1. **Title of the module**

MSTU5005 (MS5005) Podcasting

1. **School or partner institution which will be responsible for management of the module**

School of Arts

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

N/A

1. **The programmes of study to which the module contributes**

BA Media Studies and associated programmes

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate knowledge and critical thinking around different forms associated with podcasting and their uses and contexts.

8.2 Demonstrate knowledge and critical understanding of the skills and techniques required to produce a podcast, and using appropriate technology.

8.3 Make critical links between the history of online and downloadable content and their own work on the module.

8.4 Identify and analyse industry trends around podcasting and downloadable media content.

8.5 Apply techniques for producing a podcast in relation to critical debates around representing reality, ethics, performance, authorship, narrative, truth.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Construct critical thinking skills and evaluate arguments relevant to their own and other’s creative activity.

9.2 Adhere to deadlines and demonstrate time-management skills

9.3 Demonstrate advanced written and oral communication skills, particularly apropos the expression of complex thoughts about audio media theory and history.

9.4 Work in flexible, creative and independent ways, showing self-discipline, including time-management, as well as self-direction and the ability to reflect on one’s own practices.

1. **A synopsis of the curriculum**

Podcasting is a digital media form that is increasing its audience reach and size year on year. Often unbound to traditional norms of journalistic impartiality, many podcast presenters provide personal perspectives, allowing these media makers a marked degree of creative and intellectual agency. This module employs both theory and practice-based learning to examine the podcasting format and consider how podcasts are developed; the editorial and ethical issues at stake; and how audiences are acquired and expanded. Students are given the opportunity to critically assess contemporary practitioners, companies, and the platforms for the dissemination of podcasts.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Geller, Valerie. (2011) *Beyond Powerful radio: a communicator’s guide to the Internet Age*, Focal Press.

Huber, David Miles. (2010) *Modern Recording Techniques*, Focal Press.

Llinares, Dario, and Fox, Neill. (2018) *Podcasting: New Aural Cultures and Digital Media*, Palgrave Macmillan.

Richardson, Will (2010) *Blogs, Wikis, Podcast, and Other Powerful Web Tools for Classrooms*, Corwin.

Rumsey, Francis. (2009) *Sound and Recording*, Elsevier/Focal Press.

Spinelli, Martin, and Dann, Lance. (2019) *Podcasting: The Audio Media Revolution*, Bloomsbury.

1. **Learning and teaching methods**

Contact hours: 33

Private Study Hours: 267

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods

Creative Portfolio (65%)

Essay (1500 words) (35%)

13.2 Reassessment methods

Like for Like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures and workshops | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Creative Portfolio | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Students will be encouraged to consider examples from the global podcasting landscape and to engage with contact from non-Western contexts. This being said, international case studies will often need to be in a language that is accessible and comprehensible to students.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 10/12/19 | Minor | Sep 2020 | 7, 10, 12-14 | No |
|  |  |  |  |  |