1. **Title of the module**

MSTU6002 MS6002) 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 6

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

30

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

Spring or Autumn

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

N/A

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

BA Media Studies

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

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

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

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

8.4 Produce work that demonstrates a systematic understanding of, and an ability to, critically evaluate relevant theoretical debates students have studied within the programme as a whole.

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

9.1 Critically reflect upon their own work through the construction and evaluation of 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 as well as self-direction.

1. **A synopsis of the curriculum**

 Podcasting is a media form that is increasing its audience reach and size year on year. Unlike supposedly impartial journalists, podcast presenters are often encouraged to give personal perspective allowing these media makers to have creative and intellectual agency often omitted from traditional mediated forms. This module employs both theory and practice-based learning to examine the podcasting genre and consider how podcasts are developed; what are the editorial and ethical issues at stake; and how audiences are acquired and expanded. Students are given the opportunity to research contemporary practitioners, companies and the platforms for the dissemination of podcasts.

In parallel to learning about the podcasting culture and its contexts, students will engage with this more personal form of production, as they design, produce and distribute a podcast that will be available for download.

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.

McLeish, Robert. (2005) *Radio Production*, Focal Press.

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: 36

Private Study Hours: 264

Total Study Hours: 300

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

Creative portfolio (a podcast) 65%

Essay (3000 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 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures and workshops | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Creative Portfolio | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay |  | **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 of podcasting from around the world, especially non-anglophone, but the reality is likely to be that international examples will generally be delivered in English.

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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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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