

5

Goals

Develop a biographical story to tell and publish.

Identify a source to interview for the story.

Develop interview questions, record an audio interview, and gather optional supporting photos.

Record appropriate introductions and commentary to create a cohesive story/biography with the interview material.

Edit the acquired audio to create a three-to-seven-minute audio podcast.

Publish the podcast for distribution on portable media players and computers.

Requirements

Recommended hardware and software:

- ▶ Macintosh computers
- ▶ Digital audio recording devices with microphones
- ▶ Pages (part of iWork '08)
- ▶ GarageBand, iPhoto, and iWeb (part of iLife '08)
- ▶ Media hosting space (such as a web server) to host the podcast files and make them available to others



Lesson 5

Tell a Story – Biography Podcast



Digital media is often used to help students understand information. Equally important, however, is teaching students to use digital tools to tell stories of their own. It is critical that students learn to make observations, gather information, edit the information, and organize it into a compelling story.

Podcasting is quickly emerging as an effective way to communicate with a potentially large audience. The term *podcasting* is used to describe the process of creating Portable On Demand media files for publication. Most often, a podcast is defined as a digital audio or video recording in the style of a radio or television news report. These reports are made available on the Internet, usually via subscription through an RSS feed, and can be downloaded to a personal media player or computer.

This new genre has dramatically increased citizen-based journalism. Podcasting has become popular because it allows people to tell stories in a compelling way and share them globally at low cost.

Project Summary

In this lesson, students pick an individual to be profiled in an audio podcast. Students produce a three-to-seven minute news report that features their narration as well as quotes from their interview subject. Each report should limit its focus to a single interview source and take a biographical approach to their subject. This lesson can be used in several different curricular areas and is easily adaptable. For example:

- ▶ A career development class can focus on creating profiles of different career options available to students.
- ▶ A class studying civics can offer students a chance to explore the running of a local government by interviewing politicians, city employees, and politically active members of the community.
- ▶ A health class could focus on issues facing young adults and produce compelling audio interviews.
- ▶ An art class could profile different local artists and the styles of their work. An audio podcast can also be enhanced with images, so it would be possible to hear from the artist and see their work.

There are excellent examples of podcasts on iTunes. A great place to start is by watching the overview of iTunes U at www.apple.com/education/itunesu_mobilelearning.

Students use Pages to create a list of questions for the interviewee. The students then interview their subjects, recording the interview and their own narration. This can be accomplished using portable audio recorders or laptop computers. Students then edit their podcasts together using GarageBand, enhance the program with photos, and publish it to share with others using iWeb.

Learning Objectives

After completing this project, students will be able to:

Academic

- ▶ Develop a theme for telling a story.
- ▶ Use interview skills to collect information.
- ▶ Use the writing process to create a script that tells the story and links the audio interview clips.

- ▶ Develop visual literacy by gathering images that support the spoken word.
- ▶ Edit and arrange interview and script into a compelling story.

Technical

- ▶ Use Pages to build a list of interview questions.
- ▶ Record an audio interview using a portable recorder or laptop.
- ▶ Record additional audio from a script to help tell the story.
- ▶ Shoot or acquire digital photos to enhance podcast (optional).
- ▶ Edit their audio clips and script together using GarageBand.
- ▶ Publish to the Internet with iWeb.

Assessment Guidelines

Student's Role

Students design their approach to the lesson, including the following:

- ▶ Decide on the person they want to profile and the story they want to tell.
- ▶ Use the writing process to develop interview questions and script.
- ▶ Gather, organize, and edit audio and photos that tell their story.
- ▶ Publish the completed audio podcast.

With the teacher's guidance, the students should create a rubric to assess the outcomes of the project.

Teacher's Role

Determine the criteria for evaluation of student's work throughout the project and explain how you will assess the parts of the project, including:

- ▶ The ability of the student to develop an interesting story that engages the audience.
- ▶ The use of the writing process for the creation of the script.
- ▶ The student's ability to interview their subject and explore their topic.
- ▶ The presentation of the podcast, focusing on ability to tell a story and overall impact.

Establish the criteria that will be used for evaluating the student’s technical skills:

- ▶ The ability to create an organized list of questions for their subject.
- ▶ The capacity to record clear audio of the interview subject.
- ▶ Skill in editing audio and photo material into a cohesive project using GarageBand.
- ▶ Proficiency in publishing a story as a podcast using iWeb.

Be sure to explain to students how you will evaluate their ability to reach the goals and objectives of the project, as judged by the final product.

Getting Started

Teacher Planning

In order for the lesson to succeed, you’ll need a working knowledge of the hardware and software used in this lesson, including:

- ▶ Watch a useful three-part video series about podcasting in the classroom, which can be found at www.apple.com/education/resources/podcastingvideos/.
- ▶ Understand the basic functionality of Pages, the word-processing application included with iWork (see Lesson 7 of *Apple Training Series: iWork '08*).
- ▶ Understand the basic functionality of iPhoto, specifically the ability to load digital photos into a computer (see Lesson 1 of *Apple Training Series: iLife '08*).
- ▶ Be familiar with the digital audio recording options available at your school. There are several ways to record audio, including iPods with recording adapters, dedicated digital audio recorders, laptops with microphones, or even audio chat with iChat. Be sure to discuss options with your technology support staff.
- ▶ Edit and post a sample podcast. Hands-on practice is the best way to learn the material (see Lessons 12 and 15 of *Apple Training Series: iLife '08*).
- ▶ Develop guidelines for the length of the student podcasts. Most audio podcasts run three to seven minutes.
- ▶ Develop guidelines for the content of the student podcasts. This will vary depending upon the class that this exercise is used for. This lesson plan can easily be modified for any curricular area or age level, so feel free to be creative.

- ▶ Ensure that the required hardware and software are available to the students. Be sure to determine how the podcast files will be hosted (and if they will be accessible outside of the school's computer network).
- ▶ Determine the amount of time to be spent on the project and provide time guidelines for achieving project milestones.

Student Preparation

The students should have some time to experiment with the hardware and software before creating their podcast.

- ▶ Give students time to explore Pages, GarageBand, and iWeb.
- ▶ Have students practice editing audio files. A useful practice exercise can be adapted from Lesson 12 of *Apple Training Series: iLife '08*.
- ▶ Students should explore the basics of creating a podcasting page using iWeb. A useful practice exercise can be adapted from Lesson 15 of *Apple Training Series: iLife '08*.

Introducing the Project

Successfully introducing the project is important to ensure student success. Start off by showing some examples of good student-produced podcasts. Fortunately, there are numerous excellent examples available. Try these:

- ▶ **An introduction to podcasting with GarageBand**—www.apple.com/ilife/tutorials/#garageband-podcast-51
- ▶ **Apple Learning Interchange**—edcommunity.apple.com/ali/collection.php?collectionID=466
- ▶ **Sample Podcasts on Apple Digital Authoring page**—www.apple.com/education/digitalauthoring/podcasting.html
- ▶ **iTunes U**—deimos3.apple.com/indigo/main/main.xml

Students should also watch some podcasts or TV interviews that develop a story around interview questions. National Public Radio offers several excellent audio interviews in their podcasts, which may serve as a good model.

Tell me a Story

Informing Art, Creative Writing, and Social Science



WRITING IS THE SPINE OF A DIGITAL ARTS project. Well considered, written, and delivered narratives are the core of good digital films. Everything else in the project flows from the writing: the research, the storyboard, the final digital film.

Teaching in this way borrows more from conventional classroom practice than many teachers realize.

If you know how to teach a subject area and writing and research, then you're well down the road to creating a digital arts project in your class.

The payoff for classroom activities such as those of the Digital Arts Alliance is that students can turn writing into a social activity, working in teams to go beyond simple exercises into ones that include argument and synthesis of multiple subjects and media. The projects provide a framework for students to connect to their subjects in new ways.

Let Me Tell You Who I Am...

Digital arts projects can help students to explore their own identity and the way that culture describes them. One way to guide this exploration in the classroom is to use a guiding question. This is exactly what teachers in San Diego did. Ms. Kania, Mr. Oster, and Mr. Hoskisson introduced eleventh-grade students to a final project by presenting the following question: *What influence have particular groups of people had on American culture?*





Students chose a sub-group in American society and focused on that guiding question, considering a range of people and populations including women of particular ethnic groups, gays, Muslim Americans, the disabled population, the working poor, Jewish Americans, Mormons, the KKK, white supremacists, hippies, Beat poets, Chicanos, zoot suiters, neo-conservatives, American socialists, American communists, war veterans, and others.

...And Who We Are...

In Oregon, at Madison High School, Mr. Grobey's leadership class used digital storytelling as the culminating project in their semester-long inventory and exploration of the strengths and weaknesses of their school community. Working in groups, students created documentaries to illustrate the three fundamental tenets of their school – demonstration, performance, and advocacy. Their goal involved demystifying or promoting their school, whether by identifying a weakness and advocating for improvement or by emphasizing existing strengths.



...And Who Katrina Was

The classroom is a place where students learn to make sense of their world. And in instances of great social stress, the opportunity to do so can be vital to helping young people understand and express their feelings about significant changes and dramatic events in the world around them.

Members of the Digital Arts Alliance witnessed this firsthand when we worked closely with students who had experienced the ravages of Hurricane Katrina. In cases such as this, a digital arts project is an opportunity to tie experience to opinion in a way that is cathartic for the young person creating the film. To see examples of their work, visit www.digitalartsalliance.org/peachpit/teachersguide.



Next, present the students with a list of possible people to profile and topics for their podcasts, and explain the interview process they will use. Depending upon your school's available technology, you may need to adapt the students' approach to interviewing in the field.

Planning the Project

The first step is to have students to select their story topic and identify an interview source. For some students, this will come easily. Others may need some guidance. Possible themes include a news-type story about a local issue or event and the role that the profiled person is playing or played; a biographical sketch of a local leader, artist, musician, or inspirational community member; or a retelling of an event in the student's own life, in which the profiled individual played a significant role.

Be sure to capture each student's idea, grant approval, and track ideas to avoid repetition or overlap. Student- or teacher-created checklists of activities can help guide students so that there is a systematic process for ensuring students have accomplished each step before moving on. If you don't want any topics repeated, then a Numbers spreadsheet or poster grid showing each student and their topic will help keep track of all the selections that have been made.

Because the interview process may involve students going into the "field" to capture their interviews, be sure to determine possible solutions for audio recording. Fortunately, the Macs in your classroom can accept a wide range of audio devices through their audio input jacks. Inexpensive studio-quality USB microphones are becoming a popular choice in classrooms due to their decent recording quality and low price.

Be sure to emphasize that students will be required to plan their interview questions in advance. By thinking through what they want to capture, they will have an easier time assembling their story. Perhaps the biggest mistake they'll make is capturing too much audio, leading to an overwhelming project. Be sure to emphasize keeping the topic and interview focused.

Creating the Project

There are several potential tasks to this project. You can adapt these as needed to meet the educational goals and time constraints of your classroom as well as the age and ability levels of your individual students.



Develop the Story

Give the students a defined time period to develop their stories. The teacher should be available to mentor the students during this period. The time allotted could be as simple as one night with a chance to discuss ideas with the teacher in class the next day. Be sure to challenge the students and help them refine their story's focus.

Once the student has identified an interview subject, they may need guidance on how to ask permission for the interview. This is an opportunity for role-play in the class to model proper approaches.

Develop Interview Questions

After adequate research time, have students develop a list of questions for their subjects. Encourage them to develop questions that will elicit detailed responses. To practice critical thinking skills and create a more in-depth interview, they should avoid questions that can be answered with a simple “yes” or “no.” Tell students that some sources may prefer to see their questions in advance of the interview.

Developing the questions in advance also helps to organize the conversation and ensure that needed quotes are gathered to craft into the final story. Be sure a clear theme is present throughout the questions, and avoid going too broad in scope.

TIP ▶ One helpful exercise in creating effective interview questions is to have student volunteers role-play poor interview scenarios, such as an interview primarily made up of yes or no questions. They can also jump from topic to topic to demonstrate the need for a consistent theme.

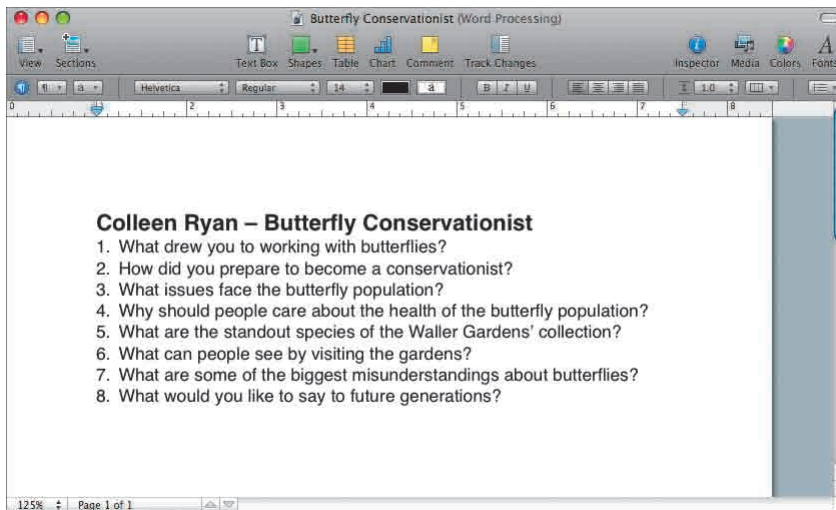
1 Launch the Pages application.

Depending on your computer's setup, you'll either find Pages located in the computer's Dock or by navigating to the iWork folder inside your Applications folder.

2 From the Template Chooser, select the Blank template and click Choose. A new, blank document opens.

3 Type your interview questions using standard word-processing functions.

4 Use standard formatting commands by accessing the Format Bar at the top of the document window.



5 Choose Edit > Spelling > Check Spelling to examine the document for spelling and grammatical errors.

- 6 Throughout the writing process, choose File > Save to capture your work.
Students should store their work in a folder on the computer for the assignment.
- 7 To print a document, choose File > Print and select a printer on your classroom network.

MORE INFO ▶ The word-processing features of Pages are covered in Lesson 7 of *Apple Training Series: iWork '08*.

It's a good idea to have students turn their interview questions in for feedback or grading in advance of the interviews. You can then offer insights or suggestions to help the student improve their interviews. Encourage students to practice asking their questions. One common mistake is to create a well-written question that's hard to actually ask out loud.

Acquiring an Audio Interview and Photos

Have the students interview the subject of their story. The exact approach here will depend upon your school's policy for checking out audio recording devices. Be sure to adjust the lesson plan to account for limitations on audio recording equipment.

If equipment is limited and interviews are being conducted during school hours, be sure that interviewees are scheduled at different time slots to maximize your resources. You can use a Numbers spreadsheet to create a schedule of interviewees so that the students and teacher are able to keep track of all interviews and equipment. If students will be recording interviews off school property, be sure to discuss proper safety procedures (such as meeting in a public place or bringing a parent or other student with them).

Be sure to emphasize the following points for students recording audio.

- ▶ Let the audio device roll 5 seconds before and after speaking. This is called capturing pre- and post-roll, and is important for editing purposes.
- ▶ Make sure to keep the microphone about 8-12 inches away from the person who is speaking.
- ▶ Listen to the audio as it is recorded by plugging a pair of headphones into the recording device.
- ▶ Be careful not to over-record. Keeping the interview a reasonable length (no more than four times longer than the delivery time) will ensure that the editing stage does not become onerous.

- ▶ Exercise caution while recording for their personal safety.
- ▶ Show proper respect for their interview subjects by showing up on time, conducting the interview professionally, and sticking to their allotted time slot.



iStockphoto/kreci

Additionally, students may choose to enhance their podcasts using photos. These can be pictures they take of their interview subject or ones they borrow or purchase online. Be sure to emphasize that students show great care when working with other people's photographs.

TIP ▶ If students are recording with the built-in microphone, they can also utilize Photo Booth and the iSight camera to take a photo of their interview subject.

Recording audio for a podcast in GarageBand can be as easy or complicated as needed for your project. For example, if your podcast needs only one voice track (which can contain more than one speaker), you can record the narration by connecting a microphone to your computer or by using the built-in microphone (if it has one). This could be the built-in iSight camera, which works because it includes a fully functioning microphone. Additionally, you can record remote interviews directly to GarageBand with iChat users.

Before recording, make sure that your equipment is turned on and properly connected to the computer. For more specifics on the operation of your equipment, refer to the equipment manuals.

Creating a New Podcast Project

Setting up a new podcast project is easy. GarageBand offers a useful New Podcast Episode template right in the GarageBand welcome screen. If students are able to take laptops to their recording sessions, they can record directly into GarageBand.

- 1 Launch GarageBand by clicking its icon in the Dock.



- 2 In the GarageBand welcome screen, click the New Podcast Episode button.



- 3 Have the students name and save their project to the GarageBand projects folder (the default location).

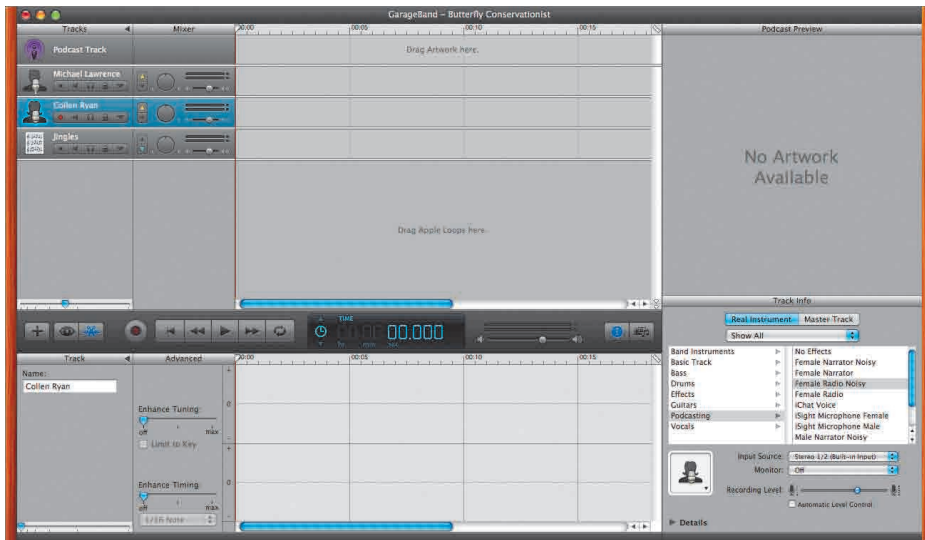
4 Click Create.

The Podcast Template project opens, with the empty Podcast Track, editor with marker information, and Media Browser already showing.

The Media Browser contains buttons for three different types of media files (Audio, Photos, Movies), a browser where you can navigate to the media files you want to use, and a media list showing the media files in the current location.

- 5 In the Timeline, male students should double-click the Male Voice track header; female students should double-click the Female Voice track. (Although using the wrong track won't dramatically change a voice, there are presets that will help enhance a voice when the correctly designated track is used.)

The Track Info pane appears for the selected track. Notice that the Podcasting instrument category has been selected, and Male Radio is the specific preset.



There are five Male Voice presets: iSight Microphone Male, Male Narrator Noisy, Male Narrator, Male Radio Noisy, and Male Radio.

The presets with *Noisy* in the title include an automatic noise-reduction filter to help eliminate unwanted background noise in the track.

The iChat and iSight presets are made for tracks using those types of recordings.

- 6 Select the Narrator preset that best matches the recording environment.

If the students have a microphone attached to their computer via the Audio input or USB port, they can record their interview. Be sure that the track you want to record on is selected and the Record Enable button is turned on (it's the little button by the track icon).

To begin recording, click the big red Record button or type the shortcut R. The easiest way to pause playback or recording is by pressing the spacebar.

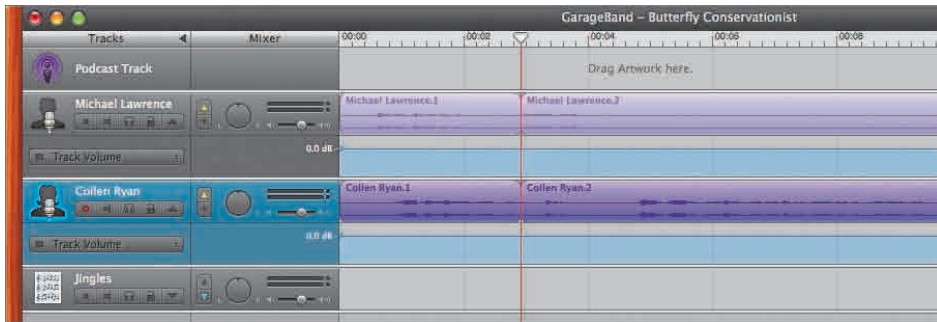
NOTE ► If students used a recording device other than the computer, the audio files will need to be transferred to the computer. Digital audio recorders can usually transfer files via a USB cable. Analog audio devices can be connected and recorded (just like a microphone) in real-time. If students are using an iPod with a third-party microphone, the audio file will transfer to iTunes automatically the next time the iPod is synchronized. It will appear in the Voice Memo playlist. If it's recorded in high quality (a setting on the iPod), it can be dragged into the project via the Media Browser in GarageBand.

Editing the Podcast

Once the interviews are recorded, students select the sound bites they want to use. Students should listen to their interviews and take notes of which parts they want to use. Some students may find that an easy solution is to split the longer interview up into smaller pieces.

- 1 Move the playhead to the start of an interview question.
- 2 Choose Edit > Split to split the track at the playhead.

- 3 Move the playhead to the start of the next question and choose Edit > Split.



- 4 Repeat for each question until all the interview questions have been segmented.

TIP ▶ If students record a few seconds of silence before asking each question, they should be able to visually identify where to segment the audio. The lack of waveform indicates silence.

- 5 Review the interview question list and responses.

The goal here is for the students to order their interview responses and edit any information from the interview they don't want to include. For some students, editing audio will be intuitive, other students can roughly transcribe their interviews to note cards and try to determine the order of their sound bites. Students will need to record additional narration to help link the interview segments and develop a cohesive story (much like a news reporter).

NOTE ▶ There are several excellent tutorials on editing audio that are viewable by choosing Help > Video Tutorials. You can also see Lesson 12 of the *Apple Training Series: iLife '08*.

Working with Artwork

The next step is to enhance the audio with artwork or photos. In this way, the student can add a layer of visual understanding that reinforces the audio interview and demonstrates their knowledge of visual literacy.

When you add episode artwork to a podcast, the artwork appears when you play the podcast episode in iTunes (or on an iPod) and when you work with it in iWeb.

Artwork added to the Podcast Track creates a marker region the same length as the artwork in the Podcast Track. Marker regions are used in podcasts to literally *mark* a specific region in the Timeline to include artwork, a chapter title, or a URL. When you publish your podcast as an AAC file, iWeb or other software will use these marker regions to include the designated information for that region in the project.

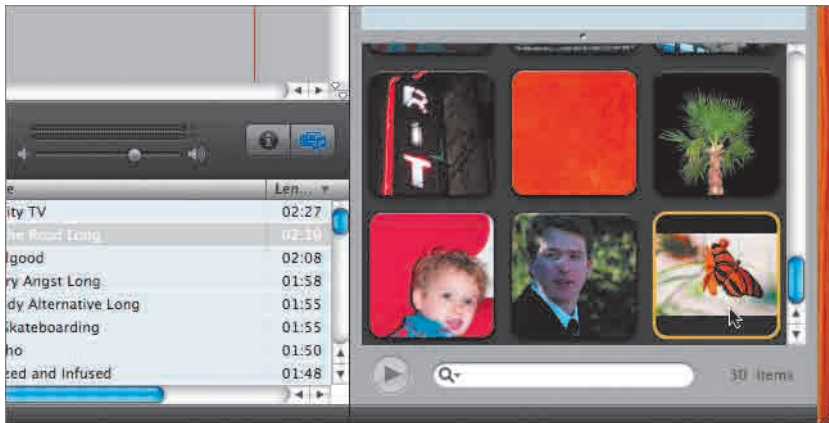
The easiest way to access photos is to create an Event or Album in iPhoto. Have students import their images into iPhoto. If all the images are imported at the same time, a new Event will be created with those photos. If students are importing their photos at different times, it may be easier to create an Album that contains all the images they will need for their project, because each import will be a new Event. Students can make any adjustments needed to their images using iPhoto's editing tools.

MORE INFO ► The iPhoto Help menu includes several excellent tutorials on working with photos. Choose Help > Video Tutorials. You can also see Lessons 1-4 of *Apple Training Series: iLife '08*.

Once the photos are ready, switch back to GarageBand by clicking the GarageBand icon in the Dock.

- 1 If the Media Browser is not visible, click the Media Browser button in the lower-right corner to open the Media Browser.
- 2 In the Media Browser, click the Photos button to show the Photos pane.

- 3 Click the Events button or Album where the images have been organized.



- 4 Double-click a specific Event or Album to see only those photos.
- 5 Click in the Timeline and press Return to move the playhead to the beginning of the project.
- 6 Select the Podcast Track to see it in the Track Info pane. The Track Info pane acts as a viewer for the images when the audio has been enhanced.
- 7 If not visible, press Command-E to show the editor. (Alternatively, you can click the Track Editor button, indicated by the icon of a pair of scissors, to activate the editor.)

The editor appears for whichever track is currently active. In this case, it will be the Podcast Track. The Episode Artwork well on the side of the editor is empty until an image is placed in it.

The Podcast Preview pane shows that no artwork is available, because the playhead is at the beginning of the project where there is no artwork in the Podcast Track.

- 8 Pick a photo to represent the entire podcast and drag it into the Episode Artwork well.

NOTE ▶ The Episode Artwork is often used for the logo of a Podcast series or organization. Schools often use their own logo or a modified one to showcase the podcast channel. For the purposes of this lesson, students can use an image of the interviewee or a school or class logo.

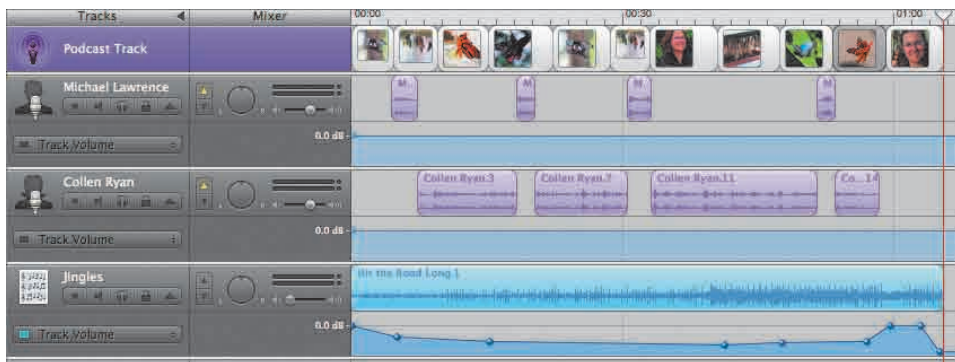
- 9 Select the image you want to display when the Podcast begins playing and drag it from the Media Browser to the beginning of the Podcast Track in the Timeline and release the mouse button.

The first image will span the whole podcast from the beginning to end. There is no need to shorten the image length, because each additional image will truncate the previous one and replace it from the point where it is dragged in.

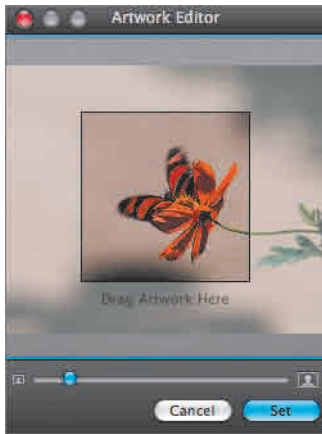
- 10 Listen to the podcast as you place the appropriate images on the Podcast Track. Press the spacebar to play the podcast. When you hear the section where the next photo should be displayed, press the spacebar again to pause playback.

TIP ▶ Students can use a Storyboard to plan which image will go with each question. This helps speed up the editing process because students are more prepared for adding the visual elements to enhance their podcast.

- 11 From the Media Browser, drag the next photo into the Podcast Track.



- 12 Repeat for the remaining images.



TIP As students add images, they may notice that some of the images do not display the way they want them to. Sometimes the images may not be centered correctly or may show too much background. To adjust the cropping or centering of a photo, double-click it in the Artwork column to open the Artwork Editor. Adjust zoom and position, and click the Set button to save the settings for that image.

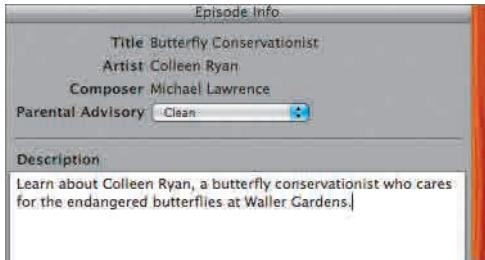
TIP You may want to break longer interviews up into chapters. Simply enter a chapter name into the Chapter Title field, located next to the Artwork list near the bottom of the window. Chapters allow listeners to navigate a long podcast more easily, as a listener can jump ahead or go back to a particular section.

Adding Episode Info to a Podcast

The last step is to add the episode information, which includes the title, artist information, a description of the episode, and a parental advisory. The episode information is available when you work on the podcast in iWeb and when you view the podcast in iTunes.

- 1 Select the Podcast Track in the Timeline.

- 2 Show the Track Info pane, if it is not already showing.
- 3 Click the Description area and enter descriptive information about the podcast and its creator.



- 4 Press Command-S to save the finished podcast.
- 5 Play the podcast from start to finish to see the completed project.

Congratulations! You have successfully created a podcast! You can now publish it using iWeb.

NOTE ► As students watch and listen to the podcast, encourage them to observe the Track Info pane carefully. If there are any gaps in images, the Episode Artwork will display. If there is no Episode Artwork, they will have gaps where the message, “No Artwork Available” will show.

Publishing the Project

Once the podcast is done, it can be published with iWeb. In order to make the files available on the Internet, you will need to have access to web-hosting space, which is sometimes available through your school’s Internet provider. If hosting is not an option, students can still complete the iWeb publishing for local viewing. Podcast files can also be distributed on removable media such as hard drives, CD-ROMs, or iPods.

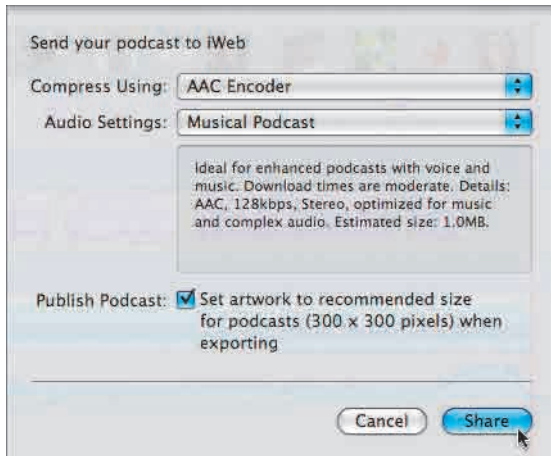
NOTE ► Discuss your school’s web publishing policy with the appropriate technology staff before publishing.

Publish as a Podcast

Publishing a podcast with iWeb is straightforward. Even students who know little about web page creation will be able to easily share their work.

- 1 In GarageBand choose Share > Send Podcast to iWeb.

A window drops down asking for settings to be specified. The default presets work well.

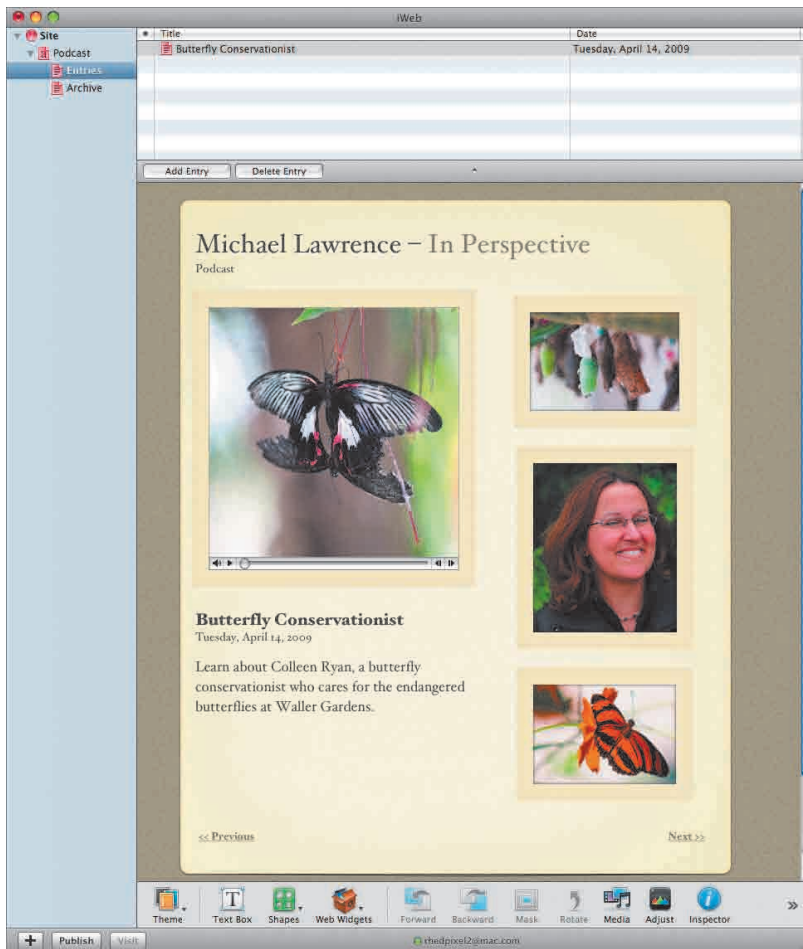


- 2 Click Share.

GarageBand prepares the podcast episode for delivery. This process can take a few minutes as the file is encoded and the artwork track embedded. When GarageBand finishes, it sends the episode to iWeb and creates a new blog or podcast entry in a website.

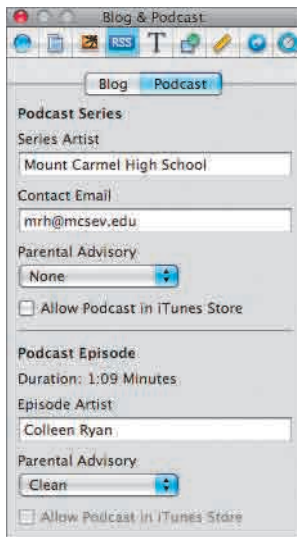
- 3 GarageBand may prompt you, asking for permission to use the keychain. Click Allow.
- 4 iWeb opens and a prompt appears asking you to pick a template and a page style. Choose an appropriate template and Podcast page style that will help enhance the story.

- 5 You can customize the web page in iWeb by using its many page-customization tools.



MORE INFO ► The iWeb Help menu includes several useful tutorials on customizing web pages. Choose Help > Video Tutorials. You can also see Lessons 14 and 15 of *Apple Training Series: iLife '08*.

- 6 Open the Blog & Podcast Inspector by clicking the Inspector button in the toolbar.
- 7 Choose the Podcast section and enter information about the podcast.
- 8 Have the students enter the teacher’s contact email address in case there are any issues with the podcast.
- 9 Deselect the checkbox for Allow Podcast in iTunes Store.



- 10 Publish the site using your school’s dictate procedure. This may be accomplished by choosing File > Publish to MobileMe or File > Publish to Folder and using a File Transfer Protocol application.
- 11 Have the students close iWeb and GarageBand and be sure to save their work.

NOTE ► It is likely that the District will allow you, as a teacher, to publish a web page even if students are not allowed to do so. If this is the case, then have students Share their podcast to iTunes or to Disk (their computer’s hard drive). The finished .m4a file can be transferred to your main computer, and all the projects can be published on your iWeb page.

Assessing the Project

There are several ways to evaluate the student's performance for the lesson. Be sure to evaluate all aspects of the project, looking at how well the story engages its audience as well as the technical skills used to capture and publish the podcast.

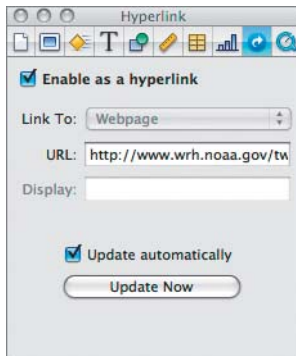
- ▶ Students should submit their interview questions and scripts in printed form and include any drafts and revisions for evaluation of the writing process. These can be assessed using standard practices or District guidelines for writing samples.
- ▶ Assess the students' performance in creating their podcast. Keep in mind the effectiveness and consistency of the questions that were asked. Be sure to incorporate opportunities for peer review.
- ▶ Invite discussion, journal entries, or other follow-up activities regarding the project to assess individual efforts.
- ▶ Have students complete self-assessment rubrics to justify their achievements in telling a story.

Online Appendix

Tip #6: Add a Web Page to a Presentation

Sometimes when you're making a presentation, it's useful to add a snapshot of a web page. Rather than make this snapshot be just an image of the web page, you can make it a link to the actual web page—a slide of live content that can be updated automatically when you are connected to the Internet.

- 1 Select a slide in the slide organizer.
- 2 Choose Insert > Web View. In the Hyperlink Inspector, select the check box Enable as a hyperlink.
- 3 Enter the web address in the URL field. Make sure the Update automatically check box is selected.



The Web View is added to the page, but needs to be resized.

- 4 Drag an edge of the Web View to size it.

You can offset the Web View to improve readability. Adding a drop shadow can also help.

- 5 Enable the drop shadow in the Graphics Inspector, and set the offset and blur values to 10 px.
- 6 Choose File > Save to save your work.

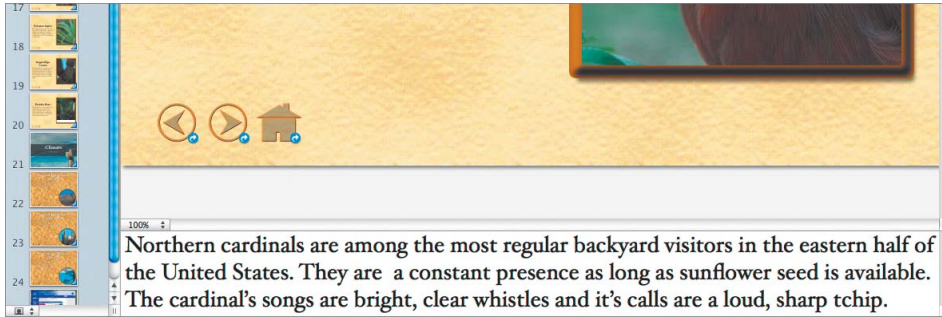
Tip #7: Print a Presentation

There are times when it's useful to hand out copies of your presentation with not just the slides, but with your presenter notes included as well. These notes can be a great takeaway and can help students review the information you presented more thoroughly. They can also help other teachers who want to give the same presentation to their students.

- 1 Open a Keynote presentation.
- 2 Click the View button in the Toolbar and choose Navigator.

TIP If notes aren't visible, choose View > Show Presenter Notes to see notes for a presentation. Click in the field below the Canvas to add presenter notes.

- 3 Select a slide and click in the area below it to add notes.



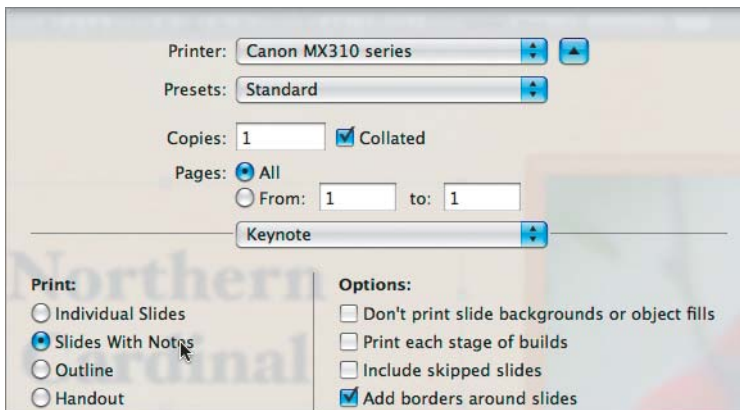
- 4 Choose File > Print; then Click the disclosure triangle next to the printer name.



- 5 From the expanded menu that appears, choose Keynote from the pull-down list below the Presets menu.

- 6 In the Print options, select Slides With Notes.

This option prints a single slide per page with your speaker notes below.



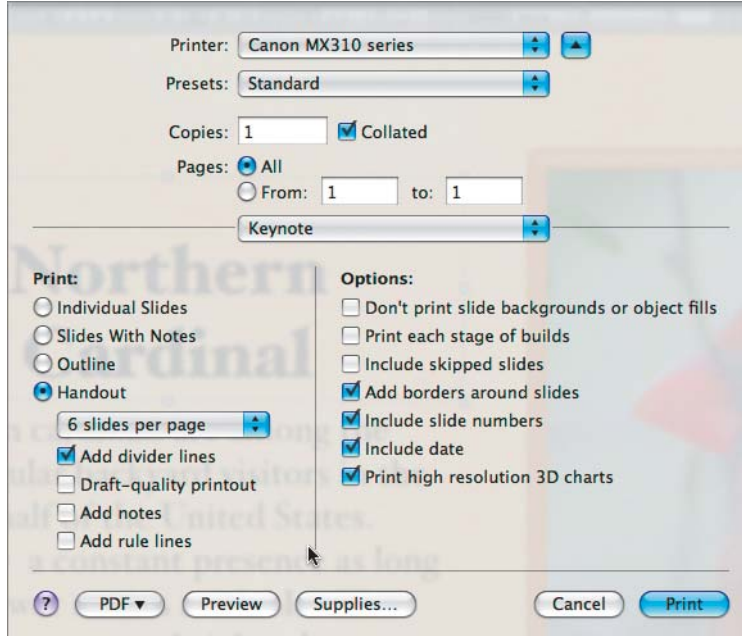
- 7 Select other printer options such as the number of copies and print quality.
- 8 Click Print.

You can also print multiple slides per page if you'd like to save paper.

- 1 With the presentation open, choose File > Print.
- 2 In the menu below the Presets menu, make sure Keynote is selected.
- 3 In the Print options, select Handout.

This option prints multiple slides per page as well as other user-specified information. You can specify between 2 and 6 slides per page.

TIP Want a simpler handout? Select Outline and just print your outline instead. This will create a text-only version of your presentation.



- 4 Use the pop-up menu under the Presets menu to access and adjust other printer options such as the number of copies and print quality, and then click Print.

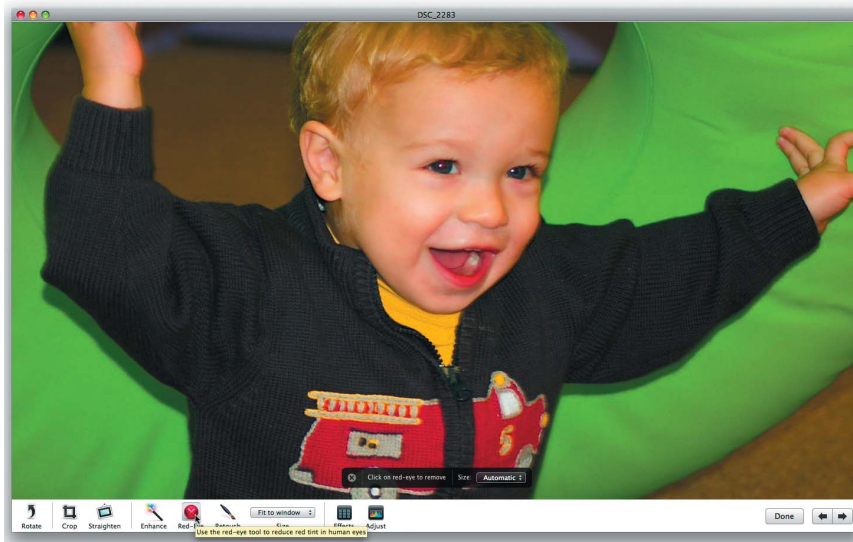
TIP To save printing costs (and speed up printing), use the Draft-quality printout option.

- 5 Save your work by choosing File > Save.

Tip #8: Fix Red Eye

Photos taken in low light often show red-eye (which is caused by the reflection of the flash). iPhoto offers an easy-to-use tool to significantly reduce the appearance of red-eye.

- 1 Launch iPhoto.
- 2 Select a photo that needs adjustment in the photo Browser.
- 3 Click the Edit button.



- 4 Zoom in tightly on the area that needs fixing by using the size slider.

- 5 Click the Red-Eye button to select the Red-Eye tool and choose an option from the pop-up menu:
 - ▶ **Automatic** – Uses the default pointer size.
 - ▶ **Manual** – Drag the size slider to pick a size that matches the size of the pupils.
- 6 Position the pointer over one of the affected pupils and click once.



Repeat for the second eye.



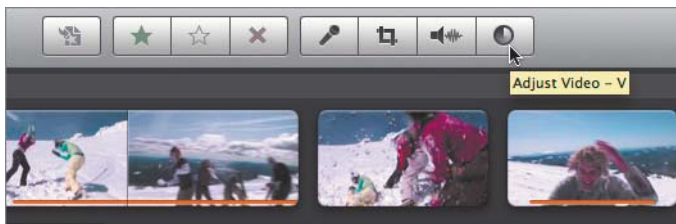
- 7 Click the Red-Eye button again to close the red-eye tool or select a different editing tool.
- 8 When you're finished editing the picture, click Done.

Tip #9: Adjust the Image Quality of a Movie

Student videography can often be improved by making adjustments in iMovie. While it's always ideal to shoot video properly and make it look great “in-camera,” students can use the power of iMovie to improve their end results. iMovie offers adjustments for levels of

black and white, exposure, brightness, contrast, saturation, and white point settings on any video clip that's been added to a project.

- 1 Launch iMovie.
- 2 Select the video clip that needs fixing.
- 3 Click the Video Adjustments button to open the Video Adjustments window.



TIP Click the Auto button to have iMovie attempt to improve the image quality automatically. For basic adjustments, this can be quite effective.

- 4 Choose one or more of the following effects to improve the footage:



- ▶ **Levels:** Use this to change the black and white levels. Drag the left slider to increase black; drag the right slider to increase white.
- ▶ **Exposure:** Use this to control the amount of shadows and highlights. Dragging to the right intensifies the highlights, to the left intensifies shadows.
- ▶ **Brightness:** This controls the overall light level. Dragging to the left makes the image darker. Be sure to try the Exposure adjustment first.

- ▶ **Contrast:** This affects the relative contrast of light and dark tones in the image
- ▶ **Saturation:** This affects the color intensity of the image. Dragging to the right makes the colors richer.
- ▶ **White Point:** Click on an area of pure white in the image to properly set the white reference point in the image.

5 When finished editing the picture, click Done.

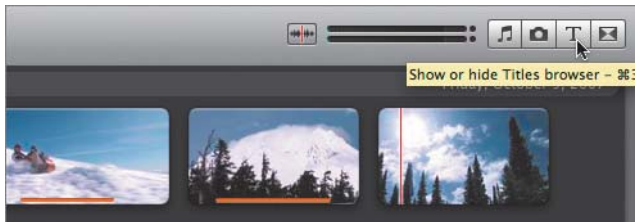
NOTE ▶ You can restore the image to its original look by clicking “Revert to Original.” iMovie does not permanently alter the source video or the image you’re adjusting; you can revert back to the original at any time.

Tip #10: Adding Titles to a Movie

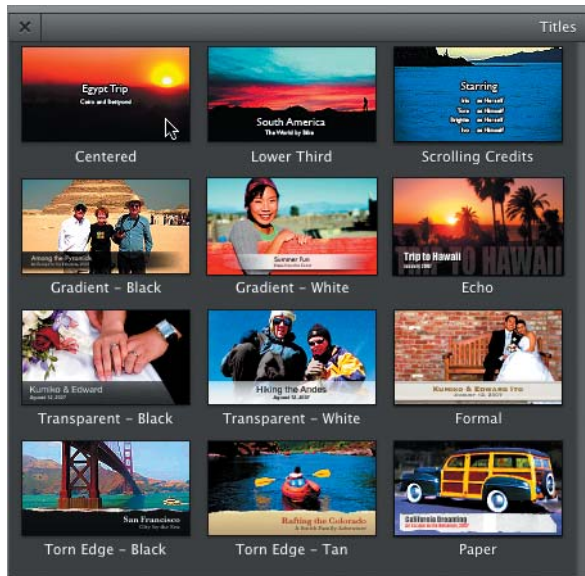
In most movies, you’ll need to add important information to a video shot—such as identifying who is speaking—as text over the video. The use of text in a video is called *titles*.

iMovie offers several title styles to choose from. The Titles option can be used for titles, subtitles, and scrolling blocks of text (called *credits*). One frequent use of a scrolling block of text is when citing resources for a project, which students should be encouraged to do.

- 1 Launch iMovie.
- 2 Open your initial edit of your video project.
- 3 Choose Window > Titles or click the Titles button in the toolbar.

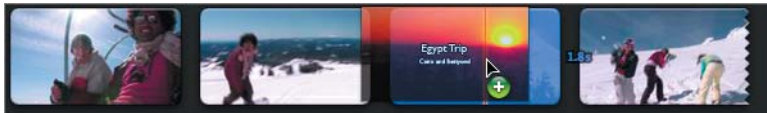


- 4 Choose a title style depending on your needs.



iMovie offers useful templates for identifying speakers, introducing sections, or displaying credits.

- 5 Drag the title to the project and let it hover over the video where you want it placed.



A purple shadow appears representing the frames that the title will cover.

- 6 You can drag the title to reposition it.
- 7 Select the text in the viewer and replace it by typing your own text.



- 8** Click Show Fonts in the Viewer if you want to change the font, style, or color of the text.

NOTE ► If the text has a colored block behind it, you can modify that too. Select the colored block to open the Colors window, then choose a new color.

- 9** To preview the animated title, click the Play button in the upper-right corner of the Viewer.
- 10** To modify any title, just click its icon and make your changes in the Viewer.
- 11** When finished, resume editing or close your project.

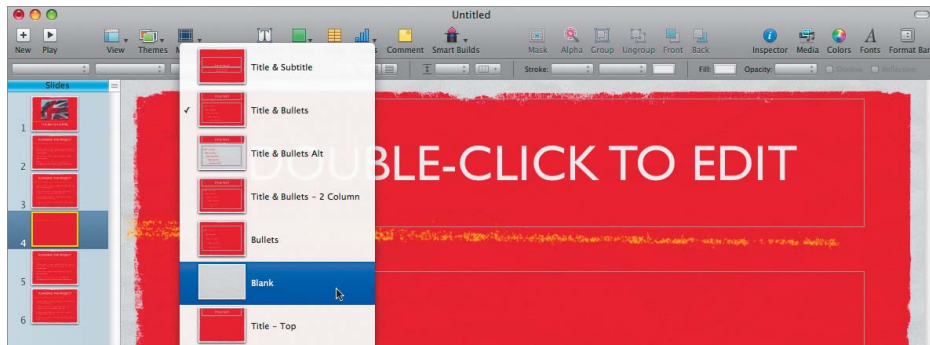
Tip #11: Add a Movie to a Presentation

Text is often considered the most important part of a presentation, but in today's media-rich world it is the supporting media that can make a presentation stand out, and the use of multimedia that helps develop both visual and media literacy.

Fortunately, adding a movie to a slideshow is as simple as drag and drop. Keynote supports a wide variety of media formats, including movies. The heart of this support is QuickTime, the versatile media player that comes installed on your Mac. In fact, if you can open a file in QuickTime, you can use it in Keynote. This flexibility makes it easy for you to design movie-enhanced presentations.

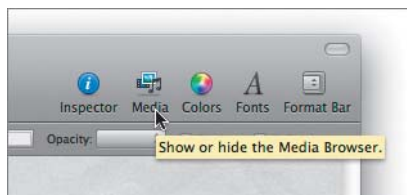
In Keynote, placing video on a slide is similar to adding a photo to a slide. You just navigate to the file and drag the video onto a slide.

- 1 Select a slide in your presentation or in the Toolbar, Click the New Slide button.



TIP If you want to make a movie fill the screen, click the Masters button in the Toolbar and change a slide's layout to Blank.

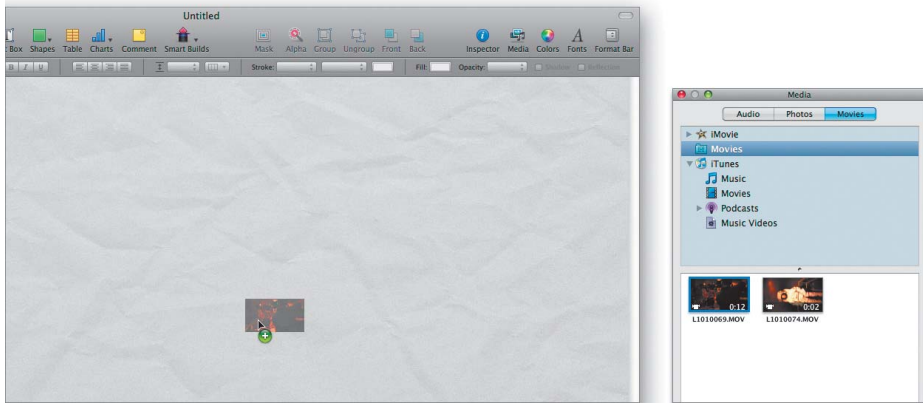
- 2 Click the Media Button in the Toolbar to open the Media Browser.



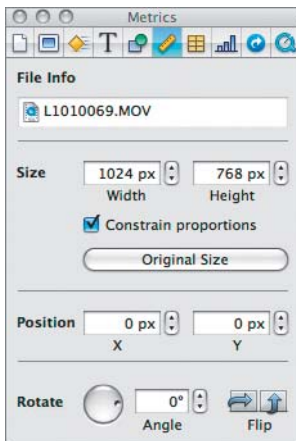
- 3 Click the Movies tab in the Media Browser.
- 4 Click the Movies folder to show only clips in your Movies folder.

TIP You can also access movies from iTunes (such a podcasts) or any iMovie projects by navigating to them on your hard drive.

- 5 Drag the movie file onto the canvas of the slide, and release the mouse button.



- 6 Click on the movie file to select it in your canvas, and then select the Metrics Inspector.
- 7 Enter a size for your movie.



If you want it to fill the slide, change the Size dimensions to match the canvas size of your slides (such as 1024 x 768). The movie scales to the size of the canvas.

TIP The .m4v file format uses H.264 compression, which scales very cleanly. This format requires QuickTime 7 or newer, but works very well. It nicely balances file size and image quality for optimal playback. The file will look good for playback, but will not require a lot of disk space.

- 8 To center a movie, enter a position of 0 px for both the X and Y coordinates in the Position fields of the Metrics Inspector.

These coordinates place the upper-left corner of the movie at the upper-left corner of the slide. Because this slide and movie are exactly the same size, the movie completely fills the slide.

- 9 Click the Play button to test your movie.
- 10 When the movie finishes, press the Esc key to exit your presentation.

TIP You can adjust what part of the movie plays as well as its volume by using the QuickTime Inspector.

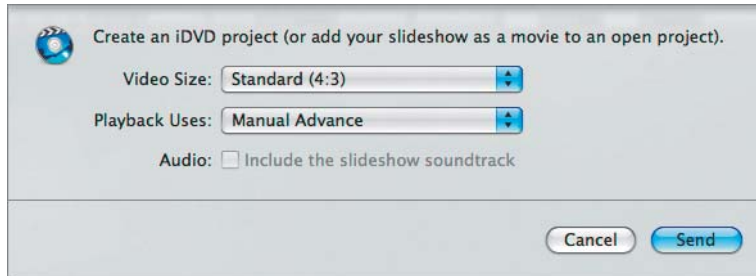
- 11 Press Command-S to save your document.

Tip #12: Convert a Presentation to DVD

As a backup, you might want to publish your Keynote presentation to a DVD. You can also create DVDs to distribute your presentation to people who could not attend. In fact, if you navigate to File > Record Slideshow, you can record the audio of the presentation as well as the timing for each slide. All of this can be burned to a DVD as well, and saved in a student portfolio.

- 1 With a Keynote presentation open, choose File > Send to iDVD.
- 2 Specify the size of the video you want to create:
 - ▶ Standard: Exports slides for viewing on a standard video display. Use this option if your original presentation has a 4:3 aspect ratio, using a resolution such as 800 × 600 or 1024 × 768.

- ▶ **Widescreen:** Exports the slides for viewing on a widescreen video display. Use this option if your original presentation has a 16:9 aspect ratio, as is used by HD displays.

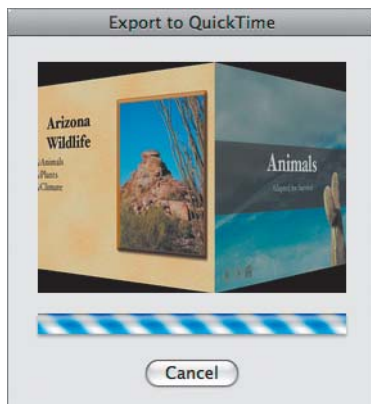


3 Choose a Playback Uses method:

- ▶ **Manual Advance:** This option gives viewers total control over the slideshow as they can click to advance slides. This is a good option for self-paced learning or as a backup of your presentation.
- ▶ **Recorded Timing:** This option uses timings that you have recorded for a slideshow using the command File > Record Slideshow.
- ▶ **Fixed Timing:** This option runs the slideshow with no user interaction. You must set slide duration and build options. If slides contain automatic build timings, those will be used.

4 Click Next. Then give the file a name and target your Movies folder.

5 Click Export.



A QuickTime movie file is written to disk. Depending on the number of slides, it can take a few minutes to create the DVD video file.

Before the export finishes, iDVD will launch automatically.

- 6 When the export finishes, click the Play button to test the DVD project:
 - ▶ You can click Play Movie to watch the entire movie.
 - ▶ You can click Scene Selection to see an index of the presentation.

Now let's choose a theme for the main menu of the DVD that matches the look of the slideshow.

- 7 Click the Themes button to access all available themes.
- 8 Choose a theme set from the popup menu.
- 9 Click the theme to apply it to the main DVD menu. Then click OK to apply the theme family to all menus.



Now you need to add your content to the DVD menu to complete its design.

- 10 Click the Edit Drop Zones button to access all of the drop zones for the project.

Drop zones are places in the menu where you can add (or drop) your own content. These allow you great flexibility for customizing a menu.

- 11 Using the Media Browser, add video clips or photos to the drop zones in your menu template. Simply drag the photo or video from the Media Browser into a drop zone.



- 12 You can easily modify text on any buttons. First, single-click a button to select it.
- 13 Single-click a button a second time to modify its text.
- 14 Click the Preview button to preview the DVD.

Watch the project all the way through to ensure smooth playback. Be sure to click the Play button on the remote control to advance between each slide. When you've finished the preview, click the Exit button on the remote to stop previewing the DVD.

TIP Your slides are likely using a 4:3 aspect ratio (such as 1024 × 768). You may need to change your iDVD project from 16:9 to 4:3. Simply choose Project > Switch to Standard (4:3).

- 15 You can now click the Burn button to create the DVD. (Note that you can burn the iDVD project to DVD at any time—you don't need to do it now.)



The Burn button will open to reveal the yellow and black icon, and you will be prompted to insert a blank DVD.

- 16 When you are done with the DVD project, quit iDVD and save your work.

Tip #13: Put a Movie on a Web Page

Sharing a video with iWeb is easy once you understand a few key facts about how video works on the web. It is important to keep your videos short and their file sizes small (ideally less than 10 MB). You should also avoid overlapping pictures or objects on top of a movie, since web browsers want a movie to be the topmost layer.

If you are exporting the video for podcasting, the file will likely be larger than 10 MB. This is okay because podcasting prefers higher quality video than most streaming video. The larger size isn't as much of an issue because podcasts are generally downloaded before watching, plus there is an increased prevalence of higher speed Internet connections among podcast users.

Getting your movies to a web page is easy, but requires that you choose the right method. Sharing a video from iMovie is the easiest way to get a video to the web.

- 1 Launch iMovie and select a project in the Project Library.
- 2 Choose Share > Media Browser.



- 3 Select a size that matches your web needs (Tiny, Mobile, or Medium are well-suited).
- 4 Click Share. The smaller movie will take a few minutes to render for the web.
- 5 Open iWeb and select the page type you'd like to use:
 - ▶ **Movie template** – This is meant for holding a single movie to a webpage. Your movie will play exactly where you place it.

- ▶ **Photos template** – Movies can also be added to a photo page. When the browser clicks the thumbnail, the movie plays in a window
 - ▶ **Blog or Podcast template** – If you add a movie to either one of these page types, iWeb will treat it as a video podcast.
- 6 Click the Media Browser button, then click the Movies tab.
 - 7 Click the disclosure triangle next to iMovie to see the list of your projects.
 - 8 Select an iMovie project. Any movies you've Shared will appear listed at the bottom of the Media Browser.



- 9 Drag the selected movie to the desired page.

TIP You can also access videos in your iTunes library (such as podcasts) and any other movies stored in the Movies folder.

- 10 When the site is ready, click the Publish button.
- 11 Save your work by choosing File > Save.

Tip # 14: Fix the Exposure of a Photo

A common problem with photos shot by students (and many other people) is incorrect exposure. Your students' photos will often end up too dark or too light because inexperienced photographers aren't always aware of inadequate lighting on the subject, or too much light in the background. Fortunately, iPhoto offers an easy fix.

NOTE ► Editing a photo changes its appearance in the photo library and all of its uses. You should try to fix photos before you start to use them. Otherwise, choose Photos > Duplicate to make a new copy.

- 1 Launch iPhoto.
- 2 Select a photo that needs adjustment in the photo Browser.
- 3 Click the Edit button.



- 4 Click the Adjust button. The Adjust window opens offering several useful controls
- 5 Drag the Exposure and Contrast sliders to taste.



- 6 If the sky is blown out or the shadows are too dark, use the Highlights and Shadows sliders.

TIP ▶ After make adjustments to a photo, you can press the Shift key to compare the edited photo to its original state.

- 7 When you've finished editing the photo, click Done.

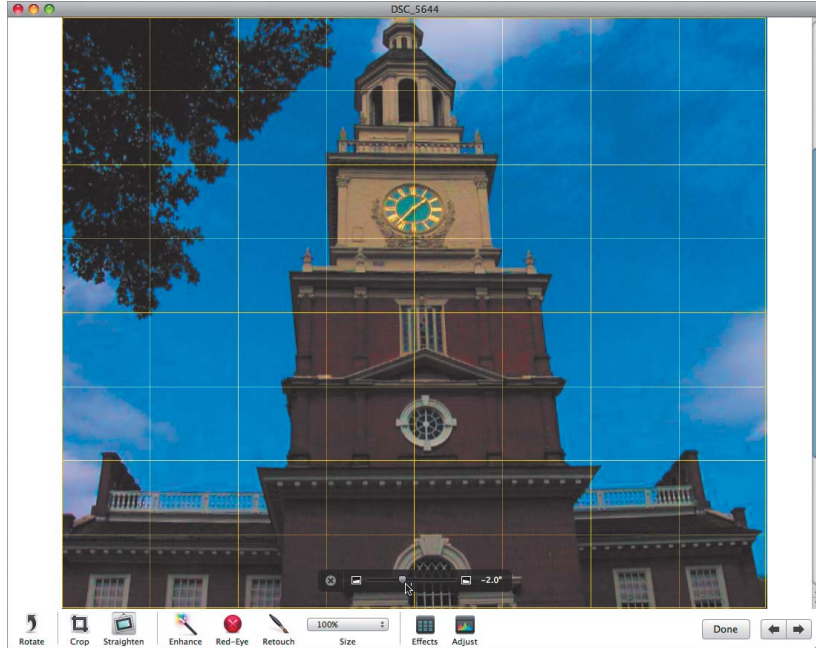
TIP ▶ If you have several photos shot in similar conditions, click the Copy button in the Adjust window. You can then select another photo and click the Paste button to reuse the adjustment settings and apply them to the new photo.

NOTE ▶ If you need to change a photo, you can always re-open the Adjust window. You can reset an edited photo to its original state by opening the Edit window and clicking the Reset button. iPhoto always retains the original photo you imported.

Tip #15: Straighten a Photo

Student photographers are not known for their stability. That is to say, they often end up with photos that seem to lean. Fortunately iPhoto makes it easy to fix a crooked-looking photo. Photos can be straightened by rotating them 10 degrees or less in either direction.

- 1 Launch iPhoto.
- 2 Select a photo that needs adjustment in the photo Browser.
- 3 Click the Edit button.
- 4 Click the Straighten button.



- 5 Drag the Straighten slider until the photo appears level. Use the yellow alignment guides to assist you.

TIP After make adjustments to a photo, you can press the Shift key to compare the edited photo to its original state.

- 6 When finished editing the picture, click Done.

NOTE ► If you need to rotate a photo 90 degrees at a time, use the Rotate button in the toolbar.

MORE INFO ► More tips on using iLife and iWork in the classroom are available at this book's companion web page: www.peachpit.com/ats.teachersguide

iLife and iWork Training and Certification

Apple offers Associate-level training and certification for the iLife and iWork product suites. Educators and students can earn certification to validate entry level skills (Apple Certified Associate), complementing the professional level skills (Apple Certified Pro) that are offered at our Apple Authorized Training Centers (AATCs).

The iLife '08 and iWork '08 courses are based on *Apple Training Series: iLife '08* by Michael Cohen, Jeff Bollow, and Richard Harrington, and *Apple Training Series; iWork '08* by Richard Harrington. The books include DVDs with all required media. Course descriptions appear at <http://training.apple.com/training/>.

By passing an Apple certification exam, students can distinguish themselves to colleges or prospective employers as skilled users of the chosen applications. Once you earn iLife '08 or iWork '08 Trainer status by passing the associated \$150 online exams, you can offer certification to your students. If you feel that you need additional preparation before taking the trainer exam, you may want to attend a course at one of our AATCs. To find a course in your area, visit <http://training.apple.com/schedule>.

Both courses include an end-user exam, which earns either *Apple Certified Associate, iWork '08* or *Apple Certified Associate, iLife '08* certification. Your school can purchase exam codes for \$45. Students who pass will receive a certificate and certification logos.

Once you pass the Trainer exam, information on how to purchase exam codes will appear in the results email. If you do not pass the exam, retake instructions will appear in the results email. For more information, email associatecertification@apple.com.

Resources for iLife and iWork

- ▶ **iLife Online Tutorials.** Visit www.apple.com/ilife/tutorials/.
- ▶ **iWork Online Tutorials.** Visit www.apple.com/iwork/tutorials/.
- ▶ **Apple Discussions.** A rich online community is available at discussions.apple.com. There are several groups for all of the iLife and iWork applications.
- ▶ **Apple Support Pages.** For technical support and articles, visit Apple's support website; www.apple.com/support/ilife/ and <http://www.apple.com/support/iwork/>.
- ▶ **Apple – Education.** The Apple website offers extensive case studies and educational resources. To browse offerings organized by grade level, visit www.apple.com/education/.
- ▶ **Apple Training Series books.** The official guides to both iLife and iWork offer hands on practice. Be sure to see the back of this book for discounted pricing offers.



Instructions for iLife and iWork

Training & Certification

Apple offers Associate-level training and certification for the iLife and iWork product suites. Now educators and students can earn certification to validate entry level skills (Apple Certified Associate) to complement the professional level skills (Apple Certified Pro) that are offered at our Apple Authorized Training Centers (AATC).

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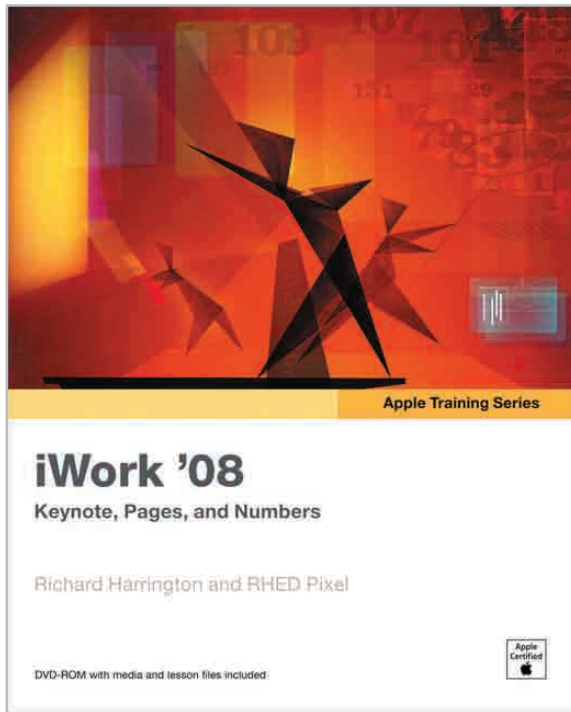
Taking the Trainer Exam

Once you pass the Trainer exam, information on how to purchase exam codes will appear in the results email. If you do not pass the exam, retake instructions will appear in the results email, so do not discard this email. If you have any questions, please email associatecertification@apple.com.

1. Log on to <http://ibt.prometric.com/apple> using your Tech ID. If you do not have a Tech ID, you can sign up for one at <https://certifications.apple.com>.
2. Click **Secure Sign-In (uses SSL encryption)** and log in with your Prometric Prime ID and password. If you don't already have a Prometric Prime ID, click **First-Time Registration** and follow the instructions to create a Prometric Prime ID and password.
3. Click **I Agree** to the Privacy Notice and click **Continue** to verify your information and access the Candidate Menu page.
4. In the Candidate Menu page, click **Take Test**.
5. Enter the appropriate code in the Private Tests box and click **Submit**. The codes are case sensitive and only valid for one use. The code for the iLife '08 Trainer exam is **ACTiLife08**; the code for the iWork '08 Trainer exam is **ACTiWork08**.
6. Click **Continue** to skip the voucher then enter your credit card to pay the \$150 USD fee.
7. Click **Begin Test** at the bottom of the page.
8. When you finish all the questions, click **End Test**.



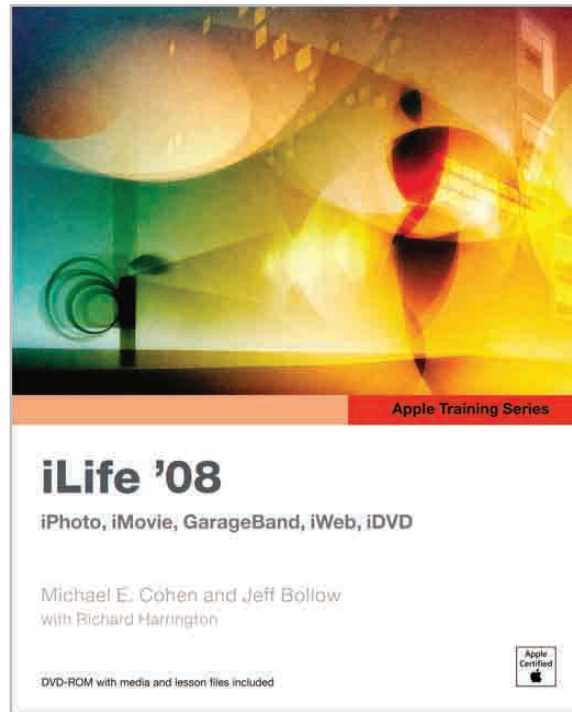
Designed to be used with *Apple Training Series: A Teacher's Guide to Digital Media in the Classroom*, this discounted bundle includes the following two books:



Apple Training Series: iWork '08

In the only Apple-certified book on iWork '08, your students will use Keynote, Pages, and Numbers to produce sophisticated results. Author Richard Harrington starts out with the basics of the software interface and quickly has your students designing, editing, and publishing.

This Value Pack is available from www.peachpit.com or your favorite retailer.



Apple Training Series: iLife '08

In the only Apple-certified guide to iLife '08, Michael Cohen, Jeff Bellow, and Richard Harrington will have your students working miracles with iLife within the first few pages. Focused lessons take students step by step through all aspects of iLife '08—everything from organizing and sharing photo libraries to creating polished video and soundtracks.

Other great training resources for the classroom from Peachpit include:

The Macintosh iLife '08 in the Classroom,

Jim Heid with Ted Lai
ISBN: 0-321-54926-0

