

## CHOCOLAT 3.B

### Section n. 1 – Summary

<b>Date</b>	17 <sup>th</sup> December, 2009
<b>Name of Author</b>	Sara Matutino
<b>Abstract</b>	The project aims at producing a set of podcast episodes in which students compare the classical poetries with the songs of Italian singers. Contents, proposed in Italian and in English, also include the story of the international podcasts and interviews to national pop-stars and school protagonists, as well as to experts of communication technologies for learning.

### Section n. 2 - General information about the experience/project

<b>Name of the School</b>	Comprehensive Institute of Falloppio
<b>Level of the School</b>	<input type="checkbox"/> Primary School <input type="checkbox"/> Junior Secondary School <input checked="" type="checkbox"/> Upper Secondary School
<b>Size of the School</b>	About 300 students
<b>Town and Country</b>	Como, Italy
<b>Topic</b>	The podcast deals with subjects related to poetry and song and, in particular, to the comparison between the two expressive forms.
<b>Curriculum</b>	The interdisciplinary topic regards Literacy, for the analysis of poetries and songs, Music and English Language.
<b>Media skills involved</b>	Among the media competences we can find the “Reading skills” and the “Critical Thinking skills” for the understanding and the analysis of the texts, as well as the “Writing skills” for the layout

	of dialogues destined to the broadcast moment.
<b>Media used</b>	The media used for the realization of the podcast are the computer, the mixer and the software for recording and audio – hosting.
<b>Budget (if any)</b>	No budget was foreseen.
<b>Contact Teacher</b>	Luca Piergiovanni, e-mail: <a href="mailto:luca.piergiovanni@libero.it">luca.piergiovanni@libero.it</a>
<b>Web site</b>	----

### Section n. 3 - Detailed description of the experience/project

<b>Time</b>	The project started in October 2008 and finished in May 2009 for two hours per week. The general duration of the project was around 120 hours.
<b>Target population</b>	10 students (6 females and 4 males).
<b>Description of the project/experience</b>	<p><b>1. General aims</b> The general purposes of the podcast are:</p> <ul style="list-style-type: none"> <li>- Learning how to produce a podcast, also on a technical level</li> <li>- Learning the type of language to be used in the podcast</li> <li>- Knowing and analysing of different expressive forms</li> <li>- Comparing tow apparently different expressive forms</li> </ul> <p><b>2. Specific learning objective</b> Among the specific learning objectives we find:</p> <ul style="list-style-type: none"> <li>- Comparing the art of writing and the Italian grammar</li> <li>- Improving the diction</li> <li>- Working in a collective and collaborative way</li> <li>- Learning to respect timing in the execution</li> </ul> <p><b>3. Procedures and teaching methods</b> The procedure for the realization of the contents of the online podcast is based on three steps :</p>

	<ul style="list-style-type: none"> <li>- To study the poet who they are wanted to introduce and to analyze one of his most important works;</li> <li>- To search for a song dealing with a subject similar to the analyzed poetry;</li> <li>- Basing on the two previous steps, they built a mini radio broadcast that will be transmitted through the internet.</li> </ul>
<p><b>Equipment needed</b></p>	<p>The necessary tools for the creation of the podcast are:</p> <ul style="list-style-type: none"> <li>- Computer</li> <li>- Mixer</li> <li>- Earphones</li> <li>- Microphones</li> <li>- Recording software</li> <li>- Audio – Hosting software</li> <li>- An internet base for the podcast publication</li> <li>- Messenger</li> </ul>
<p><b>Outcomes of the project/experience</b></p>	<p>One outcome of the experience of podcasting was that students learnt to consider poetry not only as a topic to be studied at school, but also as a form of art which deserves to be known and appreciated. Students also learnt to manage their own emotions and keep self control, which is a useful ability both in school and in the daily life.</p>
<p><b>Resources and staffing</b></p>	<p>The staff was mainly made up of the responsible teacher Luca Piergiovanni – who did not need a training period – helped by the teacher of foreign language for the English part.</p>
<p><b>Challenges</b></p>	<p>One of the main challenges was to respect the delivery’s times. The work to be done was always a lot and sometimes it continued out of scholastic time with online meetings on the “messenger” chat.</p>
<p><b>Lessons learnt</b></p>	<p>Thanks to this experience students learnt to appreciate poetry as a form of modern art, such valuable and meaningful as the contemporary music.</p> <p>Another lesson learnt concerns the relational and emotional dimensions. The experience was based on collaborative work both from the creative and realizing point of view. In fact, all the</p>

	<p>students participated in equal way in all the process. On the emotional plan, students have learnt to manage their own emotions, acquiring great safety and personal trust.</p>
<p><b>Documentation</b></p>	<p>The process has been documented with photos published on the web site and through video produced during the activities in class or the visits to other radios.</p>
<p><b>Assessment/Evaluation System and Tools</b></p>	<p>The evaluation of the project has taken into account students' progress in the cognitive and relational area, students' and teachers' enjoyment and satisfaction, audience feedback, the quality of contents and the results obtained in the use of recording tools and the software for the management of the web site.</p> <p>To assess the relational and emotional objectives, a form to collect observations about students' behaviors were arranged considering the following indicators:</p> <ol style="list-style-type: none"> <li>1) the student discusses with the teacher and the classmates about his/her own role inside the group, without imposing his/her own will;</li> <li>2) he/she accepts to collaborate with his/her classmates when needed and, if necessary, to work alone;</li> <li>3) he/she achieves his/her tasks and homework in a right and accurate way respecting scheduled dates;</li> <li>4) he/she participates in the activities with enthusiasm;</li> <li>5) he/she is active in doing proposals by spontaneously searching for further information, suggesting ideas and doing pertinent proposals for the carrying out of the work;</li> <li>6) he/she is able to control his/her own emotions or his/her exuberance.</li> </ol> <p>The "satisfactory" level was assigned to the students who participated with maturity in the project, assuming their role with rigor and achieving assignments with regularity and in a right way. The "excellent" level was assigned to the students who positively interacted with their classmates, helped them when necessary,</p>

and created an accurate and exhaustive content, proposing pertinent and meaningful ideas for the work of the group.

To assess the content-related objectives (i.e., diction and writing) students were asked to read a short text, at first, to the group in order to receive suggestions and/or revisions, then to the whole class. It has been very useful to listen for several times the episode in order to identify possible mistakes in diction and to overcome them. The “satisfactory” level referred to a right way of reading, with adequate breaks, and to the capability of reducing strong local accents in pronunciation, while the “excellent” level asked for a very good diction/elocution, including the ability to enrich the story with the voice pitch and to read the text with appropriate breaks so that anyone may understand it.

To assess students’ writing skills students were asked to elaborate a short report on their experience with podcasting. In this way, the teacher was able to identify students talented in writing radio dialogues and asked them to accomplish this task. At the same the ideas emerged by other students’ writings were published, with some adaptations, in the classroom blog – diary, where the most significant experiences with podcast were put.

To assess technical knowledge a questionnaire (true/false; multiple choice; cloze) was administered with questions such as:

- What is the function of the software “Audacity”? Describe its features.
- What does indicate the sound’s frequency? How is it measured? When did we consider it?
- Are you able to convert any file audio in mp3 format?
- Have you ever used a mixer?
- What is an audio – hosting?
- Have you ever heard of “search engine” and “tags”?

Technical skills were assessed with computer, asking student to perform some procedures such as recording and creating mp3 file, improving its quality by revising the amplification or eliminating background noises, converting it in other formats and uploading it in an audio – hosting provider.

The “satisfactory” level was assigned to the students who acquired

	<p>the knowledge base for the use of any audio software and were able to manage an audio space on the internet, while the “excellent” level was assigned to the students who were able to manipulate the recorded logs with specific effects (through the use of advanced audio software) and to enrich it with images and video (which implies the ability to use of photo/video-retouch software).</p> <p>To help students reflecting on their work and expressing a self – valuation some key questions were suggested to them, e.g:</p> <ul style="list-style-type: none"> <li>- What has been my contribution to the collective work?</li> <li>- Did I enjoy myself when doing the assigned tasks and was I satisfied once completed?</li> <li>- What did I learn with this project?</li> </ul>
<b>Transferability</b>	<p>Although it is not easy to realize this project without a technical knowledge base, creativity still remains the most important condition to reproduce this experience. With creativity it can be tested in other contexts as well.</p>
<b>What's next?</b>	<p>The project deserves to have a bigger visibility than now. One of the objectives is therefore to put the podcast “Chocolate 3.B” also in iTunes.</p>
<b>Context</b>	<p>The Municipality of Faloppio is located in the province of Como (Lombardy). It extends on the high morainic mountains crossed by by the streams Lura and Faloppio, to the right side of which there are the two towns of the Municipality, i.e Gaggino and Camango.</p> <p>One of the objective of the school is strengthening its own relationship with the territory. The school has always been opened to initiatives aiming at consolidating the users of the school with the culture of affiliation and the identity of the institute.</p>
<b>Website of the project/experience/product</b>	<p><a href="http://chocolat3b.podomatic.com/">http://chocolat3b.podomatic.com/</a></p> <p><a href="http://www.youtube.com/user/chocolat3b">http://www.youtube.com/user/chocolat3b</a></p>

## Section n. 4 – Attached files

<b>Attached n. 1</b>	No attached file is included.
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