



TELL YOUR STORY

**A Student and Staff
Podcast**


Presentation By
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MEET THE TEAM

Sponsor: TuesD Chambers, Ballard High School
Teacher Librarian


University of Washington, Masters of Library and
Information Science Candidate: Andrew Quinn



PROJECT CONTEXT AND OBJECTIVES



TuesD Chambers is a Teacher Librarian at Ballard High School. She requested assistance creating a podcast for students to share true stories and experiences through a podcast similar to The Moth.



She also requested that Adobe Podcast Beta be used to record and edit the podcast. She requested a survey and data on the student's participation. Students have access to equipment and space to record in the library.



KEY FEATURES I

- To encourage participation, I created a survey formatted according to the Seattle Public School website requirements to gain insight into students and staff's interests. I also created a flyer with a QR code linking to the survey, which was posted on Ballard High School's library homepage.
- The survey included two episodes of The Moth that were chosen to fit the demographic of the student body.
- Data collecting questions such as age, grade, and story description were included.



KEY FEATURES II

- I met with the student in charge of the Podcast Club at Ballard High School to discuss how I could help, but he was more interested in upgraded equipment than content.
- I created a Calendly account to schedule interviews with staff. I used a list provided by Chambers to email teachers.



KEY FEATURES III

One teacher responded to my email. I met with her during her lunch period in her classroom. We chatted for a few minutes, then recorded a 15-minute interview using Adobe Podcast Beta.

Using the Adobe Podcast Beta, I was able to record, edit, and add transitions to the episode. I cut the episode down to 5 minutes as requested by Chambers.



**RESULTS
AND**



**UNEXPECTED
BENEFIT**

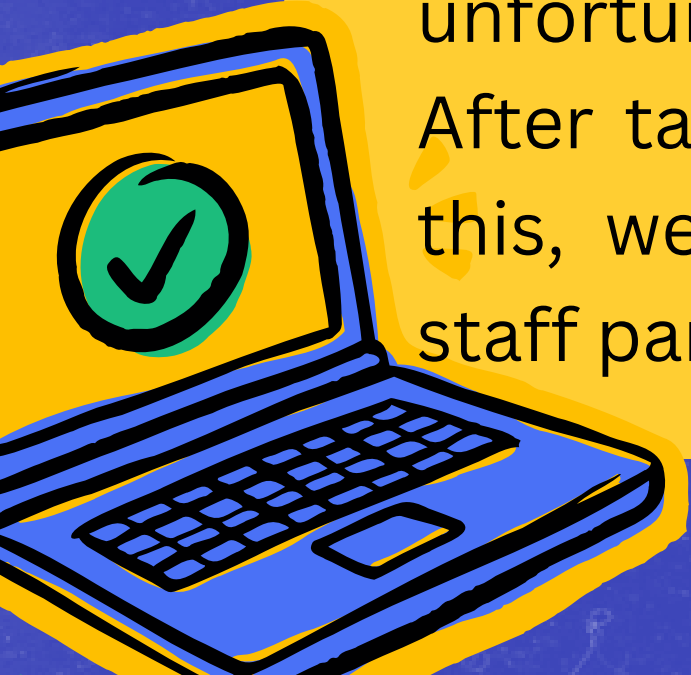


RESULTS



The survey I created included links to two episodes of The Moth and data-collecting questions. The survey was posted on the library's homepage and, unfortunately, it yielded zero results. After talking to TuesD Chambers about this, we decided to pivot to focus on staff participation

One teacher responded to my emails, and we completed an interview. The recording was 15 minutes long and discussed her past 15 years working at Ballard High School. She mentioned success stories of past assignments and what it was like seeing her children graduate.

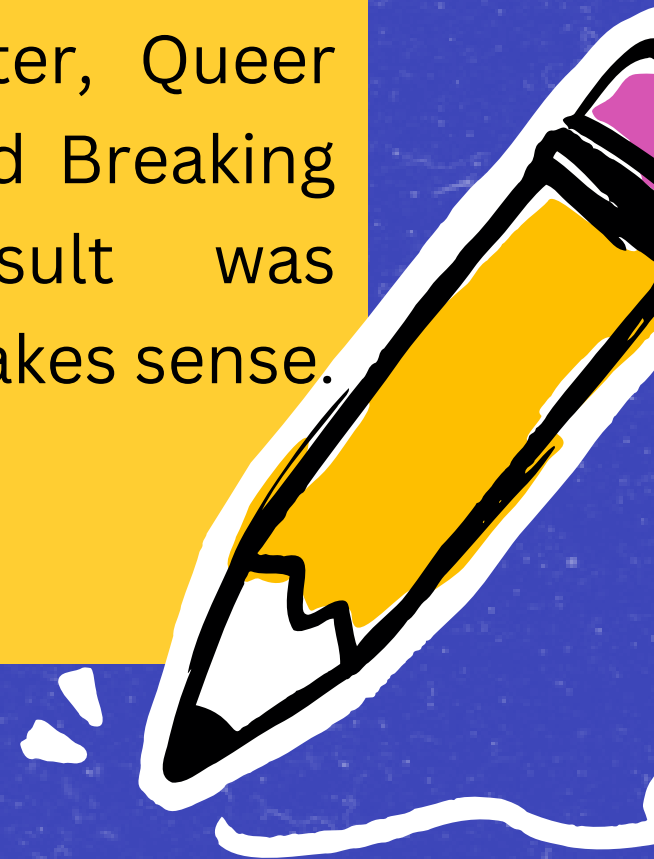
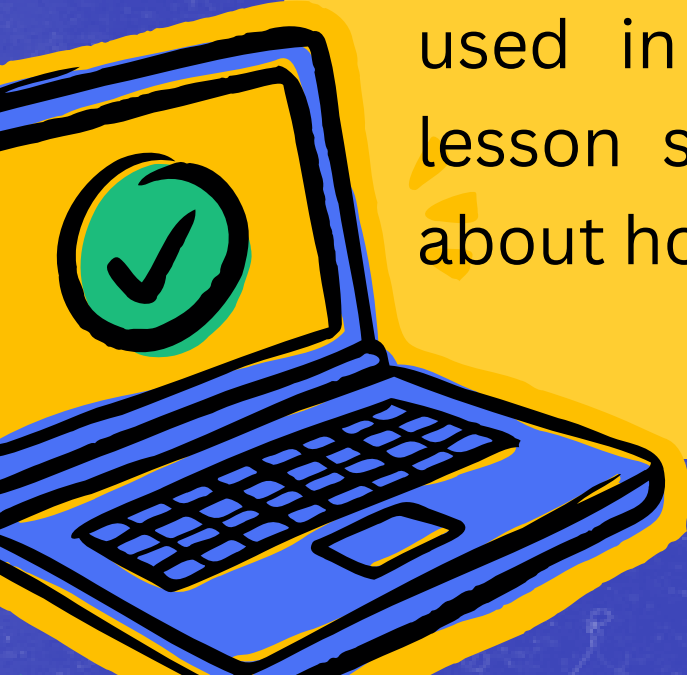


UNEXPECTED BENEFIT




Although there were zero interactions with the survey from students, and only one staff member responded to my email, a video I provided Chambers was used in her classroom. It was for a lesson she was teaching her students about how to use Adobe Podcast Beta.

The lesson resulted in over 90 students completing podcast episodes ranging from topics such as Black Lives Matter, Queer Affirming, Restorative Justice, and Breaking the Color Barrier. This result was unexpected, but looking back, it makes sense. I had not considered social media.






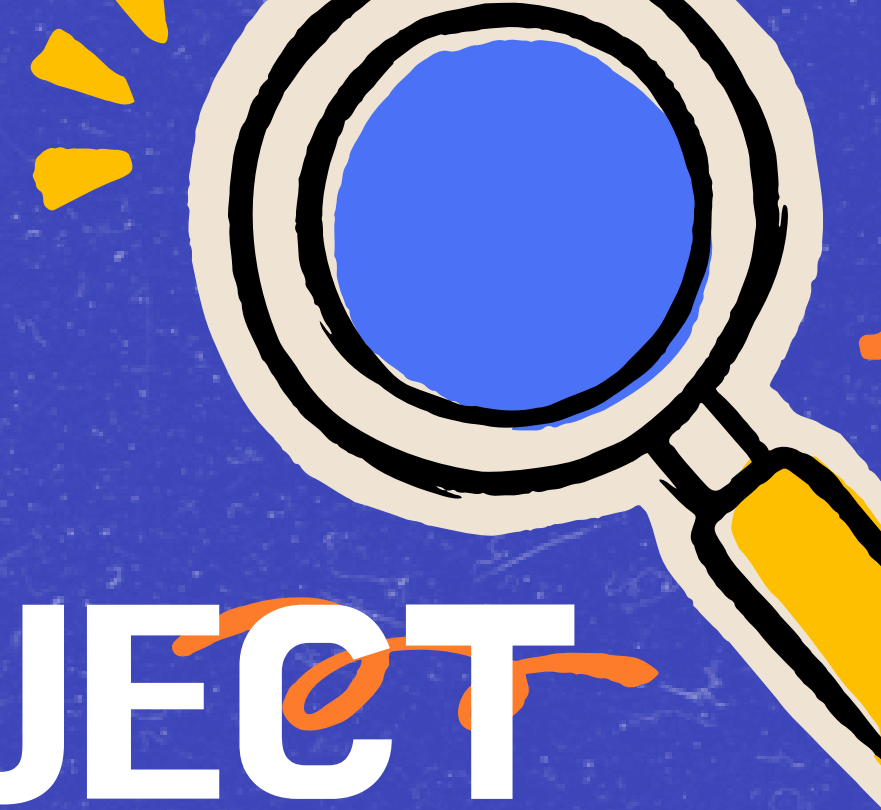
REFLECTION



The approach of reaching participants outside the classroom was the wrong strategy. With social media, students already have an outlet to share their stories without school restrictions. The approach should have focused on staff.

Seattle Public School is experiencing low enrollment. During my interview with the teacher, she mentioned that a video for “back to school night” could be shared with families and students. This made me think of a potential opportunity to aid enrollment.





NEW PROJECT

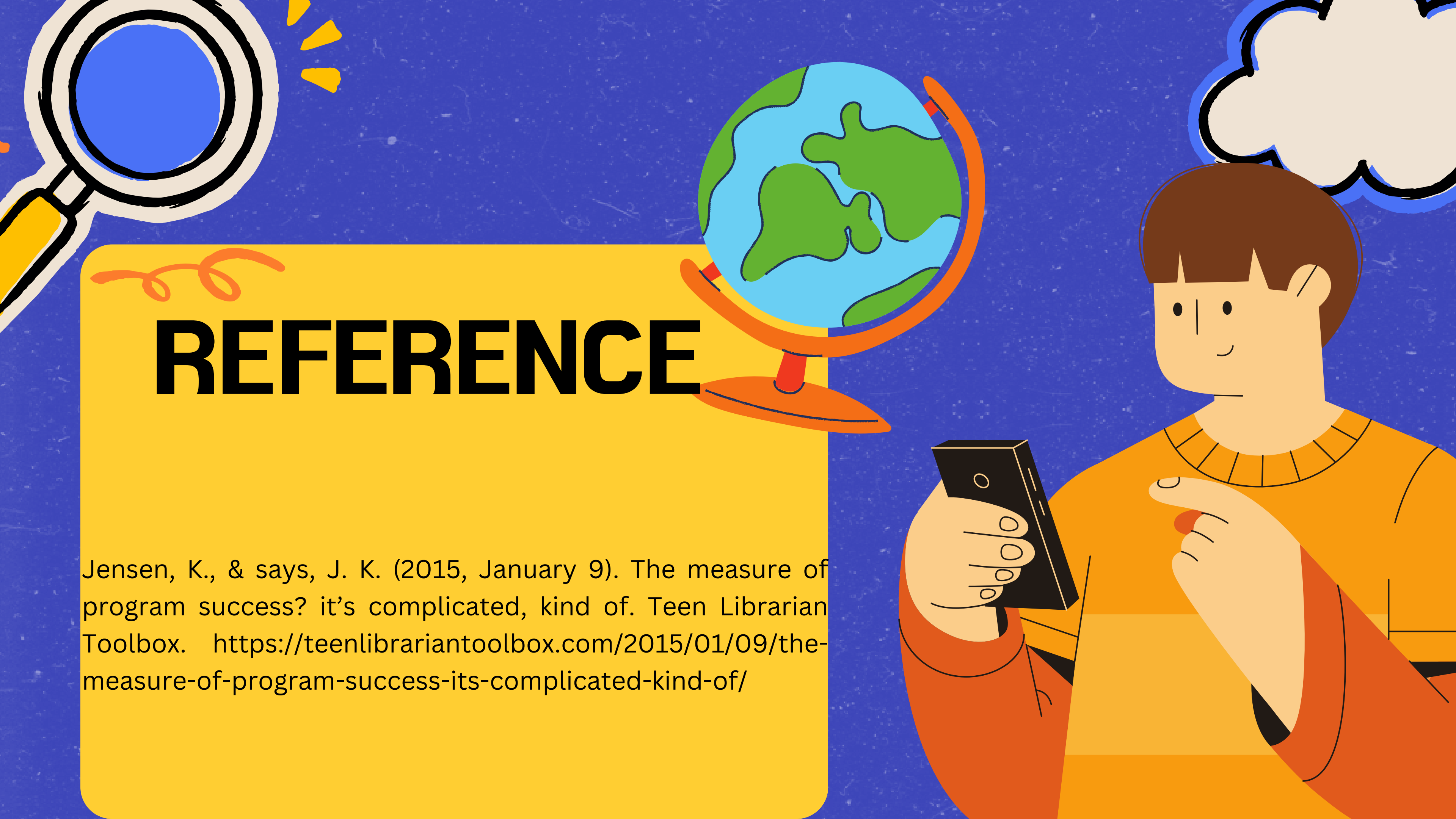
Since Seattle Public Schools is experiencing low enrollment, a possible pilot program introducing staff to students and parents via video on the school website could be beneficial. The video can include details about the staff, classroom tours, and what to expect in the year. It could help gain interest and persuade enrollment.





CONCLUSION

Overall, I had hoped to have more participation with the survey, which would have allowed me to meet students one-on-one. Youth programs often take two years to get started, and given the timeframe of this project, it was not possible (Jensen, 2015). However, my resource used in the classroom was useful and aided students in completing over 90 podcasts on their own. I've given Chambers the handoff folder with everything I've created and recommendations on how to proceed. Hopefully, the next student can learn from my assumptions and create a new initiative.



REFERENCE

Jensen, K., & says, J. K. (2015, January 9). The measure of program success? it's complicated, kind of. Teen Librarian Toolbox. <https://teenlibrariantoolbox.com/2015/01/09/the-measure-of-program-success-its-complicated-kind-of/>

THANK
YOU

