at hand?
- ☐ A **5-minute** recording of any section of your group's podcast episode.
  - ▶ Please save your recording as a **.mp3** format and check that it is less than 20mb.
  - ▶ Please make sure to name your file **GroupName_PodcastDraft.**

3. Group feedback (04/08)

You will be providing feedback to another group's project draft. Each group will provide 1 collective feedback. 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.

Grading Rubric — Podcast Draft

PODCAST DRAFT (TOTAL: 10)				
	Awesome	**Admirable**	**Acceptable**	**Insufficient**
`Content (5)`	Completed all sections of plan with appropriate details and elaboration. Explanations 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. Explanations 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 Explanations are somewhat vague and not in own words. Some information is inaccurate or long-winded. Missing some citations for sources.	Inadequate completion of sections. Explanations are inadequate. 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 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 missing.

Grading Rubric — Group Feedback

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. Feedback points out occasionally why something is "good" or "bad." Feedback is **not** focused on grammar or English ability.	Most sections are completed adequately. 1 or 2 sections needs more elaboration Feedback only points out where something is "good" or "bad" without explaining why. Feedback is a little too much on grammar and/or English ability.	Inadequate completion of sections. Grammar and/or English ability makes up majority of the feedback.

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Incorporating your peers' suggestion and my feedback, you will prepare your podcast episode with the goal of sharing it publicly it in mind. You will be working on transforming your written episode script into a **15-20 minutes** audio recording.

	Components	% of total grade	Due Date
~~1~~	~~Stage 1: Proposal~~	~~10~~	~~03/11~~
~~2~~	~~Stage 2: Draft~~	~~10~~	~~04/06~~
~~3~~	~~Peer feedback~~	~~5~~	~~04/13~~
4	Stage 3: Final	15	05/04

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4a. Final podcast episode
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For this final version of your episode, you should focus on making your episode ready to be shared to the wider public. The audience for your podcast episode 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. In this final version consider what you need to do to get your draft to a position where you would feel confident with distributing it?

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

- Why is it important for us to learn about and understand your psychologist and their work?
- What is the relevance of their work to the psychology that you have learned about so far?
- What is the importance of their work, especially when we try to understand/deal with/find solutions for the social issues of our times?
- What are the main take-aways from your podcast episode that you want your listener to leave with?

Please be prepared to submit both the final **written script** and the final **audio** file for this part of the project. Please name your files **GroupName_Final**. 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. Each group will only need to submit **1** copy of the files.

4b. Member and self-evaluation

Member evaluation

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

Use the table above to evaluate each member's contribution to the project. If you are rating your member(s)'s contribution as "Attempted" or "Insufficient," please also provide more details and feedback.

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.

Congratulations on completing the podcast episode!

Grading Rubric — Final Episode

FINAL PODCAST EPISODE (TOTAL: 12)				
	Awesome	Admirable	Acceptable	Insufficient
Introduction (2)	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 (5)	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 (2)	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 (1.5)	Music enhances mood, and understanding of podcast. All music enhancements are owned by the creator of the	Music provides supportive background to the podcast. Music enhancements are owned by the creator of the	Music provides somewhat distracting background to the podcast. Use of copyrighted works is	Music is distracting to presentation. Copyright infringement is obvious.

	podcast or appropriate documentation of copyright.	podcast or copyright cleared.	questionable.	
`Technical Production (1.5)`	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: 3 POINT)			
	Awesome	**Acceptable**	**Attempted**
`Self-evaluation (2 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.	Discuss only **2** of 3 components. Discuss group without discussing self.	Discuss only **1** of 3 components.
`Peer-evaluation (1 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)

Assignment designed by Diane (Di) Yoong for PSY 352 at the College of Staten Island, CUNY