



#PodcastsInTheClassroom

Group Podcast Assignment

Due Date:

Course Weighting: x% of total final grade

Description: In groups of four or five, students will produce a 15-18 minute podcast episode about one EcoHealth principle. Student groups will be assigned by the end of the first week of the course. Students will have opportunities to interact with multiple podcasters to solicit ideas and feedback. In-class work time will be given in some weeks of the course. All group members will receive the same final grade for the podcast, except in extreme cases.

Students are encouraged to be creative with this assignment. There are few requirements.

The podcast **MUST** include the following:

- A definition and description of the principle the group is presenting
- At least one example of the principle in action for solving complex problems in the real world
- All group members must speak during the podcast
- You must not impersonate any individual (i.e. falsify an interviewee)

The podcast **MAY** include any of the following, and anything else you can think of:

- Interviews, panel discussions, or conversations
- Sound effects and transitions
- Music (avoid anything that may be copyright, or name the source of the music, if appropriate)

Format: Assignments will be received as a presentation but must be recorded and prepared ahead of presentation time. Podcasts will be marked during class time (as per a presentation).



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Criteria	Above Expectation (5)	Met Expectation (4)	Below Expectation (3)	Insufficient (0-2)
Description of principle (x3= /15)	Students provide an exceptionally clear, strong, and useful description of the principle that would be clear to a new listener.	Students provide a clear, strong, and useful description of the principle that would be clear to a new listener.	Students provide a useful description of the principle that would be relatively clear to a new listener.	Students do not provide a clear or useful description of the principle or provide a description that would not be clear to a new listener.
Example(s) (x3= /15)	Students provide at least two very strong examples of the principle in use in solving complex problems in the real world.	Students provide at least one strong example of the principle in use in solving complex problems in the real world.	Students provide one example of the principle in use in solving complex problems in the real world.	Students provide one weak example of the principle in use in solving complex problems in the real world. Or, students do not provide an example.
Creativity (x3= /15)	Students have creatively presented their content in a way that captivates the audience and shows exceptional evidence of preparations.	Students have creatively presented their content in a way that captivates the audience and shows evidence of substantial preparations.	Students have presented their content in a way that interests the audience and shows evidence of preparations.	Students have presented their content in a way that does not interest the audience and/or shows little evidence of preparations.
Formatting	All formatting guidelines were followed carefully. The podcast is prepared for audio presentation.	Guidelines were followed with minimal errors. The podcast is prepared for audio presentation.	Guidelines were followed with some errors. The podcast is prepared for audio presentation.	Guidelines were not followed. The podcast is not prepared for audio presentation.

Final grade marked out of 50. (Value of 25% of course grade.)



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