

Name: Becky Cole

Design

Unit Code and Title: CUAAIR211 - Develop techniques for presenting information on-air

Learning Environment/s and hours: e.g., Online – Self Directed 95 mins, Live Online Zoom Workshop – 325 mins = 420 mins or 7 hours.

Learning Outcome/s (2 maximum) LO1 - Develop techniques for on-air reading and communication (radio announcing) LO2 - Evaluate own performance and identify areas for improvement using feedback	Assessment/s (2 maximum) 1) Record, edit and upload a 30 - 60 second audio clip of a full talk break using the seven steps method. 2) Complete an aircheck checklist (self-evaluation) on completed talk break (aircheck) and fill out an aircheck checklist for another student’s talk break (aircheck) and upload as a peer review.
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	WEEK 1		
Topics	Session 1: Introduction to Radio Announcing	Session 2: Recording, Self-Evaluation and Peer Review	
Course Learning Outcome Mapping (e.g. ABCD course)	Certificate III in Screen and Media CUAAIR211 - Develop techniques for presenting information on-air 2.3 – Practice speaking to listeners in a conversational, one-to-one manner 3.3 - Evaluate own performance and identify areas for improvement using feedback from required personnel		
Unit Learning Outcome Mapping	LO1,	LO1, LO2	
Before Session Activities	<i>e.g. Online - Self Directed (30 mins)</i> <ol style="list-style-type: none">Complete a short survey about your favourite radio shows, course goals, confidence level of speaking on-air (5-10 mins)Read about assessment - (5 mins)Read article on presenting techniques (5 mins)Download Audacity, install and ensure microphone is working (10 mins)	<i>Online: Self Directed (20 mins)</i> <ol style="list-style-type: none">Ensure microphone is plugged into computer and tested (or use webcam mic)Listen to embedded audio clips (podcasts) and write your thoughts on what you thought of microphone placement, vocal levels and content shared (Padlet) – 1 column for each topic	
Session Activities	<i>Live online zoom workshop 150 mins</i> Facilitator presentation on radio announcing (20 mins) <ul style="list-style-type: none">Welcome, debrief survey responses and thoughts on articleIntroduce Assessment 1Presentation: The Seven Steps to a Perfect Talk Break: Steps 1 to 4 – Station ID, Name, Clocks, Back AnnounceIntroduce Activity Pair activity (10 minutes) – Breakout rooms <ul style="list-style-type: none">Practice rehearsing the first four stepsUse Google Docs to write your script (embedded link) Large group discussion/activity: (10 minutes) Perform the first four steps individually to the group and debrief on experience.	<i>Live online zoom workshop 175 mins</i> Facilitator demonstration/software simulation (2 hours) 25 minutes <ul style="list-style-type: none">Welcome, debrief and recap of previous session including discussion post activity. Discuss audio clips (podcasts) – what sounded good, what didn’t from the examples. Discuss what you noticed from the production of the CBAA podcast.Demonstrate opening new audio track in Audacity and setting up audio and microphone levels ready for recordingDemonstrate recording new vocal audio trackDemonstrate cutting out silence and editing audio clipDemonstrate changing volume levelsDemonstrate saving and exporting clipDirect students to download software simulation video as reference for next activity Pair Activity - breakout room (same pairs) 25 minutes	

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	<p>Facilitator presentation on radio announcing: (5 minutes)</p> <ul style="list-style-type: none"> - Presentation: The Seven Steps to a Perfect Talk Break: Steps 5 to 7 – Topic, Forward Announce, Back Announce <p>Group Activity (5 minutes)</p> <ul style="list-style-type: none"> - Use H5P word cloud to brainstorm as a class all the different topics you could announce on air <p>Facilitator presentation on radio announcing: (10 minutes)</p> <ul style="list-style-type: none"> - Discuss all types of topics that can be discussed on air (using word cloud) and provide demonstration of the full seven step technique using a 3-day weather forecast as an example. - Demonstrate full seven step talk break using music trivia as an example <p>Pair activity (10 minutes)</p> <ul style="list-style-type: none"> - Join back into pairs, write and practice a full seven step talk break using weather link (or use a topic you feel comfortable using the word cloud as inspiration) - Write up complete scripts on Google Docs <p>Group activity (10 mins)</p> <ul style="list-style-type: none"> - Individually perform full talk breaks using seven steps method <p>Break.</p> <p>Facilitator presentation on radio announcing: Duos and CSAs – 25 minutes</p> <ul style="list-style-type: none"> - Discuss how to write a community service announcement (CSA) and use it as a topic. Include information on how to “chunk” up a script, how to rewrite dry information into language that appeals to the listener - Discuss how to present as a duo, demonstrating techniques on how to “throw” to your on-air partner and make the transition smooth - Introduce activity – direct students to CSA links for download <p>Pair Activity – 25 minutes</p> <p>Back in the same pairs, write a CSA each, then practice writing and delivering two talk breaks – one where you are the host and throw to the other for the CSA then back again, then swap roles.</p> <p>Group Activity – 20 minutes</p> <p>Present your talk breaks to the class, swapping roles. Debrief techniques. Conclusion</p>	<ul style="list-style-type: none"> - Using the two scripts from last session, record both scripts – one person to record a duo script on their computer then swap. Both learners must have a go each at being the anchor and at reading the CSA. <p>Group Activity - (20 minutes)</p> <ul style="list-style-type: none"> - Each student to play their file to the class. Debrief on scripts, Q and A, troubleshooting any Audacity issues. <p>Break.</p> <p>Facilitator presentation on Assessment Activity 1 (5 minutes)</p> <ul style="list-style-type: none"> - Recap assessment and instructions on where to save and upload file <p>Assessment Activity 1: (30 mins)</p> <ul style="list-style-type: none"> - Record, edit and upload an individual 30 - 60 second audio clip of a full talk break using the seven steps method with a topic of choice. - Upload to Dropbox and post completed clip to discussion board <p>Facilitator presentation on aircheck checklists (10 mins)</p> <ul style="list-style-type: none"> - Invite learners to open embedded checklist link (Google Docs) or download copy - Go through each aspect of the checklist and direct to embedded audio examples that clarify correct technique. <p>Pair activity (10 mins)</p> <ul style="list-style-type: none"> - Review embedded talk break in pairs and mark the checklist, adding comments re necessary <p>Group activity (10 mins)</p> <ul style="list-style-type: none"> - Discuss findings in checklist as a class – what worked, what didn’t, how would you improve? Review Google Doc list to see whose audio you need to review <p>Assessment Activity 2: (Self Evaluation and Peer Review) (30 mins)</p> <ul style="list-style-type: none"> - Download aircheck checklist and review your assessment 1 activity - Fill out form and upload to Dropbox - Listen to peer’s audio, fill out aircheck checklist, upload to Dropbox <p>Class Conclusion – 10 mins</p> <ul style="list-style-type: none"> - Debrief Q and A, next steps 	

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After Session Activities (eg. Online, self-directed)	Online – Self Directed (30 mins) <ul style="list-style-type: none">- Submit completed scripts to discussion board- Comment on one other person’s script – 2 points on what you liked, 2 points on what to improve on.- Listen to one CBAA podcast item – My Voice, My Abilities My Rights and note what you learned from the podcast in terms of production and content.	Online – Self Directed (15 mins) Ensure all files are uploaded to Dropbox <i>Post queries on the discussion board</i> <i>Watch Audacity tutorials and practice recording and editing audio for future reference</i>	

Justification

Learner context – Certificate III in Screen and Media, unit CUAAIR211 - Develop techniques for presenting information on-air. AQF level 3. This is an entry level vocational educational qualification for adults and often senior high school students who are looking for basic skills to enter the industry.

The Learning Environment – Online in semester structure, synchronous Zoom workshops and self-paced modules. All learning outcomes are linked to performance criteria within CUAAIR211. Online delivery means students of all ages can learn radio skills from home anywhere in Australia. The radio industry is migrating online so it makes sense to use the latest technology that future broadcasters will use.

Key Design Elements:

Active Learning: Woven through entire course using discussion boards, practicing radio talk breaks in pairs, peer review, brainstorming.

Metacognition: Students to complete self-assessment forms, critiquing talk breaks. As per Joe Pulichino's AGES model (Pulichino 2017), reflection encourages learners to retain information learned and stimulates insight. Completed in Google Forms and embedded in the LMS.

Multiple Modes of Meaning: Audacity software demos (video), audio recordings, industry standard podcasts (CBAA 2017), demos, (audio), transcripts and closed captions (written)

Collaboration: peer review, discussion board, live practice activities.

Constructive Alignment

Constructive alignment involves the design of assessment tasks that measure the attainment of the learning outcomes (Biggs 2014)

Both learning outcomes are aligned to the unit/performance criteria and assessment reflects the demonstration of those outcomes. In this lesson plan, learners develop announcing techniques then self-assess their performance and cement their knowledge through evaluating other student's work.

Sequence, Scaffolding and Resources

Content is sequenced in small chunks by demonstrating the first four steps of compiling a talk break, then scaffolded by providing group and pair activities to practice and perform content. The next three steps are again sequenced in small chunks then scaffolded again with group and pair activities. Repetitions of a 7-step formula helps reinforce memory and increases confidence. After techniques are developed, learning audio software is the next natural sequenced step, then recording and followed by self – evaluating and peer reviewing talk breaks – cementing knowledge learned.

Active Learning Components ([VU Learning and Teaching](#))

- Pair interviews
- Group discussions
- Scriptwriting on a shared document
- Brainstorming (H5P)
- Self-Assessment
- Peer review

Digital Learning Tools

- Zoom classroom
- Audacity Software
- Online survey
- H5P Word Cloud
- Embedded podcasts
- Discussion Board
- Google Docs

Feedback Response (*final submission only*)

Acknowledgements

Learning outcomes are based off performance criteria in the unit CUAAIR211 - Develop techniques for presenting information on-air from the Cert III in Screen and Media. Content is based off learning materials I created for CHYFM. CBAA podcast is also content I created for CHYFM and was uploaded to the CBAA site. Articles are from Radio.Co and OurCommunity.com.au.

References

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