

**Eight-Step Process for Creating a Podcast**  
**HSTR 207CS: Science and Technology in World History**  
**Will Wright**

- 1) *Form a Team of Three (3) Persons and Choose a Topic*
  - a. At the end of your next blog post, name one or two classmates (if you know someone) who you would like to work with and your first and second choices for podcast themes—agricultural science, climate science, modern biology, or modern physics.
  - b. I will make the final team and theme selections, and your group then will choose which topic to pursue within the assigned theme.
  
- 2) *Within Your Group, Decide Who Will Complete Each Part of the Podcast*
  - a. Part I: Contemporary Problem- This teammate will describe in detail a current issue in science or technology. Possible questions to research include (but are not limited to) the following: Who are the major stakeholders at play? How has the problem been connected to culture, politics, economics, religion, warfare, and/or the environment? What are the potential risks or rewards? Why should people care about this issue?
  - b. Part II: Historical Context- This teammate will trace past processes surrounding the current issue. Possible questions to research include (but are not limited to) the following: How did this problem come about? Put another way, what are the various historical forces—political, economic, cultural, religious, military, and/or environmental—that have led up to our present situation? Did past scientists or engineers or institutions face similar challenges or opportunities? And if so, what were the courses of action and consequences?
  - c. Part III: Reframing the Issue- This teammate will explain how a historical perspective clarifies our understanding of the current issue. Possible questions to research include (but are not limited to) the following: Given our past trajectory, what are improbable solutions to the problem, and what are reasonable ones? Who or what will likely benefit from the scientific or technological advancement, and who or what won't? How might the past offer guidance to the present and future?
  - d. Since it is imperative that different sections speak to one another, you'll need to exchange emails and/or phone numbers so that you can meet periodically to maintain a common vision.
  
- 3) *Research and Draft an Outline*
  - a. Rely on reputable sources of information in newspapers (*New York Times*, *Wall Street Journal*, *The Guardian*, etc.), magazines (*National Geographic*, *Scientific American*, *Smithsonian*, etc.) websites (stick with .edu, .org, or .gov endings). In the course of your research, you may also want to use blogs and commercial (.com) websites to seek out alternative viewpoints. Books from the library,

scholarly articles from online databases, and lecture notes from class should also be used.

- b. Not including lecture notes, each student's section should draw from at least five (5) sources to produce their narrative outline and script. Make sure to use proper citations (APA, MLA, Chicago, etc.) for each source. A bibliography will be given at the end.
  - c. Outlines should be broken down into five sections: an introduction, three main points, and a conclusion. Each section will include one or two sentences that describes what will be written and what sources will be used.
  - d. We recommend that you regularly discuss to with team members about how your individual contribution will fit together into a large whole.
  - e. Each person will turn in a **docx.** or **pdf.** outline to **Brightspace/D2L** before class on **Tuesday, March 21<sup>st</sup>, by 10 a.m.**
- 4) *Draft a Narrative Script*
- a. Write a five-paragraph essay (500-600 words total) based on your topic section. Try to maintain a more conversational tone since you will be reading this script aloud for the podcast.
  - b. We strongly recommend using a word processor because it will proofread your text for common errors and lead to more professional posts.
  - c. Each person will turn in a **docx.** or **pdf.** script to **Brightspace/D2L** before class on **Thursday, April 6<sup>th</sup>, by 10 a.m.**
- 5) *Draft a PowerPoint Presentation*
- a. Each student will create a PowerPoint with one (1) section slide and ten (10) content slides.
  - b. Each section slide should include your topic section and your name.
  - c. Each content slide should contain at least one (1) visual—a picture, graph, chart, etc.—and bulleted key points and/or significant quotes.
  - d. An overall title slide should include your contemporary issue in science and technology, names of classmates, date, and course.
  - e. Special effects are okay to use, but keep them plain and simple. For example, the “fade” transition would be appropriate to use, but “origami” transition would not.
- 6) Go to <https://screencast-o-matic.com/> to *Download Video Presentation Software*
- a. Click on “Start Recording” then click on “Launch Recorder.”
  - b. Once recorder has popped up, click on “Both” to show a screen and webcam and click on “Fullscreen” for size. Make sure a microphone is connected and the narration is picking up your voice on the sound bars. Turn off computer audio.
  - c. Adjust webcam video for it is in the bottom-right corner and make sure it is connected to a video feed.
  - d. You can click the “X” to make the settings go away or click the gear symbol to make the setting pop back up.

7) *Record the Podcast*

- a. Bring up your PowerPoint Presentation and turn on to “presentation mode.”
- b. Practice reading your script and timing each slide with what you are talking about.
- c. One page of double-spaced text will take about two (2) minutes to read at an understandable pace. So each person will talk for about four (4) minutes and the podcast will be approximately twelve (12) minutes total in run time.
- d. Make sure you are in a quiet place before recording; and tap the space bar quietly to advance slides (extra noise will be distracting to what you are talking about!)
- e. Click the red-colored “Rec” (record) button in the bottom left when you are ready to begin.
- f. We recommend that one teammate holds your script just behind the webcam so that you can read it while looking at the camera.
- g. You should click the pause button and rotate speakers to ensure an almost seamless transition to the next speaker.
- h. Once your team is finished, click the “Done” Button. Your podcast will pop up and we recommend watching over it to catch any errors. You may have to try a few recordings before you are satisfied with what you want.
- i. Click on “Save As Video File,” then enter MP4 for type and HSTR 207 and last names of team members for file name. Choose “no cursor” and folder to save file. Click on green-colored “Publish Button.”
- j. Click on “Browse Folder” to pull up podcast video mp4 file.

8) *Upload Podcast to Course Blog*

- a. One team member should login to her or his Wordpress account and go to “Add New” post.
- b. Give your blog post a title in the “enter title here” bar that matches your podcast title
- c. Drag and drop your video mp4 file. into the large text box and, once it uploads, click on blue-colored “Insert Into Post” button in the bottom-right corner.
- d. Lower down on the right-hand side, **BE SURE** to check the category box for “Week 16: Podcast.” This will organize everyone’s posts for later viewing
- e. Click the blue-colored “Submit for Review” button on the right-hand side to post your podcast onto the blog.
- f. To check and see if your podcast uploaded, hover over “posts” on the left-hand side bar, and then click on “all posts.” You should find your post listed there. (Note: posts will not appear on the actual blog website until approved by the administrators the following day.)
- g. Turn in the podcast at [www.mountainsandminds.org](http://www.mountainsandminds.org) any time before class on **Tuesday, April 25<sup>th</sup>, by 10 a.m.**

Any questions? Please contact Will Wright at [will.wright@montana.edu](mailto:will.wright@montana.edu), as he will manage and grade all podcasts