

1-23-2021

## Student Group Podcast and Infographic Presentations

Bill Doyle

University of Nevada, Las Vegas, [william.doyle@unlv.edu](mailto:william.doyle@unlv.edu)

Follow this and additional works at: [https://digitalscholarship.unlv.edu/btp\\_expo](https://digitalscholarship.unlv.edu/btp_expo)



Part of the [Scholarship of Teaching and Learning Commons](#)

---

### Recommended Citation

Doyle, Bill, "Student Group Podcast and Infographic Presentations" (2021). *UNLV Best Teaching Practices Expo*. 149.

[https://digitalscholarship.unlv.edu/btp\\_expo/149](https://digitalscholarship.unlv.edu/btp_expo/149)

This Poster is protected by copyright and/or related rights. It has been brought to you by Digital Scholarship@UNLV with permission from the rights-holder(s). You are free to use this Poster in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/or on the work itself.

This Poster has been accepted for inclusion in UNLV Best Teaching Practices Expo by an authorized administrator of Digital Scholarship@UNLV. For more information, please contact [digitalscholarship@unlv.edu](mailto:digitalscholarship@unlv.edu).

# Best Teaching Practices Expo 2021

## Student Group Podcast and Infographic Presentations

Bill Doyle, Honors College

### Teaching Practice

The podcast and infographic presentations developed from a move to remote instruction and my desire to transform traditional, PowerPoint-based student presentations into something that would lead to more meaningful collaboration within groups, more engaging post-presentation discussions among the class, and more significant engagement with class readings and their contexts.

Each group selected one of three options: a podcast (8-10 minutes), a series of infographics, or a narrated slideshow (8-10 minutes). Whatever option groups selected, the assignment guidelines asked them to explore contexts for and connections to the work we read. Once each group completed their presentation, I helped them post it to a Canvas discussion, and the rest of the class responded. Group members moderated the discussion and replied to fellow students as appropriate. Finally, the class spent in-class time reflecting on recurrent themes and questions from each presentation.

### Benefits to Students

This approach provided students an opportunity to participate in informal, peer-to-peer instruction. It also allowed more time during our Webex sessions to explore ideas and questions not covered by the student groups. Compared to earlier versions of the assignment that used more traditional, PowerPoint-based student group presentations, this approach led to more robust and engaging presentations and significantly more comments and questions from the rest of the class. This assignment also encouraged students to communicate in ways that went beyond text-focused media, allowed them to experiment with the basics of different design and production tools, and got them using software/applications they may have already known in new ways.

### Approaches

As mentioned above, after signing up for a presentation week, each group should discuss how you will help the rest of the class understand course readings, but you will also discuss *how* you will conduct research and *what form* the presentation will take. I'm interested in having groups experiment with alternative presentation formats as much as I'm interested in the information and kinds of questions you develop to help our class consider class readings, so please select one of these choices:

**Podcast:** While short for a podcast, think about 8-10 minutes total time. How might, as a team, you present ideas with only sound and storytelling? If members of the group are fans of specific podcasts, could any of those be a model for what you could share with the class? How, for example, might you bring Aristotle's world to life or help us hear the chaos of a pre-pandemic international airport? Need a compelling sample of storytelling, explainer, and humor in a podcast? Check out [Science Vs](#) or [Planet Money](#) might be for you.

**Infographics:** Think about at least three, related infographics. This approach might work well if your group wants to explain and interpret complex relationships or processes. Can we, for example, trace the legacy of Aristotle's ethics from the classical world to contemporary policy making? They can also [distill trends](#) and address the scale of [global problems](#). Additionally, infographics can be an awesome choice for presentations that might incorporate maps and geographic information. Because I'm asking for at least three infographics, this option could appeal to groups who have members that have a strong independent-minded work ethic. The group, however, will still need to coordinate an overall theme and approach and consider how the individual infographics contribute to class reading and discussion.

**Narrated Slideshow/Movie:** Think about 8-10 minutes total time. Because it might use PowerPoint, Keynote, or Google Slides as a starting point, this option might seem like the most traditional approach; however, a traditional PowerPoint doesn't automatically lead to the most compelling presentation when moved online. I'm not asking groups to become overnight graphic designers or filmmakers or spend night after night editing images, video, and audio, but you might take a look at some animated videos by [The School of Life](#) or [The RSA](#) for inspiration. What can you do that's interesting? For example, what might make for meaningful content and interesting visuals?

*screenshot from assignment guidelines*

### Adopting the Assignment

This assignment is not discipline- or course-specific, so could be used at any level within any college at UNLV. It could also become an individual assignment rather than a group project. Additionally, it is adaptable. Students might—for example—be asked to demonstrate or apply knowledge, explore an issue or analyze a problem, or develop a test/exam review guide. The practice is also scalable; it could serve as a relatively minor assignment or become a major, semester-long project. Finally, this assignment could work for face-to-face, hybrid, online synchronous, and online asynchronous courses.

### Useful Resources

- For the pilot version, I suggested students use some widely available applications like Anchor, Audacity, and GarageBand for podcasts, and tools like Canva and Piktochart for infographics. For narrated presentations, I suggested PowerPoint and Keynote as starting points.
- On-campus resources include UNLV's Office of Online Education and Lied Library's Makerspace and Multimedia Production Studios.
- There's a fair bit of published, scholarly work on the use of podcasts. "Student-Produced Podcasts as an Assessment Tool: An Example from Geomorphology" (2001) by Kemp et al. offers an older, but solid look at their effectiveness.
- Two awesome general resources are the recent college version of NPR's Student Podcast Challenge (<https://www.npr.org/921143789>) and the *New York Times*' "Making a Podcast That Matters: A Guide with Examples from 23 Students" (<https://nyti.ms/2KnGBGU>).