

Listening to Learn

If I had headphones with storage bags from FriendsOffice, I could implement podcasts as assignments to benefit the learning of my students by expanding the walls of the classroom through auditory-rich experiences.

Technology is constantly evolving, and it is difficult for the education world to keep pace due to limited budgets. The English/Language Arts Standards (ELA) for Ohio include listening and evaluating a variety of sources. Since our students have Chromebooks issued by the school, it enables teachers to diversify learning for students. While some standards are easy to implement, others are difficult due to students not owning or not bringing headphones with them to class. Some students also only have Air Pods, and those don't connect to the school-issued Chromebooks.

Podcasts are an engaging way to reach students on a variety of subjects. These can expand on themes found in the texts we read and class, and they can also provide a different perspective on topics. This can also be another tool to reach students who are auditory learners. Not only are podcasts engaging, but they are also popular and often referenced in the news, advertised on the radio, and seen on various apps. According to Ashley Marquez of the blog *Teach Create Motivate*, after listening to podcasts and having students reflect, it “involves thinking, writing, and even using [their] reading skills like summarizing, comparing and contrasting, and more!” This is a great option to engage students while covering a variety of ELA standards. There are also quite a few teachers on Instagram who share lessons involving podcasts, and if I had headphones for my students, I could incorporate these into my classes.

I have personal experience with using a podcast in the classroom. For my section of CCP Composition II this fall, I did a podcast project with my eighteen students. Along with a partner, they listened to an assigned podcast from the *Mobituaries: the Podcast*, a podcast created and narrated by Mo Rocca. These researched topics present information on topics such as Billy Carter, The Orphan Train, Thomas Paine, and others in an entertaining fashion. To manage the implementation of the assignment, my students who only had headphones for their phones ended up accessing the website via their phones or sharing a pair with their project partner in order to listen to their podcast. While listening to the podcast, students were encouraged to color and sketch notes on worksheets I provided. My seniors loved doing this lesson, and they asked if we could listen to more podcasts after they had completed their podcast project assignment.

Not only would I be able to use these headphones for podcasts, but I would be able to implement grammar stations for individual students within a classroom. In order to meet individualized grammar needs in Composition I, I could provide grammar mini-lesson videos tailored to the needs of each student as targeted instruction. This would enable me to help all of my students become better writers and better meet their specific needs.

I am asking for a class set of headphones with fifteen additional headsets. Oftentimes, I have students who miss school who need to come to my class a different period to get caught up on what they missed. The extras would allow students the flexibility to work in my room during their study halls while my students could also be using the headphones.

As a high school English teacher in an area where most students have the same, limited life experiences, I appreciate the opportunity from FriendsOffice to obtain resources to help expand my students' world in a different manner. Thank you for your consideration!

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Works Cited

Marquez, Ashley. "Using Podcasts in the Classroom." *Teach Create Motivate with*

Ashley Marquez, Teach Create Motivate, 2020,

www.teachcreatemotivate.com/using-podcasts-in-the-classroom.