Personnel selection podcast

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## Topics of podcasts

General topics covered: fairness & bias in selection

Students choose more narrow topics within that broad category, for example:

* Applicant reactions to AI
* Modern day discrimination issues
* New and old biases introduced by new technology
* AI as a tool to score behavioral assessments (e.g., interviews)

## Purpose

The purpose of this assignment is to explore scientifically-grounded concepts in personnel selection while presenting them in a creative, engaging, and alternative format. By producing a podcast, students will develop their ability to communicate complex ideas effectively, connect with an audience in an innovative way, and synthesize research in an approachable and entertaining medium.

## Final presentation setup

* Group size: **pairs will be assigned for you**
* Length: 12-15 minutes
* Audio required; visual elements optional
* No specific requirements for research sources. Podcasts must be scientifically grounded, but this is not the same format as a research paper. Refer to research findings but also try using anecdotes, stories, etc. to also help convey the scientifically grounded information.

# Tips and resources for creating student podcasts

The information below is general with many links to more in-depth resources. There is also a free online book, [*Tools for Podcasting*](https://pressbooks.pub/toolsforpodcasting/). You can probably find an entire chapter on any problems you are encountering, and Appendix B provides even more helpful tips & articles.

## Listen to other podcasts

* Pay attention to their format.
* Note good (and potentially bad) storytelling elements. What "grips" you or "hooks" you into the podcast episode?
* Example podcasts to listen to:
  + [Hidden Brain: How labels can affect people's personalities and potential](https://www.npr.org/2017/12/11/569983801/how-labels-can-affect-peoples-personalities-and-potential). Notice how it begins with a thought-provoking question and immediately gives an overview. The guest starts their content with an anecdote about a family. Notice how they switch off speakers.
  + [Kind World: A different window](https://www.wbur.org/kindworld/2017/05/02/kind-world-38-a-different-window) (ignore the first 60 seconds which are ads). The episode does not begin by overtly telling you what it will be about but the personal story made it clear in 30 seconds that it's about vision (follows a person's story but is very focused on the parts of the guest that are relevant to the story). There is a beginning (love of physics, early signs of blindness), a middle (how did Blair's life change after blindness), and an end (Blair shares that he has gained new perspectives of people because of his lived experience).
  + [Code Switch: "The police are our friends"?](https://www.npr.org/2025/01/08/1223466588/empire-city-nypd-history-kids). A longer episode. Notice how the host and guest trade off speaking in a specific way (sometimes one person asks a question and the other directly responds; sometimes person A speaks about a topic and person B takes a 'step back' to explain what person A said).

## Your podcast toolbox

* Be aware of your surroundings. Many early podcasters record in their closets because it has good audio (quiet, closed space, away from people, no ambient sounds like birds or background conversations).
* Work with what you have. New equipment is not necessary, just be thoughtful with your current equipment. Phones can record good audio as long as the microphone on your phone is close to the speaker.
* Look for some free resources to use on your computer.
  + [Audacity has some free resources and tutorials](https://www.buzzsprout.com/blog/audacity-podcast-tutorial) for creating a podcast on their platform.
  + [GarageBand is a free resource on Mac computers](https://www.apple.com/ca/mac/garageband/).
  + [Zoom is a great tool to record audio](https://www.descript.com/blog/article/how-to-record-a-podcast-on-zoom), save the .mp3 file, and do some simple editing in another platform.

## How to begin

* [NPR has a good resource about tips for the opening segments of your podcast](https://training.npr.org/2016/07/26/how-audio-stories-begin/).

## Miscellaneous tips and resources

* [NPR's "Everything you need to know about using music in your podcast"](https://www.npr.org/2020/02/13/805858075/everything-you-need-to-know-about-using-music-in-your-podcast)
* [NPR has a podcast about students making podcasts!](https://www.npr.org/podcasts/510354/the-students-podcast) Some short (<10 min) episodes might be helpful.
* Plan and practice. Brainstorming the purpose, structure and content of your podcast is essential. If your podcast is scripted, you’ll want to practice delivering the script for the ear—**reading a typical paper won’t necessarily translate to an engaging podcast without some tweaking**. Even if your podcast is conversational, outline the key points you want to hit in advance to ensure you get to them when you’re recording.
* Take advantage of free resources. Use Audacity, a free software available for Windows and Mac, to edit your podcast. Turn to Tools for Podcasting, an open textbook available online that provides practical guidance and best practices for the entire podcast process, including information on how to launch and promote your podcast.

# Podcast Assignment Check-In 1: Topic selection & brainstorming

## Overview

The purpose of this assignment is to explore scientifically-grounded concepts in personnel selection while presenting them in a creative, engaging, and alternative format. By producing a podcast, students will develop their ability to communicate complex ideas effectively, connect with an audience in an innovative way, and synthesize research in an approachable and entertaining medium. The broad topic of our podcasts will be "Fairness and/or Bias in Personnel Selection" but you and your partner will brainstorm to identify some discussion points to narrow that topic further. This step is more of a check-in to make sure some progress is being made and to provide some potential feedback early in the process.

## Instructions

Collaborate with your partner to brainstorm the following major elements of a podcast

* **Topic**: Identify the specific aspect of fairness and/or bias in personnel selection you want to explore
* **Purpose**: Define the central goal of your podcast. Example include educating the audience, sparking a debate, or offering a critical review of current practices.
* **Audience**: Consider who your intended listeners will be. Examples include human resource professionals, I/O graduate students, general working adult population.
* **Content ideas**: Generate initial ideas for key points, stories, examples, or research findings to include in your podcast.

## Submission instructions

Essentially, summarize the results of your brainstorming session. Ensure each of the general elements have some ideas laid out. This is not meant to be fully exhaustive and thorough, this is your first brainstorming session. It is okay for things to morph and change as you get further along.

Include up to a few sentences for each of the following:

1. **Topic**: What is your intended topic and how does it relate to fairness/bias in selection (if not overtly obvious)
2. **Purpose**: What is your "end goal" by creating the podcast, what do you hope to achieve?
3. **Audience**: Who is your intended listener? (Ensure they are a relevant audience for a workplace discussion)
4. **Challenges/questions**: Do you foresee potential challenges or questions you have about pursuing your intended topic? Is there anything particularly I can help you with?

# Podcast Assignment Check-In 2: Outline & plan

## Overview

The purpose of this assignment is to explore scientifically-grounded concepts in personnel selection while presenting them in a creative, engaging, and alternative format. By producing a podcast, students will develop their ability to communicate complex ideas effectively, connect with an audience in an innovative way, and synthesize research in an approachable and entertaining medium. The broad topic of our podcasts will be "Fairness and/or Bias in Personnel Selection" but you and your partner will brainstorm to identify some discussion points to narrow that topic further. This step is more of a check-in to make sure some progress is being made and to provide some potential feedback early in the process.

## Instructions

1. Review your brainstorming submission. Revisit your ideas from step 1 to recall your topic, audience, purpose, and content. We will be refining those ideas. Note that your podcast can change and evolve from the previous step.
2. Develop your outline. Outlines for a podcast are conceptually similar outlines for papers, presentations, speeches, etc. They should include the following elements
   * Introduction. A compelling opening of some form to capture the audience's attention. Provide a clear statement about the podcast's purpose and topic. Provide a brief overview of what to expect by listening to the podcast.
   * Content. Describe a logical sequence of key points with supporting 'evidence' (e.g., examples, stories, research). Plan transitions between topics/ideas.
   * Conclusion. Summarize the main point(s) of the podcast. A "call-to-action," thought-provoking statement/question, or something to leave a lasting impression.
   * Additional podcast elements. Do you have any audio elements (e.g., music, sound effects, etc.)? Will it be all audio or is it a video podcast? Have you identified technology to help you create a podcast (e.g., record audio)?
   * Groupmate responsibilities: What are the roles and responsibilities of group members? **Note that both members must be (roughly) equally represented in the *recorded* podcast**.
3. Format your outline for submission
   * Use some structured list or template (e.g., bullet points) to present the introduction, content, and conclusion sections. Ensure this is clear, organized, and follows a logical structure.
   * Describe the additional podcast elements and potential strategies to implement them.
   * Describe partner responsibilities.
4. Submit your formatted outline to this portal

# Podcast Assignment Check-In 3: Submit podcast

## Overview

The purpose of this step is to create and submit your completed podcast, demonstrating your ability to synthesize scientifically-grounded concepts on fairness and/or bias in selection and present them in an engaging, creative format.

## Assignment details

* Group size: Assigned partner pairs
* Podcast length: Between 12 and 15 minutes
* "High" quality audio required. (Try to record in a quiet place, with a decent microphone)
* Visual elements are optional. A video podcast is perfectly acceptable and can potentially enhance the podcast (poorly done visual elements can detract from it, too). There is no extra credit for visual elements.

## Content requirements

* Scientifically-grounded content. Anecdotes and examples may come from other media or sources but the basis for the podcast must be rooted in scientific psychological concepts. Note that a podcast is a little different than a paper or traditional presentation, do not merely recite descriptive elements of a single research study. Talk about scientific concepts in a more accessible manner (a similar skill you need in professional settings).
* Topic focus. Ensure your podcast addresses an aspect of Fairness/Bias in Personnel Selection. The entire podcast should focus on this topic.

## Technical requirements

* File format: Save audio files as a .mp3 file and video files as a .mp4 file.

# Podcast Assignment Check-In 4: Peer review

## Overview

The purpose of this step is to engage in constructive peer review by evaluating and providing feedback on your classmates’ podcasts. This activity will deepen your understanding of the material, encourage critical thinking, and foster collaboration by sharing insights and suggestions for improvement.

## Instructions

* Listen to the **TWO** assigned podcasts. Podcasts should be available through the peer review process in Step 3.
* Refer to the peer review guidance to help create considerate and constructive reviews for our friendly classmates. [Psych 6640 Podcast peer review instructions.docx](https://aum.instructure.com/courses/5026/files/904873?wrap=1)
* Provide helpful, constructive, and at least some positive comments about each podcast.

## Submission

Because of how peer reviews work in Canvas, you will have to upload those reviews to the Step 3 submission portal. That is how students will receive their comments from you. If this is not working, please email your reviews to the podcast crew and CC me to that email as well.

## Peer Review guidance

We have three major goals for our peer reviews to be the most helpful and supportive.

1. **Strengthen your community**
   1. Be constructive yet supportive. Being “blunt,” even if well-intentioned, can be harsh and therefore, sometimes, *destructive*. Give helpful suggestions, give praise.
   2. Emphasize positives, too. Receiving all negative feedback (change this, fix that, re-do this segment) can make people feel negatively about their work. If something was done well but could be changed, tell them what they did well *and* what could potentially be improved.
   3. Use “I” statements, not “you” statements. Saying “I had a hard time understanding concept X” is much friendlier than saying “you did not explain concept X” very well.
2. **Be specific and actionable**
   1. After reading comments, the presenter should IMMEDIATELY know how they can improve. Give suggestions and create actionable steps with your feedback.
3. **Improve *your* meta-presentation skills** (i.e., see other people present, think about their overall presentation, and consider how to improve the whole presentation overall)
   1. After watching/listening to a presentation, take a step back and ask yourself:
      1. What was supposed I supposed to learn
      2. What did I actually learn
      3. How can the presentation better align (i) and (ii)
   2. Identify things that worked well and did not work well in others’ presentations to inform how to better present your own work.
      1. E.g., presenter #1 told a riveting story that grabbed my attention.
      2. E.g., presenter #2 focused too much on breadth that I didn’t have a clear take-away

## Questions to guide your peer reviews

The major (bolded) headings here represent categories scored in the rubric (see section). Use these guiding questions, among others, to help presenters create a more effective presentation.

* **Clarity of ideas**
  + Is the main ideas or purpose of the podcast clear and easy to follow?
  + Was it clear that the podcast had an audience? Was it a suitable audience?
* **Conciseness**
  + Could the podcast be streamlined or more efficient?
  + Are there sections where too much detail detracts from the main points?
  + Could any points be stated more succinctly?
* **Organization**
  + Does the podcast follow a logical structure?
  + Is there a clear introduction, body, and conclusion?
  + Are there good transitions from idea to idea or is it abrupt?
* **Psychological application**
  + Does the presentation apply psychological (I/O) concepts to a real-world issue?
  + Are there theories, ideas, constructs, concepts, etc. from our class/field that are successfully integrated into the presentation?
* **Professionalism**: both content and delivery
  + NOTE: Being “professional” is subjective and can often tap into harmful stereotypes. Be extremely careful not to comment on a person’s looks, accent, annunciation, dress, etc.
  + Does the presenter maintain a professional tone? Pacing?

## Podcast rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category | 1 - Inadequate | 2 - Needs Improvement | 3 - Adequate | 4 - Good | 5 - Excellent |
| Clarity of Ideas  20% | Ideas are unclear and difficult to understand throughout the presentation. | Ideas are mostly unclear, with frequent lack of explanation. | Some ideas are clear, but key points require further explanation. | Most ideas are clear, with minor areas that need more clarity. | Ideas are exceptionally clear, with thorough explanations that make complex concepts understandable. |
| Conciseness  20% | Presentation is lengthy, with significant filler and off-topic information. | Some conciseness, but multiple sections contain unnecessary detail. | Presentation is somewhat concise, but could be streamlined in places. | Mostly concise, with only minor sections that could be shortened. | Exceptionally concise, with all content relevant and to the point. |
| Organization  20% | Lacks a logical structure; ideas are presented in a confusing order. | Organization is inconsistent, with some sections out of order. | Presentation has a basic structure, though transitions are sometimes unclear. | Mostly well-organized, with minor improvements needed in flow. | Well-organized and logical, with a cohesive flow and smooth transitions. |
| Psychological Application  30% | Minimal application of psychological concepts; little relevance to the topic. | Limited application, with concepts that lack depth or relevance. | Some application of psychological concepts, though with limited depth. | Good application, integrating relevant concepts into examples. | Excellent application of psychological concepts, with in-depth, relevant integration of theory into real-world scenarios. |
| Professionalism  10% | Unprofessional tone and delivery; visuals and formatting are distracting. | Somewhat unprofessional in tone or delivery, with noticeable issues. | Presentation is moderately professional, though lacks polish. | Generally professional, with a few minor issues in tone or visuals. | Highly professional in tone, visuals, and delivery, with a polished and confident presentation. |

# Podcast Assignment Check-In 5: Reflection

## Overview

The purpose of this step is to reflect on the feedback received during the peer review process, evaluate its relevance, and articulate how it influenced your understanding and approach to the podcast project. This activity encourages thoughtful engagement with critique and helps solidify learning.

## Instructions

1. Review peer feedback. Read through the reviews and feedback that your peers have provided. Highlight specific comments or suggestions that you find particularly helpful, challenging, or thought-provoking.
2. Respond to the feedback. Identify specific at least three (3) pieces of feedback to respond to in detail. Write short reflections (~5 sentences each) about the feedback. Consider addressing the following questions or others when reflecting.
   * Why was this feedback valuable or not to you? Helpful?
   * How can you use this feedback to improve your future work in the future?
3. Reflect on the process. Write a brief reflection (~250 to 500 words) that includes some of the following:
   * What insights did you gain from the peer review process (both giving and receiving feedback)?
   * What did you learn about fairness/bias in selection (in your podcast or listening to peers')?
   * How has this experience shaped your approach to presenting complex ideas in a creative format?
   * Recognizing that required assignments are not always "fun," how did you feel about creating a podcast compared to alternatives (e.g., presentation, speech, a final paper)? Would you recommend that future students in the program create podcasts?
4. Submit your individual reflections