



NCCA

An Chomhairle Náisiúnta
Curaclaim agus Measúnachta
National Council for
Curriculum and Assessment

Transition Year micro-module

Podcasting

Making an Effective Podcast; Pre-Production, Production and Post-Production

NCCA
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Transition Year

Transition Year (TY) is a one-year optional programme available to all post-primary schools and is offered as part of the senior cycle experience. During senior cycle students develop a stronger sense of their identity, learning with and from their peers, teachers, other adults, and various media. Senior cycle educates the whole person.

Students' experiences in senior cycle should contribute to their intellectual, social and personal development and their overall wellbeing. During TY, students can develop more mature relationships with teachers and other adults and become active agents in designing their own educational experiences and their own contribution to society.

TY programmes offer a unique opportunity in senior cycle where schools and communities can collaborate to encourage young people to thrive now and into the future. TY offers time, space, and autonomy to create enjoyable and meaningful educational experiences that support students in senior cycle while facilitating their engagement with a broader range of pathways and possibilities. It equips young people with the supports and experiences to develop a greater capacity to respond to uncertainty, manage complexity, and become agents of positive, ethical change in society.

Key competencies of senior cycle

Key competencies is an umbrella term which refers to the knowledge, skills, values and dispositions students develop during senior cycle, which helps them to become more engaged, enriched and competent learners.

Further information on key competencies of senior cycle can be found on ncca.ie.

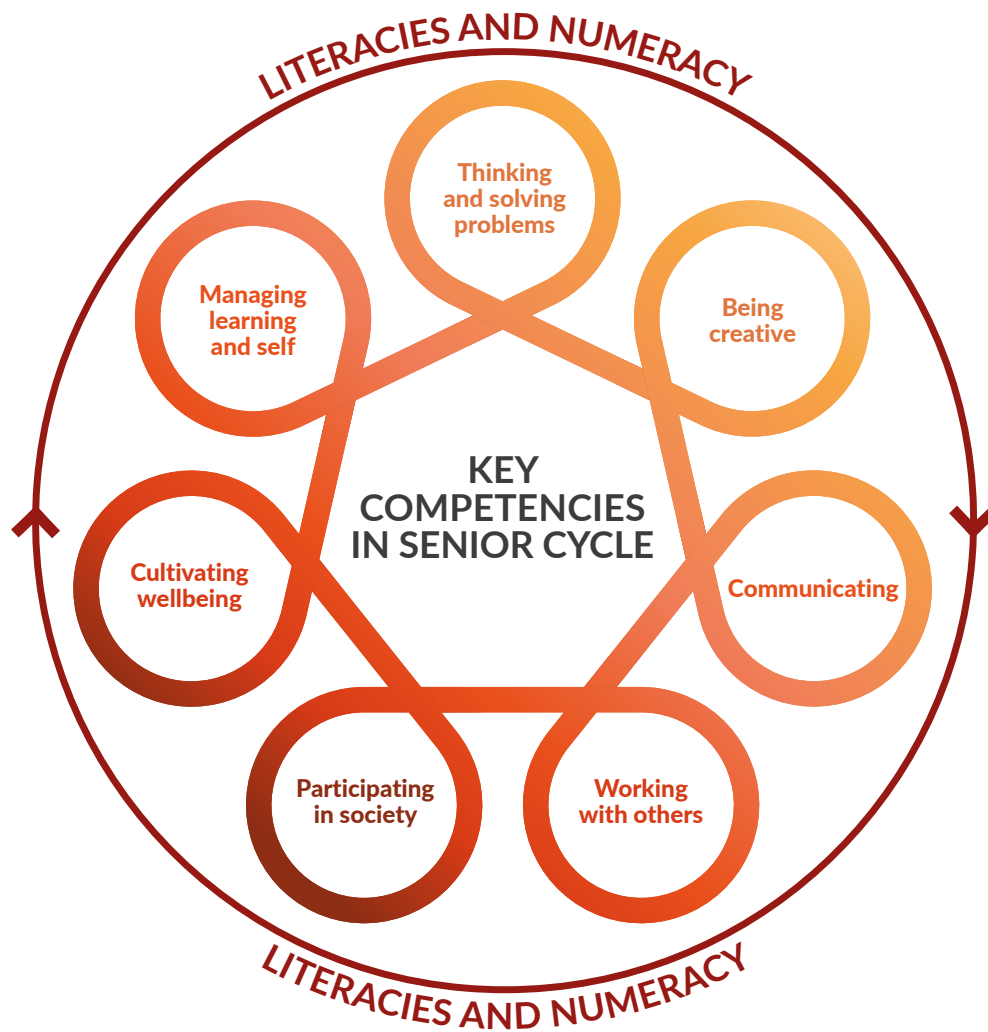


Figure 1: Key Competencies in Senior Cycle, supported by literacies and numeracy.

Student Dimensions of Transition Year

The Student Dimensions describe how students can develop in TY and the experiences that can support this development. The four Student Dimensions are:

- Personal Growth
- Being a Learner
- Civic and Community Engagement
- Career Exploration

The four Student Dimensions are designed to interlock in such a way that together they intersect with all seven key competencies of senior cycle. Each Student Dimension contains a set of developmental indicators and related student experiences.

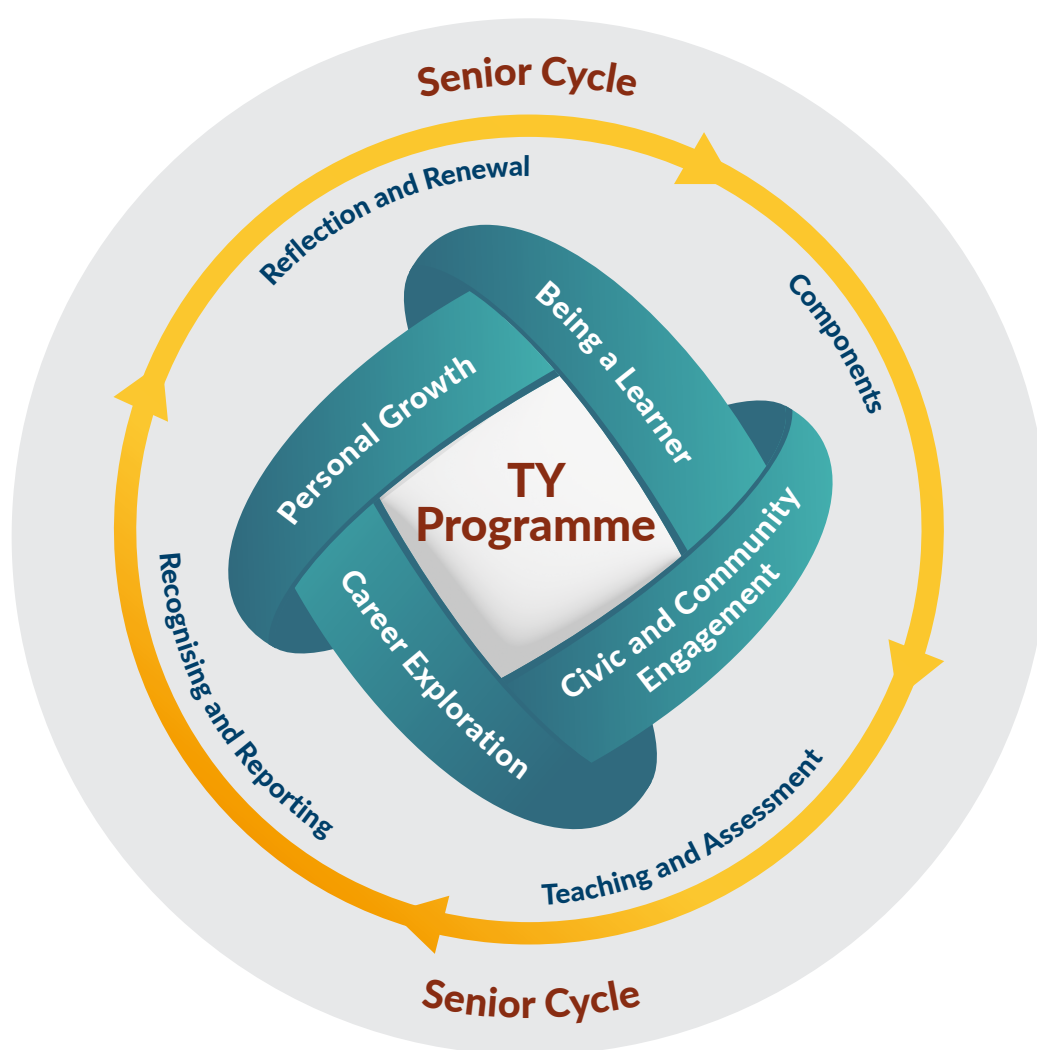


Figure 2: Overview of the Transition Year Programme Statement.

Further details can be found in the [Transition Year Programme Statement](#) (p.11-15)

Table 1 lists the developmental indicators that are most likely to be supported by student participation and engagement with this micro-module.

Table 1. Student Dimensions supported by the micro-module.

Student Dimension	Developmental Indicators most relevant to the micro-module
Personal Growth	● Setting and reviewing goals for personal development and achievement. ● Persevering longer with tasks, especially when challenging.
Being a Learner	● Becoming more skilled with digital technologies, both as a user and a creator. ● Seeing the importance of feedback and placing more value on it. ● Broadening their communication and presentation skills. ● Expressing their own ideas more clearly while engaging with other people's ideas.
Civic and Community Engagement	● Working more co-operatively with others and in teams. ● Becoming more involved with creative and cultural activities.
Career Exploration	● Acquiring more vocational, organisational and communication skills. ● Learning how to generate ideas and turn ideas into action. ● Increasing their awareness of personal interests, aptitudes, values and dispositions.

Rationale

Podcasting is a very popular form of communication. It is increasingly used in education, business, journalism, entertainment and for advocacy purposes. For young people, podcasting offers a powerful opportunity to develop their own personal voice, to express their ideas, explore topics they care about, start conversations and contribute to the wider community.

This micro-module gives students the opportunity to design and produce an original piece of audio. Through hands-on creative work, students can develop confidence, digital literacy, collaboration skills, and critical awareness of media.

In a world where young people consume content on a daily basis, learning how to create their own content in a meaningful, thoughtful way can help students to navigate the modern world as ethical and capable communicators. Podcasting can also provide opportunities for students to engage in a range of important learning. As they research topics, conduct interviews and edit recordings, students learn to evaluate information, recognise different perspectives and make informed decisions about what to include and how to present it. The process requires planning, organisation and attention to audience, helping students to communicate clearly and responsibly. By combining creativity with practical technical learning, podcasting can offer an accessible and engaging way for students to explore storytelling, current affairs, local history, culture and issues that affect their own lives and communities.

Aim

The aim of this micro-module is to support students in becoming confident, creative and reflective communicators who can use podcasting to explore ideas, engage with different perspectives and communicate meaningfully with others.

Time allocation

This micro-module is designed for a minimum of 20 hours of class contact time. Professional judgement can be used to adapt the number of hours to take account of the nature of student engagement to include both class contact time and self-directed, independent learning.

Learning Outcomes

The learning outcomes below are designed to promote teaching and learning that develop students' knowledge, skills, values and dispositions incrementally, enabling them to apply their key competencies to different situations as they progress. The right-hand column contains learning outcomes which describe the knowledge, skills, values and dispositions students should be able to demonstrate after a period of learning. The left-hand column outlines specific areas that students learn about. Taken together, these provide clarity and coherence with the other sections of the micro-module.

The learning outcomes are numbered to support teacher planning. It does not imply any hierarchy of importance across the outcomes themselves.

Table 2. Learning outcomes.

Students learn about	Students should be able to
The Foundations of Podcasting - what podcasts are. - podcast types and formats. - how podcasting can be used for effective storytelling.	1.1 describe the key features and formats of podcasts. 1.2 analyse a podcasts in terms of its purpose, audience, and style. 1.3 explain the basic workflow involved in creating a podcast.
Pre-Production - developing and refining original concepts and ideas for a target audience. - planning their content, considering the intended purpose, structure, tone, and key questions/ topics. - scripting and interviewing skills. Ethical considerations - obtaining informed consent and permission for audio recording. - respectful interviewing; copyright; safe recording, storage and sharing of digital media.	2.1 generate an simple podcast idea/ concept suited to a target audience. 2.2 develop a plan a short podcast recording for a defined podcast and audience. 2.3 create a simple script and run-sheet for recording. 2.4 apply ethical and safe interviewing and recording practices.
Production - using recording equipment. - microphone techniques. - the importance of sound quality - Production role: host; interviewer; researcher; technician etc. - teamwork roles.	3.1 record clear audio using basic equipment and appropriate techniques. 3.2 collaborate with others in carrying out production roles to produce a podcast recording. 3.3 identify and address common issues that arise during recording.

Students learn about	Students should be able to
Post-Production ● editing using software such as Audacity, GarageBand etc. ● sequencing audio. ● create a draft version and get feedback. Transitions and sound design ● add simple transitions, music, or sound effects ethically and legally. Exporting files ● export an audio file and convert it into an appropriate format that can be shared or uploaded.	4.1 apply appropriate audio-editing techniques to refine and sequence recorded content. 4.2 produce a coherent podcast recording, in a suitable format, suited to its intended purpose and audience.
Reflecting and ethics in practice ● reflecting on the creative process. ● giving and receiving peer feedback. ● evaluating their learning and personal growth.	5.1 evaluate their podcasting process, identifying strengths and areas for improvement. 5.2 provide constructive feedback on the work of peers.

Teaching for student learning

Teaching for student learning in TY requires a dynamic approach that prioritises student engagement, exploration, and development. The Curriculum Dimension for Teaching and Assessment identifies collective professional practice and classroom practice that can support student learning and development. In particular, teaching approaches in TY should develop the student in being a learner and encourage them to take responsibility for their own learning. The aims and learning outcomes of the micro-module will strongly influence the choice of teaching pedagogies.

Table 3 suggests activities to support students in realising the learning outcomes. The activities can be adapted and are neither prescriptive nor exhaustive.

Table 3. How learning outcomes are supported by the micro-module

Learning Outcomes	Aligned activities
1.1 – 1.4: Foundations of Podcasting	● A group exercise to agree success criteria for an effective podcast ● Sharing a selection of podcast excerpts for the class to listen to, followed by a group discussion analysing the audience, tone, structure and effectiveness of the podcasts ● The collaborative creation of a class mind map of common podcast formats, such as interview, narrative, news and fictional storytelling.
2.1 – 2.4: Pre-Production	● Participate in a brainstorming workshop where students pitch and discuss their ideas for possible podcast topics ● Develop a planning sheet outlining the purpose, structure, roles, and required materials ● Script short introductions and practise planning and asking open questions ● Discuss ethical recording and consent.
3.1 – 3.4: Production	● Practise using recording equipment including recording devices, microphones, experimenting with positioning, levels and doing sound checks ● Pair or group practice: students record a short 1-minute conversation ● Students rotate through production roles during rehearsal recordings ● Troubleshooting exercise: fix deliberate issues such as issues with sound levels, background noise etc.
4.1 – 4.5: Post- Production	● Experiment with audio-editing software ● Guided editing task: remove silence, make cuts to remove repeated/ superfluous words, adjust volume, and add an intro/outro and sound effects ● Engage in structured peer-to-peer feedback on their draft before making the final edit ● Students edit their full podcast episode and export their final audio. This can be integrated into their TY portfolio.
5.1 – 5.4: Reflecting on Learning	● Students complete a written or audio reflection on their learning. This can be integrated into their TY portfolio ● Engage in structured peer-to-peer feedback using success criteria ● Group discussion about real-world applications of podcasting skills.

Assessment in senior cycle involves gathering, interpreting, using and reporting information about the processes and outcomes of learning. It takes different forms and is used for a variety of purposes. Assessment supports and improves learning by helping students and teachers to identify next steps in the teaching and learning process.

As well as varied teaching strategies, varied assessment strategies will support student learning and provide information to teachers and students that can be used as feedback so that teaching and learning activities can be modified in ways that best suit individual learners. By setting appropriate and engaging tasks, asking questions and giving feedback that promotes learner autonomy, assessment will support learning and promote progression, support the development of student key competencies and summarise achievement.

Assessment Methods

The assessment methods listed below are those most closely aligning with the aims, rationale and learning outcomes of the micro-module and also with the Teaching and Assessment section of the TY Programme Statement (p.20-22).

- Podcast plan or script showing evidence of pre-production skills
- Ongoing formative assessment including participation, collaboration, and problem-solving during the various stages of production.
- Final podcast audio piece (individual or group) demonstrating planning, pre-production, production and editing skills
- Reflective journal entry/entries for their TY portfolio capturing their personal learning, challenges, and development
- Peer-to-peer feedback exercises whereby students listen to and give constructive feedback on their classmates' podcasts (draft or final edit).

Features of quality

Features of quality are the statements that support teachers and/or students in making judgements about the quality of student work for the purpose of awarding achievement. The feature of quality below are the criteria that will be used to assess the student learning and achievement at one of three levels over the course of the micro-module. The three levels are: Distinction, Merit, Achieved.

Table 4. Features of quality

Area of learning	Distinction	Merit	Achieved
Podcast Production	A well-produced, engaging podcast with clear structure, strong audio quality, and creative use of sound. Demonstrates excellent planning and execution.	A well-structured podcast with generally clear audio and some creative elements. Demonstrates solid planning and editing.	A basic but complete podcast that shows understanding of the process and satisfactory effort.
Application of Learning	Shows confident use of equipment and software; independently solves problems; effectively fulfils production roles.	Competently uses tools with some guidance; participates reliably in production roles.	Uses tools with support; contributes appropriately to production tasks.
Collaboration and Communication	Collaborates proactively, communicates clearly, and helps the group to consider different perspectives, resolve disagreements and build consensus.	Works well with others and communicates effectively most of the time.	Participates appropriately in group work.
Reflection	Provides insightful reflections demonstrating indepth understanding on learning and challenges.	Provides clear reflection with some detail on learning and challenges.	Provides a basic reflection on their experience.

The Transition Year Programme Statement (p.23-25) describes the three elements to reporting in TY programmes:

- The TY portfolio
- Student reflection
- School reporting.

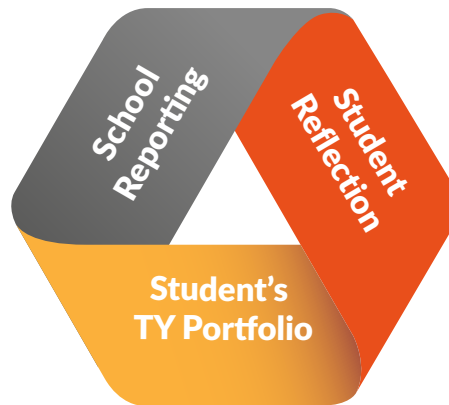


Figure 3: The three elements of reporting in TY.

The TY portfolio can be used as the portfolio for this micro-module, or a module-specific portfolio could be drawn upon to create an entry into their TY portfolio, as outlined in previous sections. Students can use their reflections to summarise the impact of this micro-module on their own learning and development in Podcasting.

The student's final podcast could be assessed using the system of reporting employed for the school report. The features of quality for example could be adapted to align with the school's chosen system of reporting. Assessment of presentations and portfolios could also help to give a picture of student development across the Student Dimensions relevant to this micro-module.

Evaluating

Reflection and Renewal is a Curriculum Dimension that speaks to the importance of ongoing evaluation of the TY programme and of the components that comprise the programme. The purpose of evaluating the micro-module is to find out, from both the students' and teacher's perspective, the success or otherwise of the module and how it can be improved for the future.

The evaluation of this micro-module may be achieved through a mix of verbal feedback, online evaluation, evaluation based on teacher feedback as part of TY programme evaluation, or other methods that may be suited to the school.

Resources

Audio Recording and Editing

Audacity: Free audio recording and editing software suitable for beginners.

GarageBand: Audio recording and editing software available on Apple devices.

Zoom H1n: Handy Recorder or similar portable digital recorder for field recording and interviews.

Mobile Phones (Apple or Android): The voice memo function can also be used on most mobile phones can also be used to record audio (in accordance with the school's policy)

Podcast hosts/ listening platforms

- Audible
- Apple Podcasts
- Podbean
- Downcast
- Overcast
- Podcast Addict

Sample links and resources

- RTÉ Podcasts: Examples of podcasts from RTÉ Radio <https://www.rte.ie/radio/podcasts/>
- RTÉ Junior - Irish-produced content suitable for younger audiences [RTÉ KIDS Podcasts](#)
- RTÉ Documentary on One: Examples of documentary-style audio storytelling [RTÉ Doc on One](#)
- BBC Audio/ BBC Sounds: A wide range of podcasts demonstrating different formats and production styles [BBC Sounds](#)
- Student-led resource on creating a podcast <https://www.youtube.com/watch?v=gqBnKXQGZwQ>



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