



# **HOW TO PODCAST YOUR SCHOOL**

## **Guidelines for teachers grounded in teaching practice**



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This publication is a project result of the «Podcast your school» project.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Foundation for the Development of the Education System (FRSE). Neither the European Union nor FRSE can be held responsible for them.



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# Table of contents:

<b><u>05</u></b>	<u>Foreword</u>	<b><u>32</u></b>	<u>The podcast creation process</u>	<b><u>69</u></b>	<u>Conclusions: A vision for the future</u>
<b><u>08</u></b>	<u>Executive Summary</u>	<b><u>40</u></b>	<u>Overcoming challenges - lessons from experience</u>	<b><u>72</u></b>	<u>About the project</u>
<b><u>12</u></b>	<u>The power of podcasting in education</u>	<b><u>48</u></b>	<u>The impact of podcasting on students</u>		
<b><u>18</u></b>	<u>Getting started - planning and preparation</u>	<b><u>55</u></b>	<u>Enriching teaching practice</u>		
<b><u>25</u></b>	<u>Integrating podcasting into the curriculum</u>	<b><u>62</u></b>	<u>Summary of guidelines</u>		

**Annex I** Podcast Assessment Criteria Grid (Students)

**Annex II** Podcast Assessment Criteria Grid (Teachers)

**Annex III** Micro-Credential Certificate for Students template

**Annex IV** Micro-Credential Certificate for Teachers template



## Foreword

Teachers across Europe are looking for practical, achievable ways to make learning more engaging, inclusive and relevant. Podcasting has emerged as one of those rare approaches that is both simple to start and rich enough to transform practice. This guide was created within the Erasmus+ project Podcast your school to help teachers adopt podcasting confidently and purposefully in their classrooms. It is grounded in the lived experience of teachers and students in three partner schools - in Poland, Portugal and Greece - who designed, ran and reflected on podcast projects linked to real curriculum goals. Their insights shape every page that follows.

**What makes this publication different is its teacher-to-teacher voice. Rather than promoting polished studio techniques, it focuses on what works in ordinary school settings: phones, free software, flexible timelines and clear roles.**

Colleagues in Portugal, for example, discovered that students were already comfortable recording with their own devices and editing with familiar apps; this allowed the project to prioritise storytelling and communication over technical perfection. In Poland, teachers balanced structure with autonomy - small teams, defined roles and a clear sequence from planning to reflection - so students could take ownership without getting lost. In Greece, the emphasis on simple, accessible tools (e.g., Audacity, headsets and free music libraries) helped the whole class participate, including those who were initially anxious about sound quality or editing.



## The case for school podcasting rests on three pillars:

- 1. Student voice and confidence.** Teachers reported that podcasting encouraged quieter students to speak, rehearse and share their ideas with an authentic audience. Students described the work as "more real than writing an essay" and were proud to publish something others could hear.
- 2. Curriculum alignment.** Podcasting doesn't have to be an "extra"; it can replace or enhance existing assessment tasks. In Portugal, episodes were tied to a unit on Teens in the Global Era, developing language, research and critical thinking. In Greece, teachers embedded podcasts across Humanities and Science to deepen understanding and spark debate - sometimes even as part of a flipped-classroom approach.
- 3. Practicality and inclusion.** Projects worked best when they used what schools already had: smartphones, basic microphones, free editors (e.g., Audacity or CapCut) and already available routes (e.g., a Google Classroom). Teachers organised the work with timelines and rubrics that valued collaboration over studio-grade audio.

### How to use this guide:

- If you are new to podcasting, read first Chapters 1 - 4 to see why podcasting matters, what to prepare and how to launch a first project with minimal kit.
- If you are already familiar with the podcasting process, read Chapter 1 and then jump to Chapters 5 - 7 to learn how it can work in the context of school education.
- If you lead a department or whole-school initiative, Chapter 8 synthesises the guidelines drawing on all three schools' reflections.



### **What you can expect:**

- **Clear steps from planning to publishing:** topic selection; scripting; recording with what you have; editing for clarity; and simple routes to share safely with your community.
- **Honest challenges and how teachers addressed them:** background noise, time management, uneven participation or uncertainty about how to assess audio.
- **Impact that lasts, not just a one-off “project week”:** increased motivation and stronger teamwork in the classrooms observed in the Greek, Polish and Portuguese schools.

### **A note on ethics and safety.**

Podcasting with young people must be safe and respectful. Teachers in all three schools acknowledged the importance of copyright awareness (e.g., royalty-free music) and handling consent carefully before publishing student voices beyond the classroom. This publication includes guidelines to help you fully realise these requirements.

### **Acknowledgements**

This publication would not exist without the generous reflections of the participating teachers and students. We thank all the team members in Portugal, Poland and Greece for piloting podcasting and sharing their thoughts and experiences with us.



## Executive Summary

This publication summarises the collective experience of three European schools - CKZIU Wadowice (Poland), AEDS E. Sequeira (Portugal) and Nea Paideia (Greece) within the Erasmus+ project Podcast your school (Project Code 2023-1-PL01-KA220-SCH-000159254).

This publication offers teaching guidelines for educators who want to introduce podcasting into their classrooms without specialised equipment or prior media-production skills.

The evidence comes directly from teacher reflections gathered through structured interviews. Together, they highlight that podcasting is not only feasible in ordinary school environments but also deeply beneficial for students' engagement and creativity.

## **Purpose of the guidelines.**

The aim is to provide a practical manual that any teacher can follow. Rather than focusing on technicalities, the guidelines emphasise pedagogy, organisation and inclusivity - how to make podcasting a teaching and learning method rather than a one-off experiment. Each chapter builds upon the real examples from the partner schools to ground the guidelines in actual teaching practice.

## **Key findings**

### **1. Podcasting enhances motivation and ownership**

All three schools reported significant increases in student engagement. Learners were eager to express their ideas through audio, valuing the sense of authorship and the opportunity to reach an authentic audience. Even students who were hesitant in traditional classroom discussions gained confidence when speaking into a microphone.

### **2. Storytelling bridges learning and life**

Teachers found that podcasting allowed students to connect curriculum content with their personal experiences. In Portugal, for instance, teenagers used the project "Teens in the Global Era" to explore identity, challenges and dreams. This integration of self-expression with formal learning objectives deepened understanding and retention.

### **3. Simplicity works best**

Schools achieved excellent results using only smartphones, free editing apps such as Audacity or CapCut, and platforms like Google Classroom or Spotify for Podcasters. The emphasis was on clarity of content and authenticity of communication, not studio-grade sound.

### **4. Collaboration drives success**

Podcasting functions as a natural team project. Students adopted distinct roles - host, researcher, scriptwriter, editor - and learned to coordinate timelines and share responsibility. Teachers noticed that this structure fostered mutual support among students.

## **5. Teachers' roles evolve**

Educators became facilitators rather than lecturers. Their focus shifted to guiding and supporting students at various stages of work as well as monitoring progress. This strengthened student independence and fostered a more dynamic classroom culture.

## **6. Assessment must adapt**

Traditional written rubrics were insufficient. Teachers developed balanced assessment criteria evaluating content accuracy, collaboration, creativity and oral communication. Feedback was given at multiple stages - script, draft recording and final episode to make evaluation a formative process.

## **7. Challenges are manageable**

Common obstacles included background noise, limited time, uneven technical skills and variations in student engagement. Solutions included peer mentoring, flexible deadlines and training sessions in related skills with the support of Podcast your school e-learning course.

## **8. Lasting impact**

Beyond technical or linguistic gains, podcasting promoted confidence, digital literacy and critical thinking. Teachers observed enduring improvements in students' communication abilities and willingness to participate in other classroom tasks.

### **Essential recommendations:**

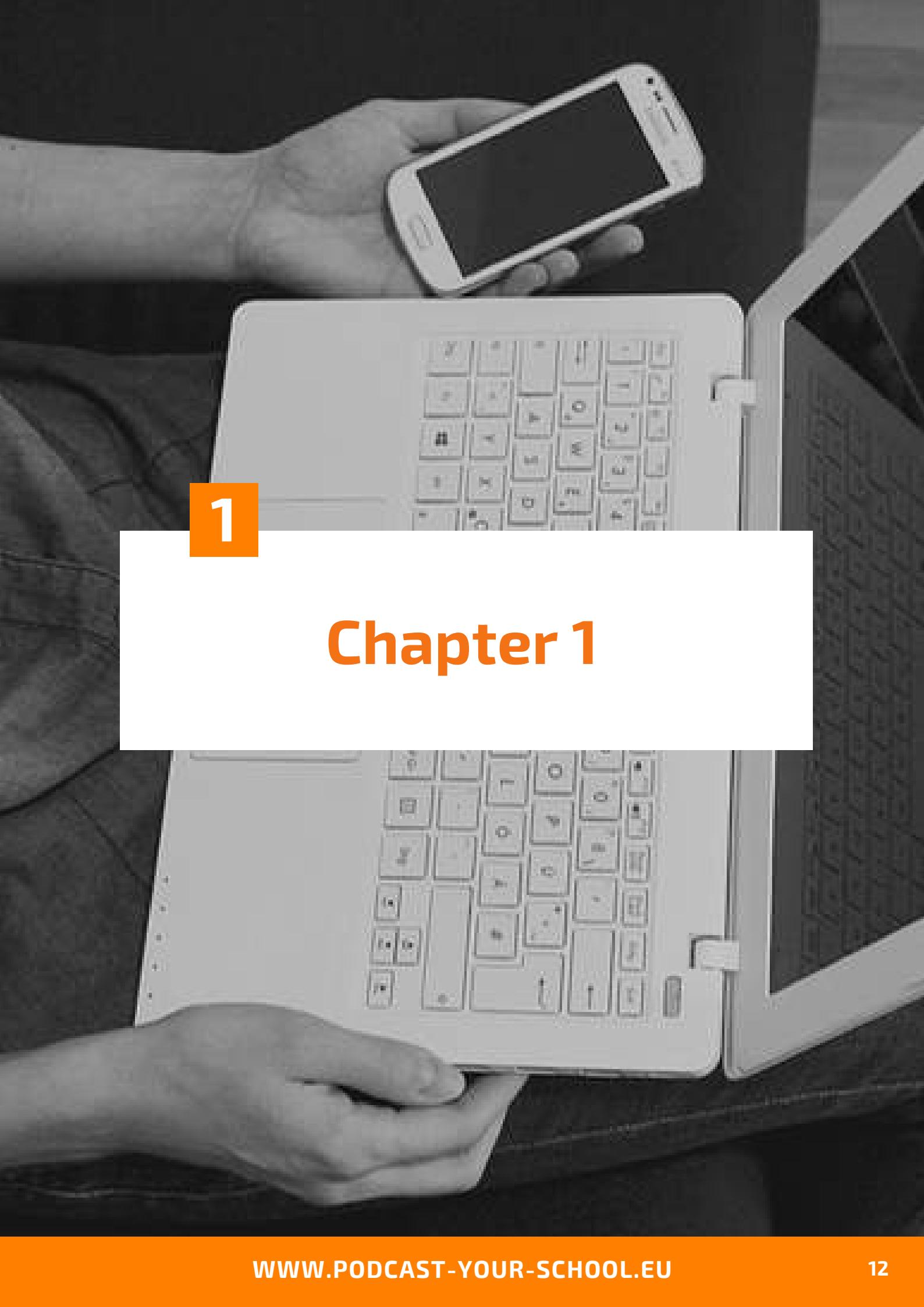
- **Start small:** A single short episode is enough for the first attempt
- **Plan clearly:** Define goals, timeline and assessment from the outset
- **Prioritise storytelling:** Strong scripts create strong episodes
- **Use existing tools:** Smartphones and free editors are adequate
- **Encourage reflection:** Let students listen to, evaluate and improve their work
- **Foster inclusion:** Provide roles that suit different strengths - research, sound, speaking, editing - so everyone contributes
- **Celebrate results:** Sharing completed podcasts with the school community enhances pride and promises continuation of podcast projects



## OVERALL IMPACT

The teachers from Poland, Portugal and Greece demonstrated that podcasting can:

- **Integrate** seamlessly into diverse subjects.e.g. languages, history, science, social studies and cross-cultural education
- **Promote** 21st-century competencies such as communication, collaboration, creativity and digital literacy
- **Encourage** international collaboration and intercultural understanding within the Erasmus+ framework



1

# Chapter 1



## Chapter one: the power of podcasting in education

Podcasting brings together the oldest form of communication - storytelling - and the newest digital technologies. It gives students a way to express ideas in authentic communication and publish for real audiences, while teachers gain a tool that connects classroom learning with modern life. The participating teachers from Poland, Portugal and Greece all agreed: podcasting turns learners into communicators.

### 1. A voice for every learner

Traditional assignments often privilege the confident writer or test-taker. Podcasting, by contrast, amplifies diverse voices. Teachers reported that students who were quiet in class gradually became more articulate behind a microphone. Recording privately or in small groups reduced anxiety and allowed for rehearsal until students were satisfied. This process strengthened both fluency and self-esteem.

Podcasting also nurtures mutual understanding. Students listen to one another's perspectives while editing or co-hosting an episode. They learn to communicate with an audience in mind - a valuable skill in real-world media literacy.

## 2. Alignment with curriculum goals

Podcasting doesn't have to be an add-on; it integrates directly with curriculum objectives. The partner schools found multiple ways to embed podcasting within existing lessons and subjects:

- **Languages:** Students practised pronunciation, spontaneous speaking and interviewing
- **Humanities:** Learners explored history, identity and civic topics through storytelling and debate
- **Science:** Teachers used podcasts for student-led explanations of experiments or ethical discussions about technology and climate change
- **Cross-curricular projects:** In Portugal, the theme "Teens in the Global Era" connected personal and social education with language learning, encouraging teenagers to explore their world from a global perspective

Each example linked directly to curriculum competencies - communication, creativity, collaboration and critical thinking - demonstrating that podcasting naturally supports 21st-century education.

## 3. Accessibility and inclusion

One of the strongest findings across all schools was that podcasting is accessible to everyone. It requires minimal resources: a smartphone, a headset and free software such as Audacity or CapCut. Teachers emphasised that simplicity encouraged participation. Students who struggled with written expression could contribute effectively through voice; those who preferred technical work took on editing or sound roles.

The medium also benefits auditory learners and students with special educational needs. Listening to their peers' work reinforced comprehension, while collaborative planning supported social and communication development. Teachers specifically noted that podcasting can bridge the gap between traditional teaching methods and the digital world, making lessons more relevant to the students' mode of processing information.



## 4. Real-world communication skills

Podcasting teaches more than subject knowledge as it develops transferable skills that will serve students well beyond school:

- **Speaking and articulation:** Clarity, tone and pacing improve through rehearsal and playback
- **Active listening:** Editing demands attention to detail and structure
- **Research and scripting:** Students learn to summarise, question and organise information logically
- **Digital literacy:** They gain first-hand experience with audio production, file management and responsible online publishing.

**Teachers observed noticeable improvements in students' ability to explain concepts and present arguments clearly.**

**Many reported that after completing a podcasting project, students approached oral presentations and debates with greater confidence.**

## 5. Creativity and critical thinking

Unlike standard reports or tests, podcasts allow open-ended creativity. Students can experiment with formats that include interviews, news reports, debates, storytelling or dramatic readings. This flexibility fostered critical media awareness: students considered how sound influences meaning, audience perception and credibility.

Podcasting also encourages reflection. Students must listen to themselves, evaluate clarity and make editorial decisions. Teachers described this as formative self-assessment, because every recording becomes an opportunity for self-correction and improvement.

## 6. A cross-cultural practice

As part of an Erasmus+ collaboration, podcasting transcended borders. Polish, Portuguese, and Greek students discussed universal themes - youth identity, environment, culture - through their own linguistic and cultural lenses. The format encouraged international exchange: schools could easily share episodes across Europe, promoting intercultural understanding.

Because the process is repeatable, podcasting holds a promise for a continued teaching practice, not just a one-off project. Once teachers and students learn the basics, episodes can be created annually or even monthly, contributing to a growing school media archive that reflects learning across subjects and years.

## 7. Why it works

In essence, podcasting succeeds because it:

- **Engages** multiple skills simultaneously - speaking, listening, reading, writing and digital creation
- Provides an **authentic audience**, motivating students to produce quality work
- **Encourages collaboration** while allowing individual expression
- Aligns with **modern educational goals** for communication and media literacy
- Requires **minimal resources** and is adaptable to all levels of education
- Podcasting thus **brings learning to life** and it fulfills one of education's oldest aims - to help every learner find and share their voice.

2

## Chapter 2





Podcast...

## Chapter two: Getting started - planning and preparation

Starting a podcast in school does not require a recording studio or advanced equipment. What matters most is clarity of purpose, realistic organisation and teacher readiness. The teachers from Poland, Portugal and Greece all began with limited resources, yet each succeeded.

### 1. Defining purpose and learning goals

Before recording a single word, clarify why you want to podcast. A clear educational purpose keeps the project manageable and meaningful. Ask yourself:

- What curriculum topic or theme will the podcast support?
- What knowledge, skills or attitudes should students develop?
- Who is the intended audience - classmates, parents or a wider community?
- Will episodes be published publicly or kept internal to the school?

In Poland, teachers used podcasts as alternatives to written projects, allowing students to research topics such as climate change or cultural heritage. The goal was to assess research, communication and collaboration rather than test memorised knowledge.

In Greece, podcasts became both a teaching tool and a creative output in Humanities and Science. Teachers used episodes to introduce topics and encourage reflection through group discussion.

## 2. Setting realistic timelines

Podcasting projects work best when divided into clear phases. Teachers in all three countries found that a 4 - 6 week cycle fit comfortably within the school term. A typical schedule might look like this.

Phase	Activities	Approx. time
Week 1	Topic selection, group formation, research planning	1 - 2 lessons
Week 2	Scriptwriting, teacher feedback	2 - 3 lessons
Week 3	Recording practice and first takes	1 - 2 lessons
Week 4	Editing and improvement	1 - 2 lessons
Week 5	Publishing and class reflection	1 lesson

We recommend keeping each stage short, with clear deadlines and check-ins. Longer projects risk losing momentum; shorter projects encourage focus and satisfaction when students don't have to wait long to see results of their work.

### **3. Organising groups and roles**

Podcasting requires collaboration. Small teams will work best in most cases. Larger groups may be harder to coordinate. Common roles include:

- Host/Presenter – guides the conversation, introduces topics
- Researcher – gathers background information and prepares questions
- Scriptwriter – organises structure and writes dialogue or prompts
- Sound Editor/Technician – manages recording, editing and file export
- Project Coordinator – monitors progress and deadlines

Allow students to choose roles based on their strengths. In Greece, teachers found that giving students autonomy over role choice boosted motivation and accountability. In Poland, rotating roles gave everyone the chance to develop multiple skills.

### **4. Selecting tools and equipment**

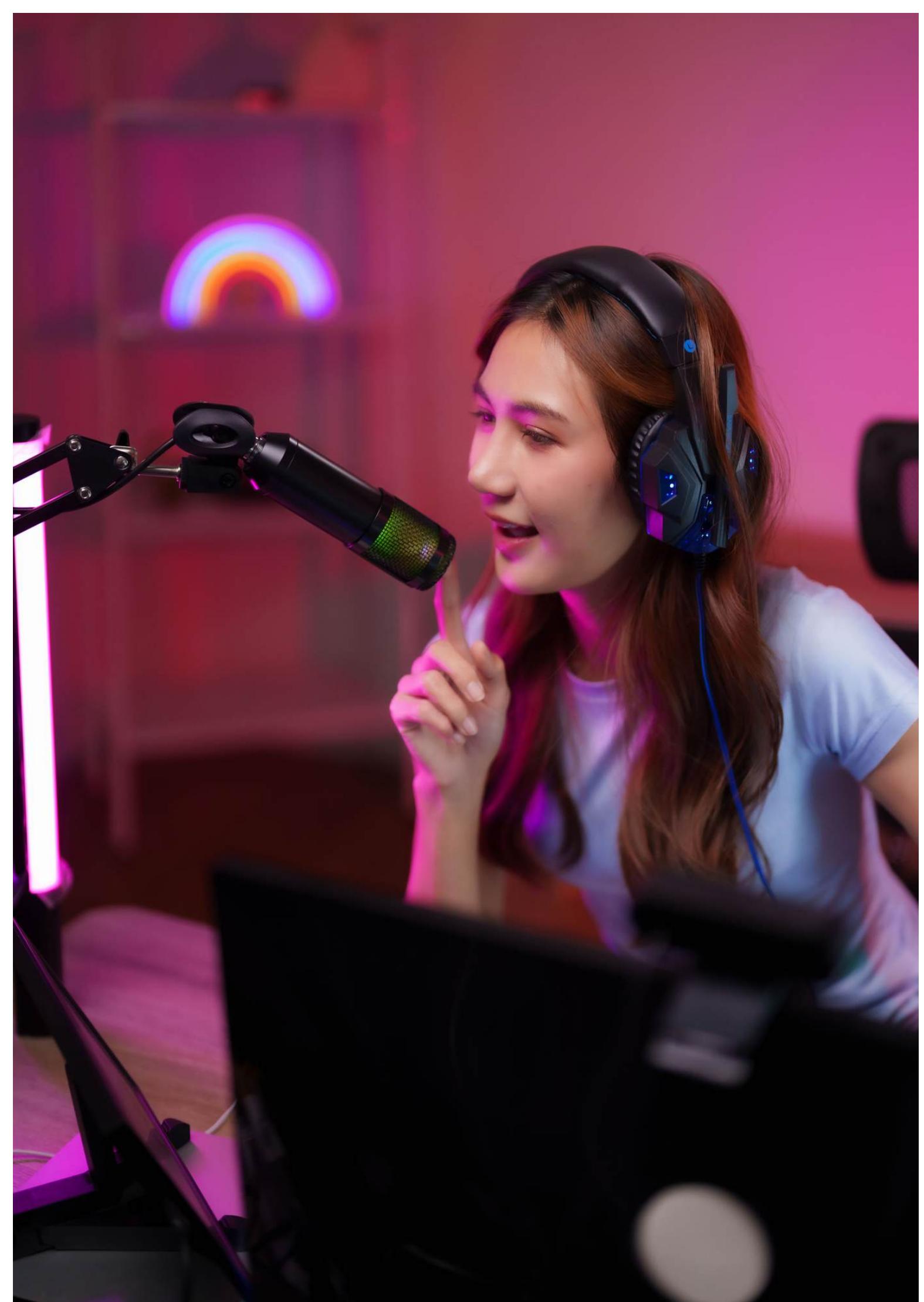
All partner schools agreed: start with the tools you already have. Recommended options:

- Recording: Smartphones, built-in laptop microphones or basic USB mics
- Headphones: Any pair will help monitor sound and reduce feedback
- Editing: Free software such as Audacity or CapCut
- Storage & Sharing: Google Classroom, school website or Spotify for Podcasters

The Portuguese teachers noted that letting students choose familiar apps helped them feel more comfortable and confident with the technical aspects of the project, reducing technical anxiety and keeping focus on storytelling. The Greek and Polish teachers also highlighted the value of using familiar technical equipment and digital tools to support the recording and production of podcasts.

### **5. Scriptwriting: building the foundation**

A well-written script is the backbone of a good podcast. Teachers emphasised that scripting improves thinking, writing and speaking.



Steps to guide your students:

- Brainstorm key ideas and messages
- Organise them into a logical sequence - introduction, discussion, conclusion
- Write conversationally - sentences should sound natural when spoken
- Rehearse aloud - encourage students to record practice versions
- Peer review - exchange scripts between groups for feedback

The Portuguese experience showed that the scripting phase was a very valuable part of the process. They discovered that the script-writing not only improved the quality of recordings but also enhanced students' critical thinking and organisational skills, making it a valuable learning experience in itself: "Invest time in the scripting phase. It helps students organise their thoughts, practise their delivery, and significantly improves the quality of the final recordings while reducing editing time.

## **6. Preparing the recording environment**

You do not need a soundproof studio, you can create a proper environment in school. Teachers' suggestions:

- Choose a quiet corner of a classroom, library or corridor
- Record near soft surfaces (curtains, carpets) to absorb echo
- Ask students to silence phones and notifications
- Use an informal sign (e.g., "Recording - Please Be Quiet") outside the door

If perfect silence is impossible, make it part of the learning. Discuss how background sounds affect listener experience and let students decide whether to re-record or keep an authentic "school atmosphere.

## **7. Teacher's role in the early stages**

In the first project, teachers act as facilitators and motivators:

- Introduce the concept and purpose of podcasting
- Provide simple demonstrations of recording and editing
- Help students set realistic goals and schedules
- Offer feedback on scripts before recording
- Support group organisation but allow student ownership

The Polish teachers chose an approach that can be described as “scaffolding independence.” They guided the structure and deadlines, but once students began recording, they stepped back to let them problem-solve and collaborate.

## **8. Building confidence and classroom culture**

Podcasting involves public speaking and teamwork, which can feel intimidating. Teachers found that small successes early on - a short practice recording, an informal sharing session - built confidence. Following their experience, encourage an atmosphere where:

- Mistakes are treated as learning opportunities
- Students listen respectfully to one another
- Feedback focuses on clarity and engagement rather than perfection

In Portugal, this supportive approach helped shy students overcome microphone anxiety; in Greece, it turned diverse groups into cohesive teams as evident in the student feedback, e.g.: “I enjoyed working with my classmates and hearing our ideas come to life.

## **9. From planning to action**

With a clear structure and defined roles, you’re ready to begin recording. Remember that the first episode is a pilot - treat it as an experiment rather than a final product. After students complete it, hold a reflection session: What worked? What was difficult? What should change next time?

**“Start simple and build gradually. Don’t worry about perfect audio quality or complex equipment initially. Focus on content and communication skills first.”**

*Teacher from Portugal*

## **10. Checklist before recording**

Before your students press “record,” ensure that:

- The topic and purpose are clear
- The script is reviewed and approved
- Roles and schedule are agreed upon
- Equipment and software are tested
- Recording space is prepared
- File-naming conventions and storage plans are in place

3

## Chapter 3

# Chapter three: Integrating podcasting into the curriculum

Podcasting becomes most powerful when it is woven into existing learning objectives rather than treated as a separate “digital project.” Teachers in Poland, Portugal and Greece found that podcasting can support language development, research skills, creativity and reflection across almost any subject. This chapter explains how to make podcasting an integral part of your curriculum.

## 1. Aligning podcasting with curriculum competences

To justify podcasting as a classroom activity, connect it clearly to national or school-level learning goals. Teachers in all three partner schools related podcasting outcomes to key competences such as:

- **Communication in the mother tongue and foreign languages** – developing expression through writing and speaking
- **Digital competence** – using technology to create, edit and share audio safely
- **Learning to learn** – planning, self-evaluating and taking responsibility for progress
- **Social and civic competences** – collaborating, listening to others, acting as a team member with an assigned role/s
- **Cultural awareness and expression** – storytelling with themes relating to culture, history, identity and voiced teen concerns

Besides these core competences, podcasting enhanced also subject-specific learning, aligning creative media work with curriculum goals across language, history, science and civic education.

## 2. Models of integration

Teachers described three main ways to incorporate podcasting into lessons:

- In Portugal, English teachers used podcasting as a project-based assignment directly linked to their classroom curriculum, specifically the unit "Teens in the Global Era." Students created podcasts that explored teen problems, dreams, and ambitions, allowing them to connect personally with the unit's themes while developing their communication and digital skills through an authentic, creative medium.
- In Poland, podcasting was integrated as a project component within units, linked to learning objectives, and sometimes as a project at the end of a unit, instead of a test.
- In Greece, teachers used podcasts in history classes to introduce or reinforce key topics. For example, in a History unit on World War II, students listened during class and then completed a discussion worksheet or participated in a group reflection.

### **b) Cross-curricular projects**

Podcasting connects multiple subjects under a shared theme. For example, a project on sustainability might involve:

- Science lessons on environmental impact
- Geography for global context
- Language arts for storytelling and communication
- ICT for audio editing

The Greek teachers highlighted the value of project-based learning which offers excellent opportunities for cross-curricular explorations: students would research a topic and then present their findings in the form of a podcast episode. This encouraged them to think critically about various subjects that align with numerous standards in the curriculum.



### c) Extracurricular or enrichment activities

In some cases, podcasting works best as an after-school activity/workshop. Polish teachers used this model when classroom timetables were too tight. They offered extra activities for those who wanted to develop their language skills. The results often fed back into lessons later as motivational material. "For us, it was like a break from the routine. Instead of worksheets, we could create something creative and show it to others." – some students stated.

### 3. Replacing traditional assessment tasks

Podcasting can act as an alternative to essays, presentations or written tests. Teachers reported that assessing a podcast episode is similar to assessing a written project, but often more comprehensive because it evaluates:

- **Content knowledge** – how well students understand and explain a topic
- **Communication skills** – clarity, fluency, pronunciation, tone
- **Creativity and engagement** – how effectively students capture attention
- **Collaboration** – evidence of teamwork and shared responsibility

Nevertheless, teachers from Portugal found this aspect of school podcasting as particularly challenging: "Pedagogically, we found it difficult to provide the same depth of feedback on audio content compared to traditional written assignments, and we had to develop new assessment criteria that fairly evaluated both content knowledge and technical execution."

### 4. Time management and curriculum pressure

One of the most common concerns is fitting podcasting into limited curriculum time. The partner schools found several strategies to manage this:

- Integrate podcasting into project-based learning units rather than adding extra lessons
- Replace one written or oral task with a podcast
- Use partial class time for recording; editing can be homework or done by rotation
- Combine subjects (e.g., English and ICT) to spread time across different lessons and subjects

Ideally, podcasting should be integrated in school activities, not to "take time away" from the curriculum but rather fulfill it.

## **5. Encouraging cross-school and international collaboration**

As an Erasmus+ project, Podcast your school demonstrated that podcasting can strengthen international partnerships. Teachers from Poland, Portugal and Greece exchanged episodes, discussed common topics and compared perspectives. The project became a professional learning community where educators learned new digital and pedagogical skills together.

### **Schools interested in collaboration can:**

- Share scripts or audio drafts for peer feedback
- Co-produce bilingual or multilingual episodes
- Organise online listening sessions or voting for the best episodes
- Use podcasting as part of eTwinning projects

Such activities also bring European cooperation to life through authentic communication. Once several teachers are familiar with the method, podcasting becomes part of the school's ongoing practice rather than a one-off experiment.

## **6. Reflection and curriculum renewal**

After completing their first projects, teachers across all three schools observed that podcasting led them to rethink how learning can be demonstrated. Rather than focusing on written outcomes, they revived the value of spoken expression - the ability to articulate understanding clearly and confidently.

Reflection activities such as group listening sessions, peer feedback forms, or "behind the scenes" discussions help students connect their experience to curriculum goals. In doing so, podcasting moves from an engaging project to a powerful pedagogical practice that renews everyday teaching.

## Key takeaways:

- Integrate podcasting directly into curriculum outcomes, or as an extra if time is short
- Replace traditional written assessments with recorded episodes
- Collaborate across subjects and departments for maximum impact
- Use podcasting to support both local and international learning goals
- Reflect and refine - each project offers lessons for the next

**"Looking back, podcasting turned out to be more than just a digital project - it became a way to connect with students on a deeper level. It encouraged creativity, gave them a stronger voice in the classroom, and helped me see teaching as something more collaborative.**

**The Erasmus+ context made it even more powerful, because students understood they were part of a bigger, international exchange of ideas".**

*Teacher from Poland*



4

## Chapter 4



## Chapter four: the podcast creation process

Podcasting is a journey that takes students from an idea to a finished episode ready to share with an audience. The teachers who contributed to this guide found that the process itself - more than the final product - creates the deepest learning. It encourages planning, teamwork, knowledge acquisition, creativity and self-assessment.

The full process can be divided into five key stages: planning, scripting, recording, editing and publishing.

### 1. Planning: shaping the idea

The planning stage lays the foundation for everything that follows. Teachers from all three countries emphasised that investing time in this stage avoids confusion later.

#### **Teacher's role:**

- Present the purpose of podcasting and share examples
- Help students brainstorm topics connected to the curriculum
- Encourage them to think about their target audience and format
- Provide a planning template (e.g. title, aim, audience, roles, timeline)

### **Student tasks:**

- Research potential topics
- Choose a focus that fits both their interests and the lesson objectives
- Share roles within the team (host, researcher, scriptwriter, editor)
- Draft a working title and short description

As a teacher from Portugal grasped it in a nutshell:

**“Don't skip the preparation phase.**

**Avoid jumping straight into recording without adequate planning.**

**Take time to properly introduce podcast structure, recording techniques, and provide students with clear guidelines about audio quality and recording environments.”**

## **2. Scripting: turning ideas into words**

A strong script gives structure and flow. We found that students who prepared clear scripts produced more confident and coherent recordings.

### **Teacher's role:**

- Explain the difference between written and spoken language - encourage natural phrasing and conversational tone
- Provide a script template (introduction, main points, conclusion)
- Offer formative feedback before recording

### **Student tasks:**

- Write or outline the episode content
- Plan opening and closing statements
- Prepare interview questions if relevant
- Practise reading aloud and timing the script

### **Practical tips:**

- Keep episodes short: 3 -10 minutes is ideal for school projects
- Encourage students to rehearse together; they will naturally edit for clarity
- If groups are multilingual, allow parts in different languages - this can reflect the Erasmus+ spirit of cultural exchange

Again, a teacher from Portugal was most vocal on the importance of this phase:

**"We discovered that thorough script writing was one of the most beneficial parts of the project.**

**It helps students organise their thoughts, practise their delivery, and significantly improves the quality of the final recordings while reducing editing time.**

**Encourage peer feedback on scripts before recording begins."**

### **3. Recording: capturing the conversation**

This is often the most exciting stage for students - and where confidence grows the fastest.

#### **Equipment checklist:**

- Smartphones or laptops with a recording app
- Quiet classroom corner or library space
- Headphones for monitoring
- Optional: external microphone for better clarity

#### **Teacher's role:**

- Demonstrate how to hold a microphone and control background noise
- Support shy students by allowing retakes and small-group recordings
- Remind students to save files immediately with clear names

#### **Student tasks:**

- Record according to their script or outline
- Check sound quality by listening to short test recordings
- Adjust distance, tone and pacing as needed
- Keep backup copies of all audio files

#### **Tips for success:**

- Record in short segments to make editing easier
- Encourage natural conversation - minor mistakes can add authenticity
- Keep background sounds minimal but not obsessive; perfection is not required



## **Example from Greece:**

A combination of technical equipment and digital tools was employed to support both the recording and production of podcasts. As for microphones and headphones, students used whatever they had such as built-in laptop or tablet microphones. The sound quality wasn't perfect, but it was enough for classroom use. They used some usb microphones (Samson Meteor) which improved sound quality significantly. The use of headphones ensured the prevention of audio feedback during recording sessions. Many students used their own headsets which helped minimize background noise and made it easier for them to record clean audio. Smartphones were also utilized for supplementary recordings.

## **4. Editing: shaping the story**

Editing transforms raw recordings into polished episodes. It also develops patience, problem-solving and digital literacy.

### **Teacher's role:**

- Introduce basic editing functions (cut, fade, amplify, export)
- Model how to import files and save regularly
- Encourage students to focus on clarity, not perfection

### **Student tasks:**

- Remove long pauses, repeated words or background noise
- Add a brief intro and outro with consistent volume
- Insert copyright-free music or sound effects, if desired
- Review and adjust length (aim for 5 - 10 minutes)

### **Recommended software:**

- Audacity (free and cross-platform)
- CapCut or GarageBand (simple interfaces)
- Soundtrap (online collaborative editing)

*A note from a Polish teacher:*

**“Students were more engaged, enjoyed collaborative work, and appreciated the chance to express ideas through audio. They valued audience feedback as a motivator. They were more enthusiastic and willing to spend extra time. The creative format gave them pride in their work.”**

## 5. Publishing: sharing with an audience

Publishing makes learning visible and audible. Students feel genuine pride when their work is shared with classmates or a wider community.

### Options for sharing:

- Upload to a private Google Drive or school website
- Embed episodes in a learning platform (Google Classroom, Moodle)
- Use a free hosting platform like Spotify for Podcasters, Anchor, or SoundCloud if the school policy allows public sharing
- Present episodes during school events or assemblies

### Teacher's role:

- Check permissions and parental consent before publishing publicly
- Ensure credit for all contributors and use of royalty-free music
- Moderate content to align with school values and GDPR rules

A teacher from Greece:

**“Students also reported that producing a tangible product, such as a published podcast on Spotify, gave them a sense of pride and ownership.**

**Some commented that *it felt more real than writing an essay or I enjoyed working with my classmates and hearing our ideas come to life.*”**

## 6. Reflection: Closing the loop

After publishing, encourage reflection to consolidate learning. Reflection can be oral, written or recorded as a “behind-the-scenes” episode.

### Reflection prompts:

- What did you learn about communication or collaboration?
- What surprised you during the recording process?
- What would you improve next time?
- How does podcasting compare to other schoolwork?

Reflection ensures that podcasting is not just a creative exercise but a structured learning experience:

**"First, we brainstormed topics, then created outlines and scripts.**

**Students recorded, edited, and finally presented their work.**

**Reflection was just as important as publishing."**

*Teacher from Poland*



5

## Chapter 5



## Chapter 5: Overcoming challenges - lessons from experience

Every new teaching approach brings a learning curve. The teachers involved in the Podcast your school project were honest about the difficulties they faced during their first podcasting experiences. Their feedback shows that challenges may arise but they are manageable.

This chapter organises those lessons and begins with the three main areas:

- technical,
- organisational and
- pedagogical,

with examples and some tested strategies to overcome them.

### 1. Technical challenges

Some of the initial worries among teachers were related to equipment, software and sound quality. Many assumed that professional tools were necessary, only to discover that simple setups worked best.

#### Common issues:

- Background noise or echo in classrooms
- Inconsistent audio levels between speakers
- Lost or corrupted files
- Confusion about editing software
- Limited internet or storage space

## **Solutions and strategies:**

- Use soft furnishings (curtains, coats, carpets) to absorb echo
- Teach students to record short segments rather than long sessions - easier to edit and less risk of losing progress
- Normalise and compress audio in free editors like Audacity
- Schedule short tutorial sessions to introduce essential functions - cut, fade, export
- Encourage cloud storage or shared drives for safe backups

*Teacher reflection – Portugal:*

**“While we initially expected technical skills like audio recording and editing to be the main challenges, we discovered that most of our students felt quite comfortable with storytelling creation and recording.**

**The key learning for us as educators was understanding basic podcast structure, familiarising ourselves with editing software, and navigating copyright considerations for any background music or media.**

**“The biggest surprise was realising that students' natural comfort with digital creation meant we could focus more on content development and less on technical hand-holding than we had anticipated.”**

## **2. Organisational challenges**

Podcasting projects involve teamwork, time management and coordination - all potential sources of tension if not planned carefully.

### **Common issues:**

- Difficulties forming balanced groups
- Unequal participation (some students do most of the work)
- Limited lesson time to record and edit
- Conflicts when sharing equipment or spaces

## **Solutions and strategies:**

- Form small groups and ensure the roles are clear from the beginning
- Rotate roles in episodes to ensure equal skill development
- Integrate podcasting into an existing unit or organise after school activities
- Use progress checklists and set interim deadlines
- Record short practice segments early to identify time needs

Teachers across all three partner schools identified organisation as one of the most demanding aspects of podcasting. As one Portuguese teacher admitted,

**“Organisationaly, managing group dynamics proved challenging as some teams had members working at different paces, and coordinating quiet recording spaces within the school schedule was more complex than anticipated. ”**

A Polish colleague added,

**“Time was the biggest challenge - finding enough space in the timetable. Also, keeping all groups on track at the same time was not easy.”**

Yet, with planning and inventiveness, schools developed practical solutions demonstrating that small adjustments can make podcasting work even within busy timetables and shared spaces.

### **3. Pedagogical challenges**

The deepest challenges were not technical or organisational but pedagogical - how to teach through podcasting effectively. Teachers had to adapt their assessment methods, redefine their role and maintain academic focus while supporting creativity.

#### **Common issues:**

- Keeping episodes educational rather than purely entertaining
- Assessing teamwork and oral communication fairly
- Providing feedback without discouraging students
- Managing diverse ability levels within a group

#### **Solutions and strategies:**

- Link episodes to specific learning objectives (e.g., explaining a historical event, practising persuasive speaking)
- Create rubrics that combine content, creativity and collaboration
- Offer formative feedback throughout, especially after scripting and test recordings
- Celebrate small successes to maintain motivation
- Include a reflection session after each project for students to identify what they learned

Example - Greece:

**“Supporting students with varying levels of digital competence and language proficiency was considered to be another pedagogical difficulty. For instance, some students needed extra guidance in scriptwriting, pronunciation or dialogue delivery, while others required support in research, content structuring and collaboration within teams. Finally, balancing the integration of podcasting with curriculum objectives required thoughtful planning.”**

#### **4. Emotional and behavioural challenges**

Podcasting can feel intimidating at first, for both teachers and students. Fear of making mistakes or hearing one's own voice can block participation.

##### **Solutions and strategies:**

- Start with short, low-pressure recordings, such as introductions or simple stories
- Reframe mistakes as part of the learning process, “even professional podcasters edit themselves.”
- Encourage a positive listening culture: focus feedback on message, not accent or style
- Allow voluntary roles (e.g., editing or sound design) for students reluctant to speak at first

Teachers from all partner schools observed that podcasting brought powerful emotional and behavioural changes. At first, students felt uncertain, as one Portuguese teacher recalled,

**“Some students initially felt self-conscious about recording their voices, which required encouragement and practice to overcome.”**

But this discomfort gradually transformed into confidence and pride. A Greek teacher explained,

**“Even the less confident students participated. They wanted to contribute because it was fun and different.”**



In Poland, similar results appeared:

**“Students were more engaged, enjoyed collaborative work, and appreciated the chance to express ideas through audio.”**

By the end of the process, teachers agreed that podcasting not only built technical and linguistic skills but also had a positive emotional impact on the students.

## **5. Time management**

Time was a recurring challenge across all partner schools.

As one Greek teacher noted:

**“Time management was a challenge; we had to plan carefully to fit it into lessons.”**

Portuguese teachers solved this by reorganising their workflow:

**“We implemented more flexible deadlines and established a booking system for quiet school spaces during recording periods.”**

Despite these pressures, the partners were unanimous that podcasting was worth the effort and could become a lasting part of school life as it motivates both students and teachers.

**Some concrete strategies how to overcome the above challenges were proposed:**

- Ensure careful scheduling and sometimes multiple lessons per stage
- Dedicate one fixed lesson per week for podcast work
- Use a simple Gantt chart or online planner to visualise deadlines
- Combine podcasting with homework (e.g., script drafting or sound editing)
- Archive finished episodes for reuse and inspiration next term

## 6. Administrative and ethical challenges

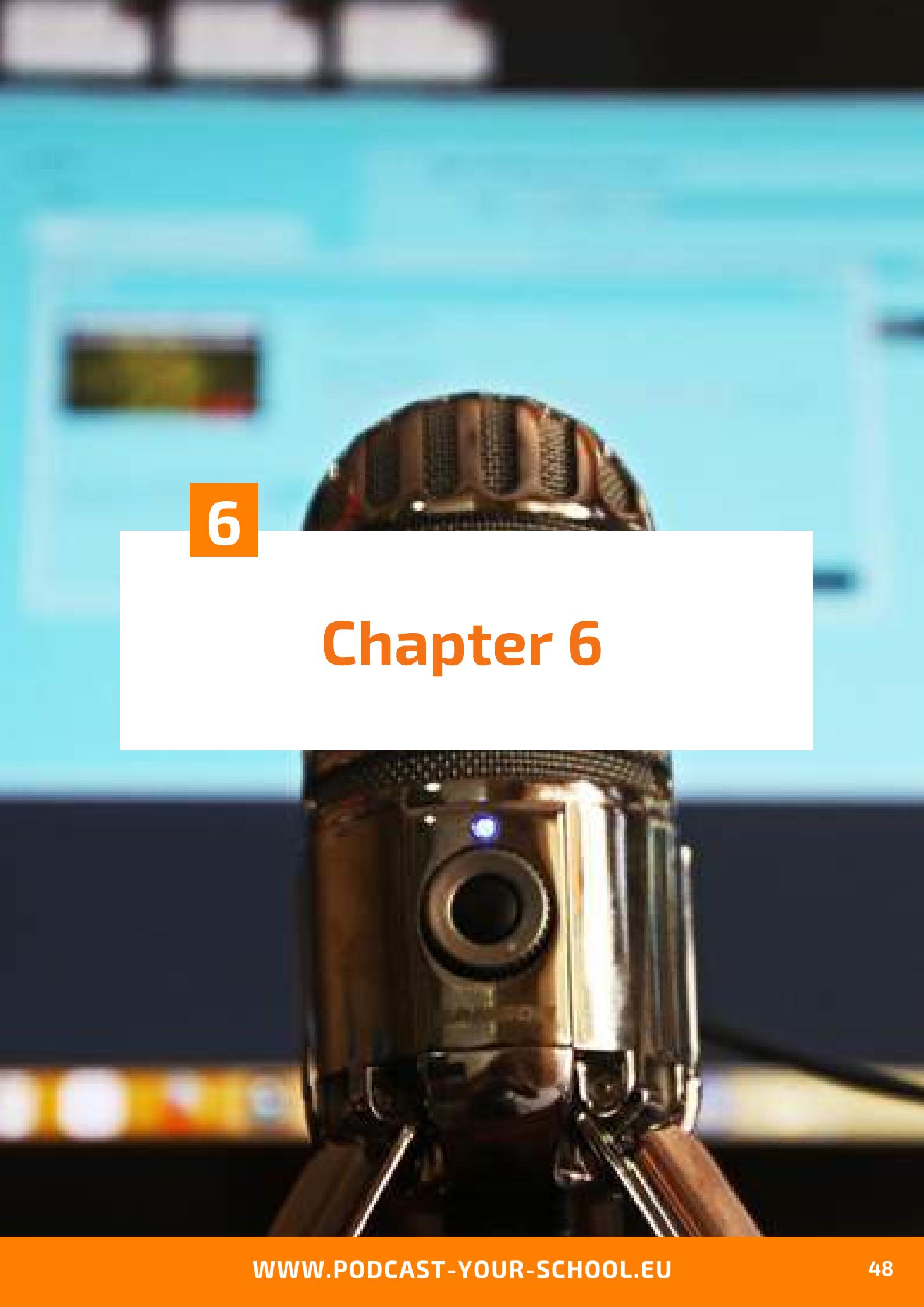
Teachers from the partner schools noted that podcasting brought new administrative and ethical responsibilities. In some cases, they had to obtain parental consent for recordings and publishing student voices, as uploading episodes to public platforms raised questions about school policy on publishing student work. Administrative support was necessary for scheduling, permissions and equipment use.

Alongside these procedural concerns, teachers emphasised the importance of ethics in digital production: the need to remind students to protect their personal data and avoid mentioning private information. Podcasting also taught digital ethics, as students learned how to respect copyright when producing podcasts.

Together, these experiences show that podcasting not only required organisational planning but also fostered awareness of privacy, consent and responsible online communication within each school community.

### **Checklist for ethical practice:**

- Obtain parental permission if publishing voices of minors publicly
- Use only royalty-free or student-created music
- Credit all contributors
- Avoid sharing full student names in public releases
- Store recordings on secure school platforms



6

# Chapter 6



# PODCAST

## Chapter 6: The impact of podcasting on students

Podcasting is more than a technical project; it offers a valuable learning experience. In Poland, Portugal and Greece, teachers reported that podcasting changed the way students engaged with learning, interacted with one another and expressed themselves. What began as an experiment in digital creativity quickly revealed itself as a tool for building and authentic communication in the context of school learning.

### **1. Increased motivation and engagement**

All teachers agreed that podcasting captured students' attention like few other educational activities. Students were eager to contribute to shared projects, often working beyond lesson time to edit and improve their episodes.

#### **Why motivation increased:**

- The task felt authentic - students were producing something real, not just completing homework
- They had freedom to choose topics that mattered to them
- The chance to publish their work for an audience added excitement and raised motivation
- Group collaboration transformed learning into a social experience rather than an individual task.

Teachers also noted that students were very motivated by peer feedback. Hearing classmates' episodes inspired healthy competition and collaboration as students wanted their podcast to sound interesting and professional.

*Teacher reflection – Greece:*

**“Students responded very positively to podcasting, often showing higher levels of engagement and motivation compared to traditional assignments.**

**Many appreciated the opportunity to express their ideas creatively and to use their own voices, rather than relying solely on written work.”**

*Teacher reflection – Portugal:*

**“The collaborative structure and clearly defined group roles proved very motivating. When listening to their podcasts, we could genuinely hear their enjoyment and satisfaction with the work.”**

## **2. Growth in confidence and communication skills**

Podcasting literally and metaphorically helps students find their voice. Many students began shy or reluctant to speak, especially in foreign languages. By rehearsing, recording and listening to themselves, they gradually became more confident.

**Evidence from the classrooms:**

- Students spoke more clearly and confidently moving from one task to another
- They improved control over tone, pacing and pronunciation
- They learned to listen critically and self-correct

The above is just a shortlist of benefits. Teachers from the partner schools reported extensively on the growth of students' confidence and communication.

*A Portuguese teacher:*

**“Confidence levels increased markedly, particularly among students who were typically hesitant to participate in class discussions. By the end of the project, many students who had initially been anxious about recording were volunteering to present their work to the class.”**

Similar experiences were reported in Greece, where one teacher wrote,

**“Self-confidence also increased significantly.**

**Many students reported feeling more self-assured when speaking publicly and presenting their ideas, both in their groups and for a wider audience through the published podcasts.”**

From Poland came the same pattern:

**“Improved oral communication, stronger teamwork, and increased willingness to revise work based on feedback.”**

### **3. Improved teamwork and social skills**

Podcasting is inherently collaborative. Working in small groups required negotiation, patience and problem-solving. Teachers observed more balanced group dynamics over time, with even quieter students contributing meaningfully.

*In Greece:*

**“The collaborative nature of the project, with clearly defined roles and responsibilities, encouraged active participation and students were motivated to conduct thorough research, produce recordings scripts.”**

*In Poland:*

**“Students were more engaged, enjoyed collaborative work, and appreciated the chance to express ideas through audio. They valued audience feedback as a motivator. The project taught them patience, teamwork, and responsibility.”**

*In Portugal:*

**“The peer mentoring that emerged naturally during technical challenges strengthened relationships and created a more supportive classroom environment.”**

Podcasting thus became a social learning experience, teaching communication not just with microphones but with people.

## 4. Inclusion and voice for all learners

Podcasting's flexibility allowed teachers to adapt tasks to different learning needs. Students who struggled with writing could contribute through speaking; those less confident in speaking could take technical or organisational roles.

Teachers found that podcasting created a classroom environment where difference became a strength. A Greek teacher commented that "It brought together students who normally would not work side by side", while in Portugal, teachers highlighted that podcasting helped different students find a way to contribute: some spoke, others edited, others researched, so everyone had a role. Polish teachers also noted the inclusive power of the medium, observing that students with weaker writing skills performed better in spoken tasks and gained confidence.

These experiences reveal that podcasting activities gave learners, regardless of ability or temperament, a possibility to be heard and valued.

## 5. Reflection, self-evaluation and metacognition

Recording one's own voice invites reflection. Students could literally hear their progress and mistakes, which made learning visible and immediate.

**Teachers used reflection prompts such as:**

- What was easy or difficult about making the podcast?
- How did your communication improve?
- What will you do differently next time?

Teachers across the partner schools described reflection as a central stage of learning through podcasting. As one teacher explained,

**"Reflection was just as important as publishing."**

Portuguese colleagues observed that

**“We learned to provide feedback at multiple stages of the process rather than only evaluating final products”**

while another noted that

**“The scripting phase proved to be particularly beneficial, as students developed their ideas more thoroughly through writing detailed drafts, received valuable feedback from peers and teachers, and gained confidence through practising their delivery.”**

In Poland, a teacher reported that

**“It shifted emphasis toward process over product, required more planning and feedback loops, and encouraged the integration of cross-curricular content and language development”**

and that this led to

**“improved oral communication, stronger teamwork, and increased willingness to revise work based on feedback.”**

Together, these testimonies show how podcasting transformed evaluation from a final event into an ongoing process of reflection and dialogue.

## **6. Impact on academic performance**

While podcasting develops communication and collaboration, it also reinforces academic learning. Students in all three countries demonstrated a deeper understanding of subject content because they had to explain it clearly for an audience.

## For instance:

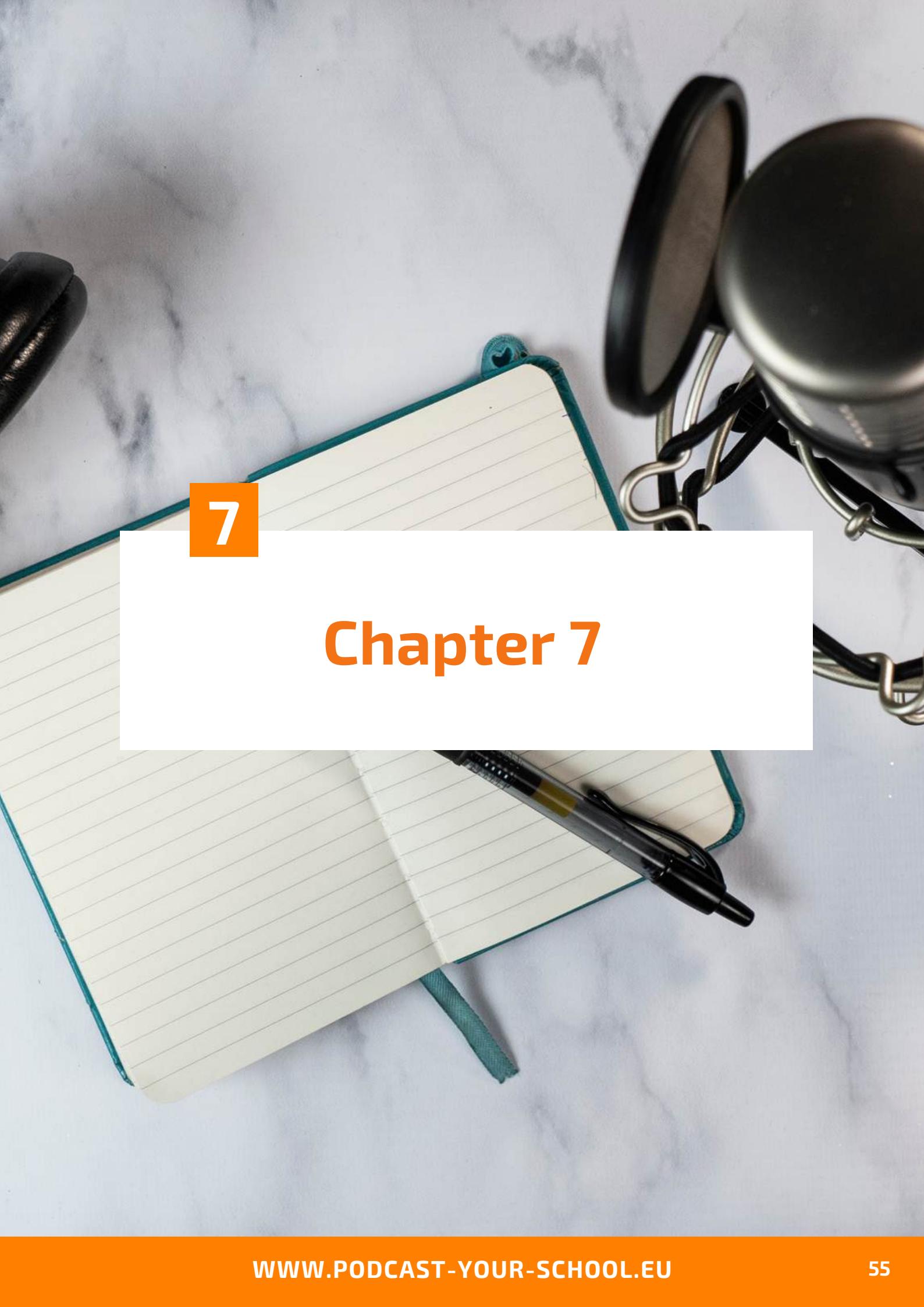
- In Science, explaining experiments required accurate yet accessible language
- In History, discussing events demanded chronological and factual accuracy
- In Languages, preparing scripts improved grammar and vocabulary retention

The above subjects are those primarily mentioned by the teachers from the three schools. Podcasting proved to be a particularly effective method for improving students' speaking, listening and writing skills in the context of teaching English as a foreign language.

In Poland, teachers found podcasting relevant for the subjects with clear storytelling potential and debates: science topics (climate change, biology experiments), history (case studies), geography (local ecosystems), languages (cultural interviews), and technology (emerging innovations).

From Greece came further evidence of cross-curricular benefit - subject knowledge across disciplines such as English Language and Literature, History, Humanities, and Science was reinforced.

**"By researching topics, structuring scripts, and presenting findings  
in a meaningful format,  
students deepened their understanding of content  
while linking it to the real-world."**



7

# Chapter 7



## Chapter 7: Enriching teaching practice

When teachers in Poland, Portugal and Greece introduced podcasting into their classrooms, they expected to help students speak and collaborate. They also anticipated that their own teaching practice would evolve in the process. Podcasting contributed to instruction, assessment and classroom dynamics, leading to deeper reflection on what it means to teach and learn in the 21st century.

### **1. Shifting from instructor to facilitator**

Traditional teaching often positions the teacher as the main source of knowledge. Podcasting reverses this dynamic: students take the lead, while the teacher becomes a coach, guide and co-learner.

Teachers discovered that once the basic framework was established, students became more autonomous, researching, recording and editing with minimal direction. This shift required trust: trusting students to make decisions, solve problems and take responsibility for outcomes.

*Teacher reflection – Greece:*

**“Our role was, not that of a teacher but rather that of a facilitator and mentor; guiding students in research, scripting, recording and editing while fostering creativity and critical thinking.”**

## 2. Enhancing teacher - student relationships

Podcasting fostered a culture of collaboration and mutual respect. Because teachers and students learned new technical skills together, hierarchy softened and communication improved. Teachers reported that podcasting humanised them in the eyes of students. When teachers occasionally stumbled with software or recording, students offered help - reversing traditional roles and reinforcing the idea that learning is a shared endeavour. This partnership thus led to more open classroom discussions, greater empathy and a sense of joint ownership over the learning process.

*Teacher reflection – Poland:*

**“Looking back, podcasting turned out to be more than just a digital project  
- it became a way to connect with students on a deeper level.”**

## 3. Expanding pedagogical repertoire

Podcasting encouraged teachers to experiment with new instructional strategies:

- **Project-based learning:** Long-term, student-driven tasks with clear milestones
- **Flipped classroom:** Students listened to or worked on podcasts as pre-class or review material
- **Collaborative assessment:** Peer feedback and self-assessment embedded throughout
- **Interdisciplinary teaching:** English teachers collaborating with ICT, science or history colleagues

Teachers realised that podcasting was not just an activity but a pedagogical framework: a way to integrate creativity, reflection and technology across the curriculum.

*Teacher reflection - Portugal:*

**“Podcasting showed us how authentic, creative assignments could unlock student potential that traditional methods hadn't revealed.”**

## 4. Professional growth and confidence

For many teachers, podcasting was their first experience producing digital media. Initial apprehension about technology quickly gave way to curiosity and enhanced skills.

The process has built teachers' digital competence, aligning with the European Commission's Digital Education Action Plan. They developed practical skills in audio editing, file management and copyright awareness, as well as broader confidence in integrating ICT into teaching.

*Teacher reflection – Greece:*

**“Podcasting encouraged us to incorporate digital tools more extensively, including recording equipment, editing software, and online publishing platforms, which enhanced our technical skills.”**

## **5. Collaboration among teachers**

Podcasting often began as a single teacher's idea but quickly grew into collaborative practice. Schools reported that success depended on teamwork among colleagues:

- English and ICT teachers co-planned and co-taught
- Other subject teachers contributed content knowledge
- Coordinators helped schedule and disseminate episodes

Podcasting thus bridged departments and fostered meaningful professional dialogue about innovation and the use of digital tools in learning.

*Teacher reflection – Greece:*

**“Through effective collaboration, creativity and staying on track we were able to create a structured yet flexible environment.”**

## **6. Assessment innovation**

Teachers found that podcasting required them to rethink assessment. Written rubrics had to be adapted to evaluate oral performance, creativity and teamwork.

**Example rubric categories:**

1. Content accuracy and organisation
2. Communication and language quality
3. Collaboration and participation
4. Technical execution (clarity, editing, sound balance)
5. Creativity and audience engagement



Assessment shifted from summative ("the final mark") to formative and process-based. Teachers gave feedback after scripting, first recording and editing, allowing improvement at every stage. This new approach to assessment made learning more reflective and transparent for both teachers and students.

*Teacher reflection – Portugal:*

**"Assessment practices evolved as we created new rubrics that balanced content knowledge with communication skills and technical execution. We learned to provide feedback at multiple stages of the process rather than only evaluating final products."**

## **7. Reinvigorating teaching motivation**

Teachers often commented that podcasting reignited their enthusiasm for teaching. After years of conventional routines, the creativity and unpredictability of student podcasts brought fresh energy into classrooms. Podcasting proved that innovation does not have to mean complexity, it can begin with simple tools and an open mindset.

Many statements in the teacher feedback suggest how satisfied the teachers were seeing students learn in new, creative ways, which is a key driver of professional motivation.

*Teacher reflection – Portugal:*

**"Most importantly, podcasting showed us how authentic, creative assignments could unlock student potential that traditional methods hadn't revealed, encouraging us to incorporate more multimedia and collaborative projects into our practice."**

## **8. Long-term strategies**

After the first projects, podcasting holds promise for continuation. The strategies may include:

- Creating a "School Podcast Club" managed by students
- Integrating podcast tasks into annual language and media competitions
- Using podcasts as tools for school communication with local communities and much further

Such developments may ensure continuation beyond the Erasmus+ project itself. Both teachers and students began to see podcasting not as a temporary experiment, but as a continuous project that mobilises student engagement and encourages them to voice their views and interests. An be heard on a larger scene:

**"The Erasmus+ context made it even more powerful, because students understood they were part of a bigger, international exchange of ideas."**

*Teacher reflection – Poland*

## **9. Reflection and continuous improvement**

Podcasting encouraged teachers to reflect on their pedagogy. They asked new questions:

- How do students learn best when given creative freedom?
- How can assessment value collaboration as much as individual performance?
- What digital literacies will future graduates need?

These reflections contributed to teacher professional development and school improvement plans. In this way, podcasting contributed to institutional development, not just classroom innovation.



8

## Chapter 8



## Chapter 8: Summary of guidelines

After several cycles of experimentation, the schools in Poland, Portugal and Greece identified a set of guiding principles that can make podcasting effective as part of school teaching. This chapter summarises those insights in the form of guidelines for teachers who want to follow our example and run their own podcast projects with students.

### 1. Start small and build confidence

- Begin with short, low-stakes projects, for example, a one-minute introduction, a short interview or a quick reflection on a lesson topic
- Record your own short podcast first so students see it's okay not to be perfect
- Focus first on the process (planning, scripting, teamwork) before worrying about advanced audio quality
- Use the first project as a pilot to test logistics, group sizes and timeframes
- Have a backup plan - something may take longer than expected

Once students understand the process, projects can gradually expand in scope and complexity.

### 2. Clarify learning objectives

Podcasting is most effective when learning goals are explicit. Ask yourself:

- What should students learn or demonstrate?
- How does podcasting enhance those objectives compared with other tasks?

For example:

- In Languages, the goal might be fluency and pronunciation
- In History, understanding cause and consequence
- In Science, clarity of explanation and use of evidence

Make these objectives visible to students through rubrics and checklists so they know what success looks like.

### **3. Provide a clear workflow**

All three schools used simple, repeatable workflows that divided the process into stages:

1. Choose a topic and audience
2. Research and gather information
3. Write and rehearse the script
4. Record and review
5. Edit for clarity
6. Publish or present
7. Reflect and evaluate

Each stage should have clear instructions, expected outcomes and a deadline. Use class displays, online platforms or handouts to make the process visible.

### **4. Assign roles and responsibilities**

Define clear group roles early in the project. The most effective groups are small, and each may be responsible for a different part of the process:

- Host/Presenter: Guides the episode and engages the listener
- Researcher: Collects facts and verifies information
- Scriptwriter: Organises structure and writes or adapts text
- Sound Editor: Manages recording, editing and final export
- Coordinator Producer: Tracks deadlines, ensures collaboration

If possible, rotate roles among the students and ensure they have a say on who does what. This will prepare ground for their involvement in future projects.

## 5. Encourage authentic student voice

The most compelling podcasts are those where students speak from experience. Encourage learners to:

- Select topics that matter to them personally
- Express opinions respectfully and confidently
- Use natural, conversational language rather than memorised text
- Encourage humour in the classroom to keep energy high
- Reflect local culture or school life to build connection with their audience

For example, in one project students recorded episodes on “our school, our neighbourhood,” interviewing other students, teachers and community members. This created real-world relevance of their efforts.

## 6. Integrate assessment throughout the process

Assessment should not only happen at the end. We recommend using formative checkpoints after each stage of planning, scripting, recording and editing.

Example rubric categories:

Criteria	Description
Content	Accuracy, relevance, organisation
Communication	Clarity, tone, fluency
Creativity	Originality, engagement, audience appeal
Collaboration	Teamwork, equal participation
Technical quality	Sound clarity, editing, transitions



Feedback throughout the production process is essential. Students improve faster when they can revise before publishing.

## **7. Foster an inclusive and supportive environment**

Podcasting should amplify every student's voice, not just the confident few. Ensure inclusion by:

- Letting students choose different roles suited to diverse abilities
- Allowing alternative forms of contribution (e.g. sound design, research)
- Encouraging peer support and mixed-ability grouping
- Celebrating effort and improvement, not only final polish

The collaborative nature of podcasting, with clearly defined roles and responsibilities, encourages teamwork and peer learning, which students found both enjoyable and empowering.

Inclusion also means discussing ethical use of media, respect, consent and copyright. These lessons build digital citizenship alongside creative skills.

## **8. Use readily available tools**

Avoid overcomplicating the technical side. Free and familiar tools are often best because students can use them independently.

### **Suggested tools:**

- **Recording:** Smartphones, Audacity, GarageBand, Voice Recorder apps
- **Editing:** Audacity, CapCut, Soundtrap, TwistedWave (browser-based)
- **Hosting:** School website, Spotify for Podcasters, SoundCloud

Teach students simple naming conventions (e.g., "Group2\_FinalVersion.mp3") and file organisation to save time later

## **9. Reflect and share learning**

Reflection closes the learning loop. Encourage both individual and group reflection after publishing.

## **Sample prompts:**

- What did you learn about teamwork and communication?
- What skills improved the most?
- What would you change next time?
- How did your audience respond?

Sharing episodes within the school community or across partner schools strengthens motivation and cultural exchange. Invite parents and other students to listen together and discuss what they learned. Celebrate their productions.

## **10. Plan continuation of podcast projects**

To make podcasting a long-term feature of your teaching:

- Document your process (templates, rubrics, checklists)
- Share successful examples with colleagues
- Create a school podcast channel or digital archive
- Integrate podcasting into annual plans, language curricula and Erasmus+ dissemination
- Involve student leaders to mentor new participants

Once the infrastructure and workflow are in place, podcasting will become a part of school life. New groups will continue the tradition.

# Conclusion



## Conclusions: A vision of the future

Podcasting has shown that innovation in teaching does not depend on expensive equipment or complex planning. It begins with a simple idea: giving students a voice and a reason to use it. In Poland, Portugal and Greece, teachers found that once students realised the opportunity of podcasting their views, they readily engaged in the project which they found challenging but meaningful at the same time. What began as an Erasmus+ project developed into a plan for continuation of the activities with new groups of students.

These guidelines were written to help other teachers follow our path. They bring together the experiences, insights and practical steps gathered from the partner schools, so that podcasting can be introduced confidently in other school contexts. The examples, reflections and practical tips included here are not a set of strict rules but a collection of tried and tested approaches that make the process easier to start and easier to sustain. Our shared aim is to promote podcasting as a normal, enjoyable part of teaching and learning rather than a special project that ends when the funding does.

Teachers across the partnership described how podcasting helped students work together, express their ideas and develop digital, linguistic, subject-specific and social competences. It also helped teachers rediscover the creative side of their work and share new practices with their colleagues. They also see its value as a tool for communication and community building.

The Erasmus+ cooperation strengthened these outcomes. While sharing methods and comparing results, teachers saw how podcasting could bridge various subjects, and also cross borders. The activities connected schools and showed that creative, student-centred learning is their common goal.

Looking to the future, we hope that this publication will encourage more teachers to try podcasting with their students. The tools are simple, the steps are clear and the results can be deeply rewarding. Podcasting helps students find their voice and gives teachers a fresh way to listen.

These closing paragraphs are therefore not so much a conclusion but rather an invitation: to explore, to experiment, to continue the work that began in this Erasmus+ partnership. We hope that other schools can build on what we have started and keep the sound of learning alive.



ABOUT THE PROJECT

## **Project Title: Podcast your school**

Erasmus+ Project Code: 2023-1-PL01-KA220-SCH-000159254

### **Overview**

Podcast your school is a European cooperation partnership in school education funded by the Erasmus+ Programme of the European Union. The project aims to promote podcasting as a creative, inclusive and practical educational tool for schools across Europe and support teachers and students in developing key competences for lifelong learning. It encourages schools to experiment with low-cost media production, share best practices and build a culture of student voice.

### **Project Partners**

The partnership brings together six institutions from five European countries:

- Centrum Edukacyjne EST – Poland (Project Coordinator)
- CKZIU Wadowice – Poland
- AEDS E. Sequeira – Portugal
- Nea Paideia – Greece
- i-strategies – Italy
- Rakkerpak Productions ApS – Denmark

Together, we ran classroom pilots, offered teacher training activities and produced open educational resources to support podcasting in schools.

### **Key results:**

- A practical methodology for integrating podcasting into teaching
- E-learning course on podcasting
- Teacher guidelines (this publication)
- A project website and repository of school podcasts
- Teacher training workshops

The project partners are committed to maintaining and expanding podcasting initiatives after Erasmus+ funding ends. They continue to share resources through the project website: [www.podcast-your-school.eu](http://www.podcast-your-school.eu)

Schools across Europe are invited to access materials, listen to student podcasts and adapt the resources for their own classrooms.

## **Acknowledgements**

This publication was written by the Podcast your school consortium based on feedback from participating teachers and students. The authors thank all contributors for their input and dedication to bringing student voices to life.



## ANNEXES

## Annex I: Podcast Assessment Criteria Grid (Students)

This assessment grid is designed to evaluate students' knowledge of podcasting based on the 10 lessons in the 'Podcast your school' course. It focuses on three dimensions: knowledge of each lesson, overall mastery and practice of podcasting.

### Dimension 1: E-learning course knowledge

Lesson / Topic	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
L1: Types of podcasts	Clearly identifies and explains all 5 podcast types with examples.	Identifies most types, explains main features.	Identifies some types with limited detail.	Shows little or no understanding of types.
L2: Conceptualisation & idea development	Demonstrates clear process of developing, refining, and conceptualising an idea.	Describes idea development with some structure.	Limited understanding of idea development.	Cannot explain idea development.
L3: Recording	Explains equipment, recording space, techniques, and checklist in detail.	Describes main equipment and recording tips.	Mentions some recording aspects but incomplete.	Very limited or incorrect knowledge of recording.
L4: The good host	Explains host's role, personality, delivery, breathing, and co-hosting dynamics thoroughly.	Covers most aspects of good hosting.	Covers some aspects but lacks depth.	Shows little awareness of hosting qualities.

L5: Interviewing for sound	Demonstrates strong understanding of preparation, briefing, managing flow, and open questions.	Explains main elements of good interviewing.	Mentions some interview elements without depth.	Little or no understanding of interview techniques.
L6: Talk podcasts	Explains structure, flow, balance, and engagement strategies with examples.	Covers most elements of talk podcasting.	Mentions some elements of talk podcasts.	Lacks understanding of talk podcast features.
L7: Reportages	Explains types, preparation, adaptability, and vivid scene-painting in detail.	Covers most reportage aspects with examples.	Limited understanding of reportage structure.	Cannot explain reportage concept.
L8: Editing & sound design	Clearly explains editing basics, sound design, layering, final touches, and workflow.	Covers editing and some sound design elements.	Mentions editing but lacks detail.	Very limited knowledge of editing/sound design.
L9: Writing for sound	Demonstrates clear understanding of writing for the ear, structure, dramaturgy, and style.	Explains most aspects of writing for sound.	Limited understanding of scriptwriting.	Cannot explain writing for sound principles.
L10: Publication & dissemination	Explains in detail how to publish podcasts on platforms, promote them, and engage audiences effectively.	Describes main publishing steps and some promotion strategies.	Mentions basic aspects of publication but limited understanding of dissemination.	Shows little or no knowledge of podcast publication or dissemination.

## Dimension 2: Overall Knowledge Mastery

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Comprehension & Integration	Connects knowledge across all lessons, showing deep understanding.	Explains most concepts clearly with some connections.	Shows partial understanding with limited integration.	Very fragmented or minimal knowledge.

### Scoring Suggestion

- Total possible score = 44 points (40 from lessons + 4 from overall mastery).
- Conversion scale:
  - 40–44 = Excellent
  - 32–39 = Good
  - 24–31 = Satisfactory
  - <24 = Needs Improvement

## Dimension 3: Practice Podcasting

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Content relevance and depth	Content is highly relevant, well-researched, and shows deep understanding of the topic. Information is accurate and insightful.	Topic is clear and mostly relevant; research is adequate with minor gaps.	Some relevant information but lacks depth or focus.	Topic unclear or off-target; little or no evidence of research or understanding.
Storytelling and creativity	Storyline is coherent, engaging, and original; strong creative approach sustains listener interest.	Clear structure and some creative elements; generally engaging.	Storyline is somewhat unclear or predictable; limited creativity.	Lacks structure or creativity; difficult to follow.
Quality of audio and sound design	Excellent sound quality and editing; balanced levels; effective use of music, ambience, or effects enhances message.	Generally clear audio; some minor editing or balance issues; basic use of effects.	Noticeable audio issues (background noise, volume inconsistencies); minimal editing.	Poor sound quality; editing incomplete or missing; distracting noise.
Collaboration and process reflexion	Teamwork is well-coordinated and equitable; students reflect thoughtfully on process and learning outcomes.	Good collaboration with clear division of roles; some reflection on process.	Uneven participation or minimal reflection on group work.	Limited collaboration; no evidence of reflection or process understanding.
Audience Awareness and Impact	Strong sense of audience; tone, style, and content are adapted to engage listeners effectively.	Clear awareness of audience though engagement could be deeper.	Some attention to audience but limited adaptation of tone or content.	No evident awareness of audience; message not tailored or engaging.

## Annex II: Podcast Assessment Criteria Grid (Teachers)

This assessment grid is designed to evaluate high school teachers' knowledge of podcasting and their ability to integrate podcasting into classroom practice. It covers the 10 lessons from the Podcast your school course.

### Dimension 1: E-learning course knowledge

Lesson / Topic	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
L1: Types of podcasts	Explains and compares all 5 podcast types with clear examples and suggests how each can be integrated into classroom practice.	Explains most types and gives some examples for teaching use.	Identifies some types, limited ideas for application.	Little or no understanding of types or classroom relevance.
L2: Conceptualisation & idea development	Guides students through brainstorming and refining ideas; models collaborative processes effectively.	Encourages idea development with some structure and student involvement.	Basic understanding of idea development, limited classroom strategies.	No clear understanding of how to support idea development.
L3: Recording	Demonstrates technical know-how; sets up equipment and environments for both personal use and student projects.	Can use basic equipment and explain key aspects of recording.	Limited technical ability; needs support to set up recording sessions.	Cannot manage or explain recording processes.
L4: The good host	Models hosting skills (delivery, personality, breathing, co-hosting) and provides feedback to students.	Explains hosting qualities and demonstrates some techniques.	Understands hosting role but struggles to model effectively.	Lacks awareness of hosting role in podcasts.

L5: Interviewing for sound	Designs and models interview strategies; trains students in open questions and follow-up techniques.	Explains and demonstrates most interview principles.	Knows some interview basics but provides limited student guidance.	Shows little understanding of interviewing for sound.
L6: Talk podcasts	Structures engaging discussions in class, balancing voices and encouraging authentic conversation.	Explains talk podcast features and moderates basic discussions.	Mentions talk podcasts but applies minimally in teaching.	Does not understand or apply talk podcast concepts.
L7: Reportages	Plans and supports immersive student projects outside the classroom; models adaptability in real contexts.	Explains reportage concept and encourages some practical application.	Basic knowledge of reportage, limited classroom integration.	Cannot explain or support reportage projects.
L8: Editing & sound design	Teaches and demonstrates editing software, layering, and sound effects; integrates in student projects.	Uses and explains basic editing and sound design tools.	Limited editing knowledge; cannot fully support student projects.	Lacks knowledge of editing or sound design.
L9: Writing for sound	Coaches students in writing scripts suited for audio, emphasizing structure, storytelling, and dramaturgy.	Explains scriptwriting basics and supports simple exercises.	Knows some principles but limited in teaching writing for audio.	No understanding of writing for sound.
L10: Publication & dissemination	Demonstrates knowledge of platforms, metadata, and promotion; guides students in sharing their work publicly.	Explains how to publish podcasts and encourages limited dissemination.	Mentions publication but provides minimal strategies.	No understanding of publication or dissemination.

## Dimension 2: Overall teacher competence

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Integration into teaching practice	Seamlessly integrates podcasting into curriculum with clear learning goals, student engagement, and cross-curricular links.	Uses podcasting effectively for some lessons/projects.	Attempts to integrate podcasting but lacks consistency or depth.	Rarely or never integrates podcasting into teaching.

### Scoring Suggestion

Total possible score = 44 points (40 from lessons + 4 from overall teaching integration).

- Conversion scale:

- 40–44 = Excellent
- 32–39 = Good
- 24–31 = Satisfactory
- <24 = Needs Improvement

## Dimension 3: Practice Podcasting

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Content relevance and depth	Content is highly relevant, well-researched, and shows deep understanding of the topic. Information is accurate and insightful.	Topic is clear and mostly relevant; research is adequate with minor gaps.	Some relevant information but lacks depth or focus.	Topic unclear or off-target; little or no evidence of research or understanding.
Storytelling and creativity	Storyline is coherent, engaging, and original; strong creative approach sustains listener interest.	Clear structure and some creative elements; generally engaging.	Storyline is somewhat unclear or predictable; limited creativity.	Lacks structure or creativity; difficult to follow.
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Collaboration and process reflexion	Teamwork is well-coordinated and equitable; students reflect thoughtfully on process and learning outcomes.	Good collaboration with clear division of roles; some reflection on process.	Uneven participation or minimal reflection on group work.	Limited collaboration; no evidence of reflection or process understanding.
Audience Awareness and Impact	Strong sense of audience; tone, style, and content are adapted to engage listeners effectively.	Clear awareness of audience though engagement could be deeper.	Some attention to audience but limited adaptation of tone or content.	No evident awareness of audience; message not tailored or engaging.



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PODCAST YOUR SCHOOL

# Micro-Credential Certificate

This certifies that

**Name and surname of the learner**

has successfully earned the micro-credential titled

**Podcast your school – Full course completion**

<b>Awarding body</b>	[Name of your school/educational establishment]
<b>Country/Region</b>	[of the school/educational institution]
<b>Learning outcomes</b>	<p>Learner</p> <ul style="list-style-type: none"><li>Understands and differentiates podcast formats and purposes.</li><li>Develops, plans, and organises podcast content from concept to release.</li><li>Records, edits, and mixes audio for clarity and engagement.</li><li>Conducts structured interviews and creates field reportages.</li><li>Writes for the ear using natural, listener-friendly scripting that captivates listeners.</li><li>Hosts, produces, and publishes podcast episodes with a clear purpose.</li><li>Promotes podcast content and responds to audience feedback.</li></ul>
<b>EQF level</b>	LEVEL 4
<b>Workload needed to achieve the learning outcomes</b>	20 hours
<b>Form of participation</b>	Online and classroom sessions + project work
<b>Type of assessment</b>	Project-based task + teacher validation
<b>Type of quality assurance</b>	Internal validation by instructors/teachers + learner feedback analysis
<b>Micro-credential number</b>	
<b>Date of issuing</b>	
<b>Signature</b>	



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PODCAST YOUR SCHOOL

# Micro-Credential Certificate

This certifies that

**Name and surname of the teacher**

has successfully earned the micro-credential titled

**Podcast your school – Full course completion**

<b>Awarding body</b>	[Name of your school/educational establishment]
<b>Country/Region</b>	[of the school/educational institution]
<b>Learning outcomes</b>	<p>The teacher who earns this micro-credential:</p> <ul style="list-style-type: none"><li>• Designs podcast-based learning activities aligned with curriculum goals.</li><li>• Facilitates student podcast production.</li><li>• Creates safe, inclusive, and collaborative learning environments.</li><li>• Assesses student podcasts using valid, transparent criteria.</li><li>• Applies podcasting tools and audio-production practices competently.</li><li>• Integrates copyright, privacy, consent, and ethical guidelines.</li><li>• Manages project-based learning (timelines, roles, resources).</li><li>• Reflects and adapts teaching practice to improve outcomes.</li></ul>
<b>EQF level</b>	Level 6
<b>Workload needed to achieve the learning outcomes</b>	25-35 hours
<b>Form of participation</b>	Online self-paced learning, guided classroom implementation, and supervised project work.
<b>Type of assessment</b>	Competence-based assessment through project evidence, lesson design, and supervised evaluation using a standardised rubric.
<b>Type of quality assurance</b>	Assessed and verified according to the institution's internal qa procedures and aligned with the European Micro-Credential Framework.
<b>Micro-credential number</b>	
<b>Date of issuing</b>	
<b>Signature</b>	

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