

# Podcasting with Simple Tools



Digital Audio  
Recording



Audio File  
Conversion



Audio  
Editing



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# Table of Contents

<b>Introduction – Embracing Technology for Powerful Conversations</b>	3
<b>The 4 Strategies</b>	4
<i>Strategy 1: Capture and Share Experiences that Engage.</i>	4
<i>Strategy 2: Use simple technologies to capture student, staff, and parent voices.</i>	5
Olympus WS-100 Quick Start Guide	6
Prepare Windows Media Audio (WMA) File for Editing	7
Converting WMA to MP3 Format with Format Factory	8
Audacity QuickStart Guide	10
Hosting Audio/Video Content	14
<i>Strategy 3: Get Signed permission forms</i>	14
Guidelines for Publishing to the Internet	15
Web Publishing Guidelines Agreement	17
Web Publishing Permission Form – Students	18
Formulario de Permiso para Publicación en la Web	19
<i>Strategy 4: Share your podcast via a blog!</i>	20
Why Blog?	
How to Get Your Own SAISD Blog	
<b>Supplemental Tutorials</b>	30
Getting Videos (like YouTube) off the Web	31
<b>Getting Started Checklist</b> (for concrete sequential folks)	NA

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- Ms. Debbie Guardia, SAISD Principal, for her video testimonial on Content Management Systems

# Embracing Technology for Powerful Conversations

As a teacher and leader, a natural action to take is to make our own thinking and efforts as transparent to those we teach and serve as possible. Transparency helps us be more readily understood and is characterized by visibility or accessibility of information. As a teacher, this means modelling thinking processes for children. As an administrator/leader, it means being open and transparent about the negative, as well as the positive.

While no single conversation is guaranteed to change the trajectory of a career, a company, a relationship or a life—any single conversation can.

**Source:** Susan Scott, *Fierce Conversations*

Podcasting and blogging are about engaging others in conversations that are open and transparent. Our communities, students, staff want to know what is going on. New technologies enable us to share with others what is happening as it happens and to be transparent about that as we do it. Transparency means showing what happens, warts and all, because human beings learn as much from their mistakes as they do their successes, if not more. When I visited a New Tech High School recently—where teachers and students had ubiquitous access to technology—I was not only interested in what they had done right, but what potholes they had run into. To that end, while we are tempted to massage our message so that we always appear perfect, being open and transparent is more authentic and helpful to the kind of learning and sharing we are about.

This type of transparency was limited in the past due to the publishing media we were forced to use. Now, the Internet is a multimedia-capable conduit of the powerful sharing possible. Through a wide variety of no-cost, online tools, our children have the ability to publish at will online. In a recent study, *New Media Influencers*, it was found that online video, blogs and newsgroups/forums were the most effective tools used by organizations in achieving their goals. After that, came **podcasting**, photo-sharing, wikis, social bookmarking, instant messaging, music sharing, and virtual worlds.

## THE POWER OF VOICE

In *The Rise of Citizen Journalism* (<http://www.mnprblog.com/2008/06/rise-of-citizen-journalism.html>), the following appears:

Citizen journalism (or, participatory journalism) has given readers and customers a voice. It's changing the way we consume our news. While social media tools like blogs, podcasts and YouTube have allowed anybody with a computer and internet access the ability to shape, influence and change the perceptions, attitudes and behaviors of our audiences, citizen journalism has given those same folks the ability to directly contribute to the news in their community.

Are you ready to be a citizen journalist, someone who is willing to capture what is happening in schools and sharing them? I guarantee you that the conversations you have with the Community and stakeholders (e.g. parents, administrators, teachers, and students) will be more vibrant and alive than every before.

## RECORDER IN YOUR POCKET

One of the ways to accomplish reflective conversations is to carry a digital audio—or video--recorder around with you, and when you encounter engaging situations, people, or hear the power of a child's voice, record it and share it via your blog.

The idea behind this is administrators that can--although we lack professional journalism training--use modern tools to create, enhance and/or share information. At a time when we're all struggling to share what we're about, why we need more funding, it's essential that each of us recognize that teaching, learning, and leading involve being meta-cognitive about each of those actions. It means reflecting and sharing in ways that are easy for others to understand. This how-to tutorial will introduce you to several tools you can use to get you going in the context of 4 strategies.

## Hoping this is helpful,

Miguel Guhlin

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# The 4 Strategies

In preparing a podcast, ask yourself these questions:

- How do you help your students find their voice?
- How do you amplify their voices so that others in the Community can learn from what they have to offer us?
- How do you facilitate conversations with the Community in ways that are proactive rather than reactive?

The purpose of the 4 strategies is to guide you as you respond to these questions. Those strategies include the following:

1. Capture and share experiences that engage.
2. Use simple technologies to capture student, staff, and parent voices.
3. Get signed permission forms.
4. Share digitally recorded, engaging experiences via the Web on a blog or wiki.

## Strategy 1: Capture and Share Experiences that Engage.

All of us encounter experiences, conversations that take our breath away, that catch us unawares. These experiences are valuable to share, whether as an exact recording that documents the event in audio/video, or as reflections on what occurred. Here are some examples:

- Walking into a classroom, you overhear a teacher praising a child. Why not create a podcast of how teachers praise students on campus?
- Having a conversation with a child, the student shares a particular insight into a lesson concept that came to her while out of school.
- You are giving a presentation to the faculty about the vision and mission of the school. You record that but then invite faculty to share what they are most passionate about.
- A student or group of students shares their presentation on a particular topic. You record an interview with the teacher about the background on the lesson and the students and what each of them learned.
- You facilitate a workshop on new instructional or technological approaches, and ask, “What was the most challenging aspect of today's session? What was the most rewarding?” then share that as a podcast.
- Your students are having a poetry reading but only a few parents can attend. You record the poetry reading so that all parents can listen to the performance via the campus blog.

There are many other opportunities for sharing and being transparent. Each of these activities is engaging to the degree that they enable the Community to have insight into what is going on at the campus.

## Strategy 2: Use simple technologies to capture student, staff, and parent voices.

There are a variety of powerful digital audio/video recording tools you can use, including two that I highly recommend:

1. **Digital Audio Recording:** Olympus WS-100, WS-110, or WS-210. The price for each of these varies but they are usually under \$100, are battery powered, and easy to use.



2. **Digital Video Recording:** FLIP Video Camera or the RCA EZ205 Small Wonder Digital Camcorder with 2 hour recording and 1GB included memory (<http://tinyurl.com/4my9wd>). Both are under \$100.



For the purposes of this tutorial, I will be focusing on the Olympus WS-100.

**Note:** Stay tuned for the digital video recorder portion of this tutorial!





# Olympus WS-100 Quick Start Guide

## What is It?

The Olympus WS-100 Digital Audio Recorder is a battery operated (“AAA”), Windows/Mac/GNU-Linux friendly device. It can record approximately 27 hours of audio in LP mode and saves the audio in Windows Media Audio (WMA) format.

## How do I get Started?

1. Use scissors to open the package.
2. Take your AAA battery out from the rubber-banded documentation pages.
3. Set the date and time:
  - Press + or – to increase or decrease the displayed number.
  - Press the skip/advance/right arrow button to move to the next number.
  - When finished, press the play/OK button
4. When recording, you can set the HOLD button so that accidental handling does not interrupt recording.
5. To turn off the recorder, make sure it is not recording and set the ON/OFF switch to OFF.



## How do I Record?

1. Turn the recorder on by switching the power switch to ON.
2. Press the RECORD button on the edge of the recorder
3. To Stop Recording, press STOP.
4. Conduct a short test with your actual recorder before conducting your first, actual interview. After recording a test, press the PLAY button (button appears under the STOP button) to play the recording using the built-in speaker on the recorder. Note that you can also plug in some headphones or connect to amplified speakers to get better sound quality.

## How Do I Move My Recording to My Computer?

1. Turn your recorder off and firmly pull the base (where the battery is) and the top apart. The recorder will come apart in two pieces.
2. Insert your voice recorder into the USB port of your computer.
3. Wait for you computer to recognize the device. It will appear just like a Flash drive (a.k.a. PenDrive or Thumbdrive) that you can move files from.
4. Navigate to the folder DSS\_FLDA and find the file which will have a strange name. Copy the Windows Media Audio (WMA) file to your computer's desktop, delete the file on your recorder, then eject it, just as you would a regular USB Flash drive.

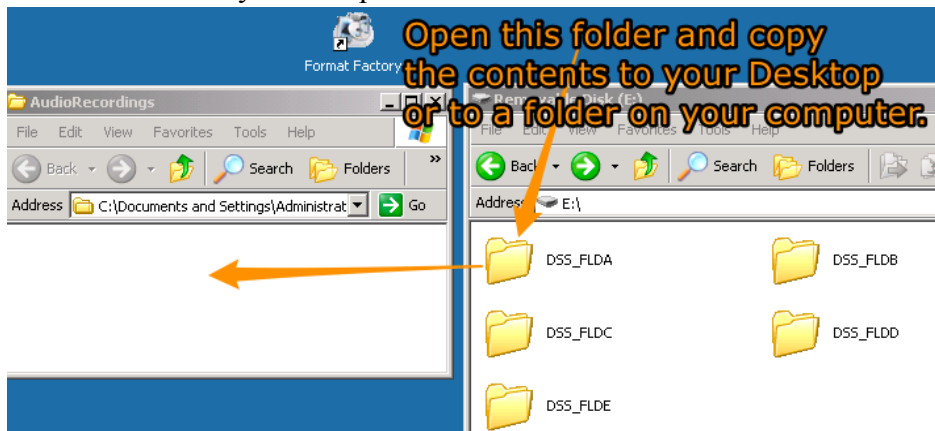


# Prepare Windows Media Audio (WMA) File for Editing

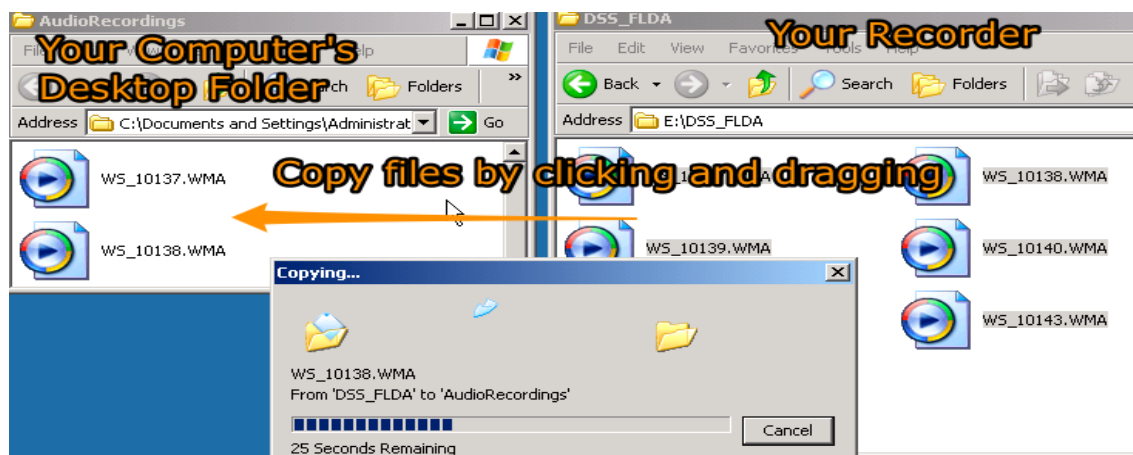
Now that you have your WMA recording on your computer's desktop, you will need to convert it to a format that can be edited by **Audacity sound editor**, the program used in this tutorial. To accomplish that, we will be using another free program available to us—Format Factory for Windows. If you are on a Mac, then consider using Switch Free for Mac.

## How Do I Convert the Recording on my Recorder to MP3 on a Windows Computer?

1. Your recordings are stored on your Olympus digital recorder in the WMA file format. These must be moved to your computer



2. Here's what success looks like when copying the files from the Recorder to your computer (presumably, a folder on your desktop with the title of "AudioRecordings"):



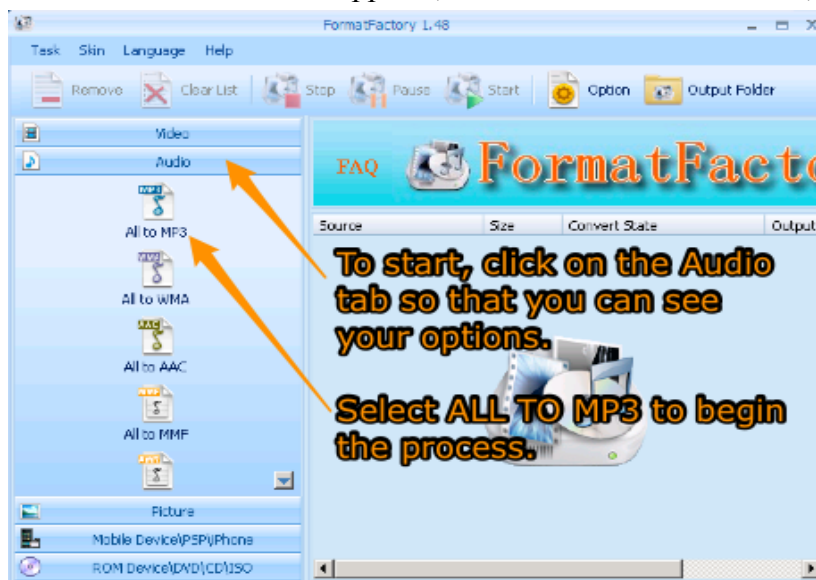
3. Once all the files are copied over, you'll need to convert them from WMA to MP3. This is important because Audacity Sound Editor will only work with MP3 format, not WMA. To accomplish the conversion, we will use **FormatFactory**.

# Converting WMA to MP3 Format with Format Factory

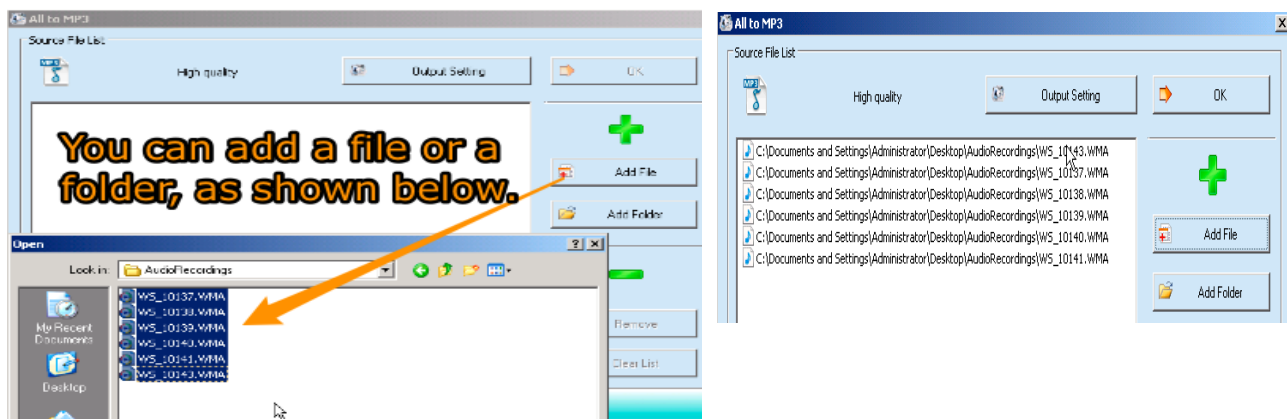
The program used to convert from WMA to MP3 is a multi-purpose audio and video converter available at no charge for Windows computers—Format Factory (<http://formatoz.com>). Here is how you can use it to convert from WMA to MP3. *Contact the HelpDesk at 244-2929 or via email at [helpdesk@saisd.net](mailto:helpdesk@saisd.net) for help installing it on SAISD computers.*

**Note:** Windows and Macintosh users can take advantage of the free version of Switch, an audio file converter. You can get it online here: <http://www.nch.com.au/switch/switchmac.zip>

1. Double-click on the FormatFactory icon on your Desktop or select FormatFactory from your START menu on Windows.
2. Click on the Audio tab that appears, then click on ALL TO MP3, as shown in the image below:



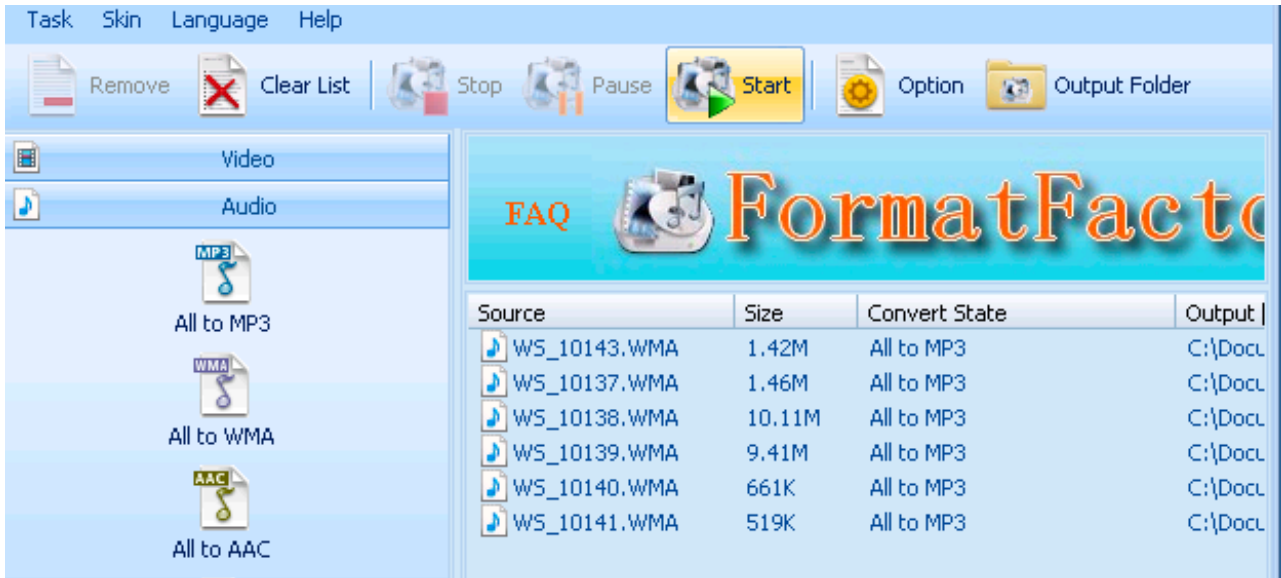
3. When you click on ALL TO MP3, you will see a window that will allow you to add the WMA files to be converted:





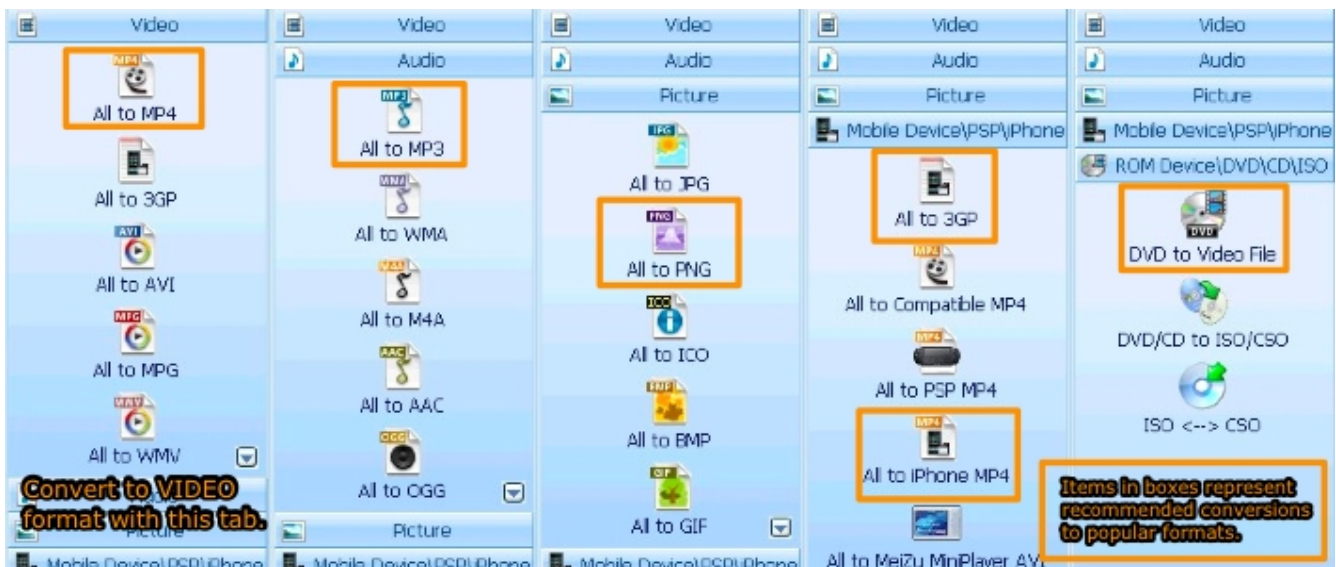
When done, click OK, then START to begin the conversion.

- Note that you will need to click START to CONVERT the WMA file to MP3.



- Once the conversion is done, you're ready to take your audio file and edit it with Audacity Sound editor. If no editing is required, you can publish it directly on your blog!

**Note:** Converting video is just as easy! Just select the VIDEO tab above, then choose **MP4** as your preferred output. These are web-friendly video formats you can use. Most video cameras (like the FLIP) record to AVI or WMV. Use **Format Factory** to make the conversion to MP4. Note that on a Mac, you can use the free **iSquint** Video Conversion program; get it here: <http://www.isquint.org/getit.php>



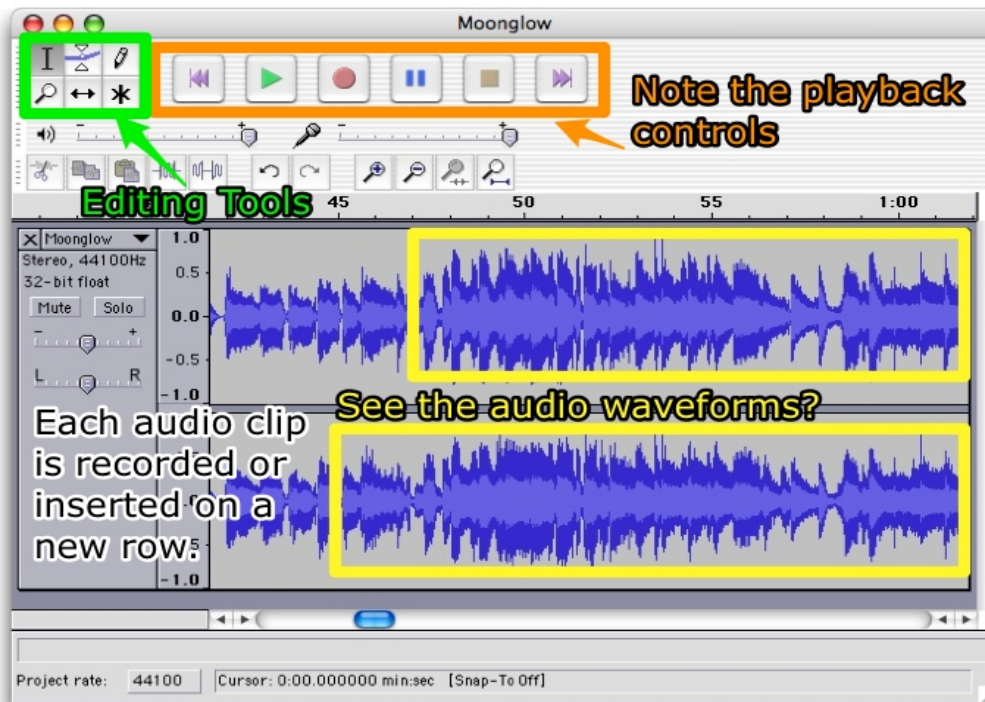
# Sound Editing QuickStart Guide – *Audacity*

## What Is It?

Audacity is a free, cross-platform (e.g. Windows, Mac, GNU/Linux) audio editing software ideally suited for podcasting and digital storytelling projects. You can use Audacity to record narrated audio and edit audio files from recorded interviews. You can get the latest copy of Audacity online at <http://audacity.sourceforge.net>.

## What are the Basics of Audacity?

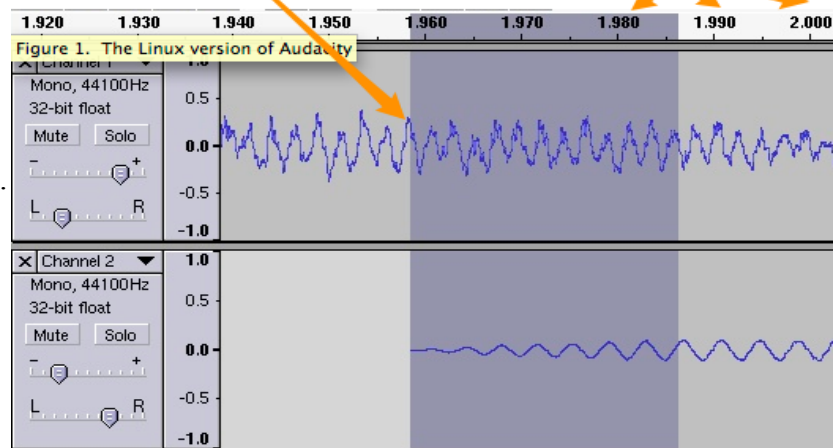
The fundamental elements of audacity audio tracks look like the image below:



You can highlight the audio waveforms then copy/cut and paste them, just like you would text in a word processor. This makes it easy to re-arrange your audio on the screen.

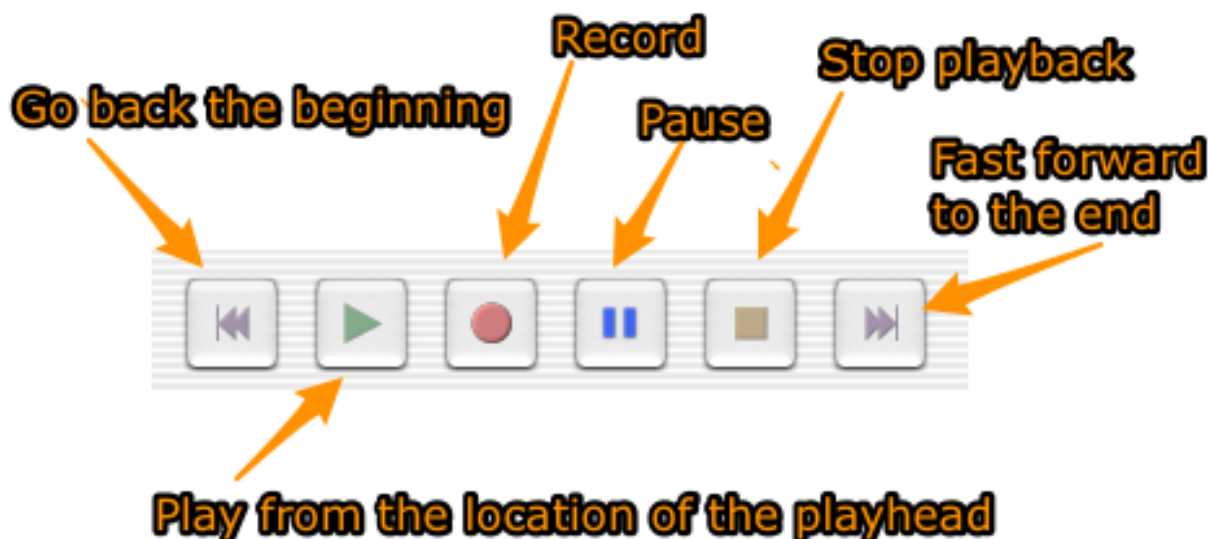
Numbers running across the top indicate length in minutes and seconds. In the example shown to the right, what you can see of the audio is about 2 minutes in length.

Note highlight of wave forms is possible...the numbers across the top of the waveforms indicate time in minutes.



## How do I control Playback?

Use these simple controls:



## How do I do some basic editing of audio?

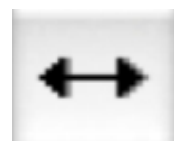
Three basic tools are used for editing audio files in Audacity. You may select the tool required from the menu in the upper left-hand corner.



The **insertion bar** (I-bar) allows selection of part of audio files, and moving the playhead to a new location.



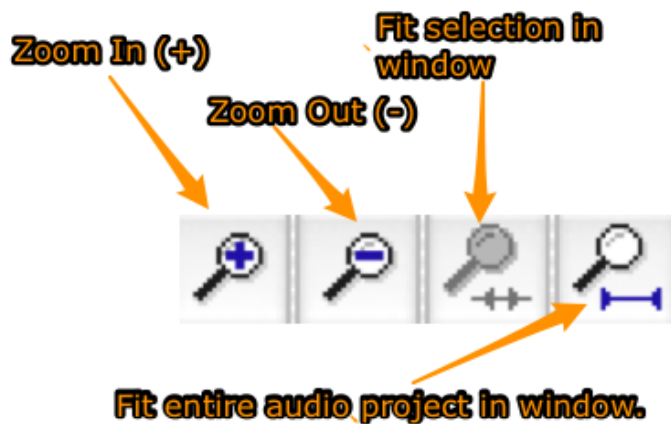
The **envelope tool** creates editing points so audio can fade in or out.



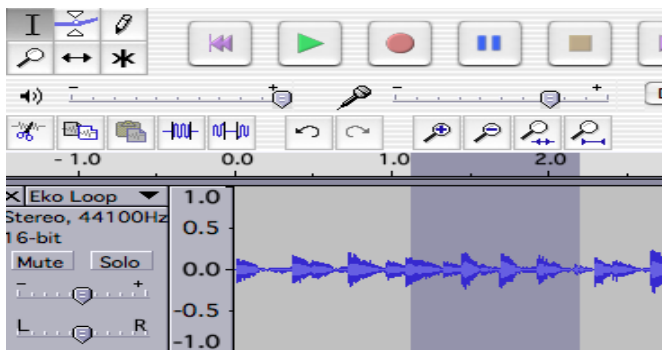
The **move tool** is used to change the relative position of audio clips on the timeline.

## What are some other helpful tools in Audacity?

**Magnifier:** Use the magnifier to zoom in (+) and zoom out (-) to make more precise selections with the I-Bar.



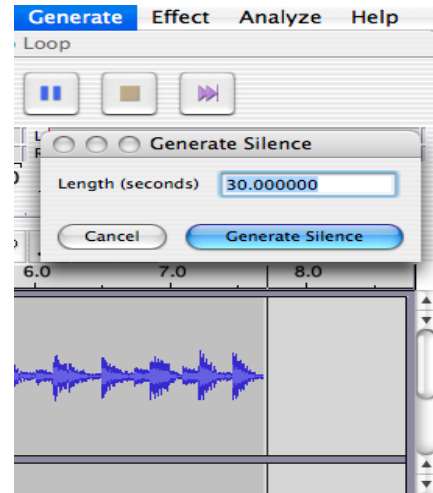
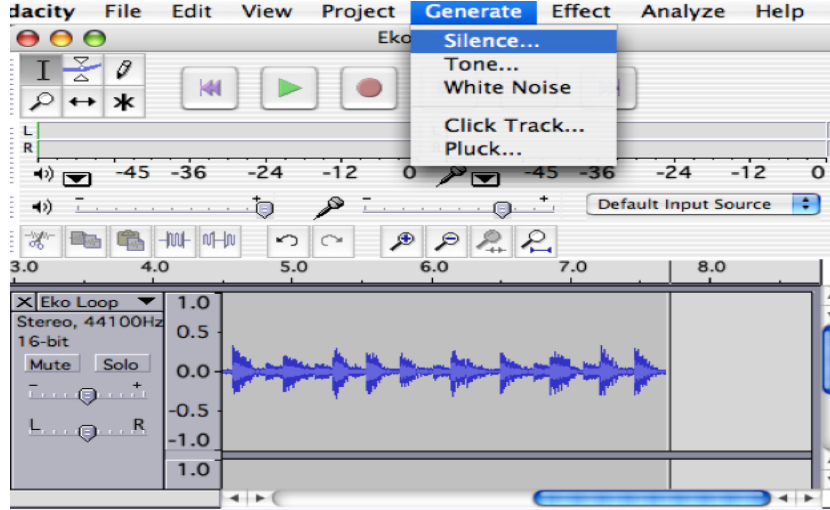
**Delete:** After using the I-Bar to make a selection, press the delete key to remove selected audio.



**Split a Clip:** To split or separate an audio clip into two pieces:

1. Use the I-Bar and click inside the audio clip's waveform where you want the clip split.
2. From the EDIT menu, choose SPLIT
3. A new audio track will be created with the “split” audio included, which can be edited as desired.

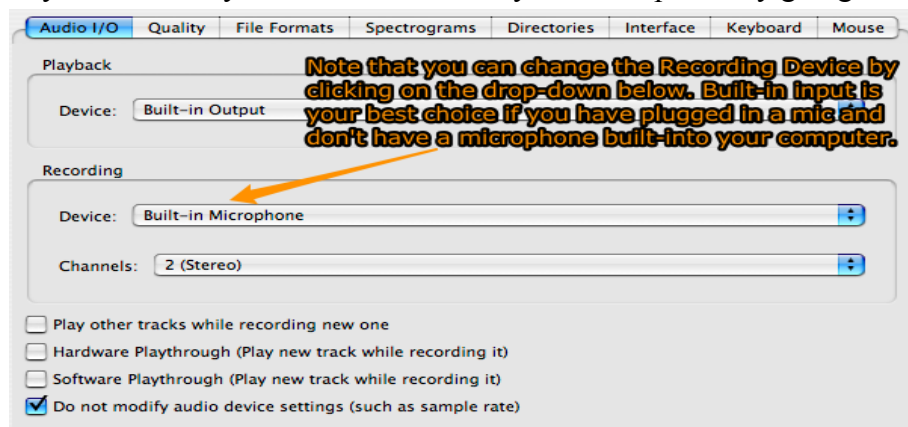
**Add 30 Seconds of Silence:** Some programs (like PhotoStory 3 which is used for digital storytelling) automatically fade out background audio. To prevent losing the end of your audio file in fade out, you need to add 30 seconds of silence to the end of your Audacity file.



## How do I record directly into Audacity with my microphone?

While you can always import audio into Audacity, one of the easiest ways of recording podcasts is using an inexpensive microphone—or the one built-into your computer—to record. There are some drawbacks to recording audio this way, but it is one of the easiest approaches and may be sufficient for classroom purposes.

Verify that Audacity is set to record from your microphone by going to Audacity's Preferences.



**Note:** You can get inexpensive, \$10 microphones at any electronic store. Some quick tips:

- Hold the microphone with the recording aperture pointing away from your mouth.
- Cover the microphone aperture with a sock to prevent your breathing (aspirations) from interfering with the audio quality.



## How do I share my audio with others?

To share your audio, consider what you intend to do with it:

1. **If sharing as a PODCAST or Voicethread.com file, export the audio as MP3 file.** Note that you will need to have installed the LAME MP3 Encoder (instructions at the end of this handout) or make the conversion using *FormatFactory*.
2. **If for inclusion in a PhotoStory, choose FILE-EXPORT as WAV.**
3. To share with other Audacity users, use OGG format. If you want to just share this file with someone else, you can also simply save it to OGG format.

OGG is my favorite, high quality audio format but it is not often supported by Windows or Mac programs.

**Remember,** you can always use Format Factory to convert OGG or WAV files exported from Audacity to MP3 or any other audio format you need.

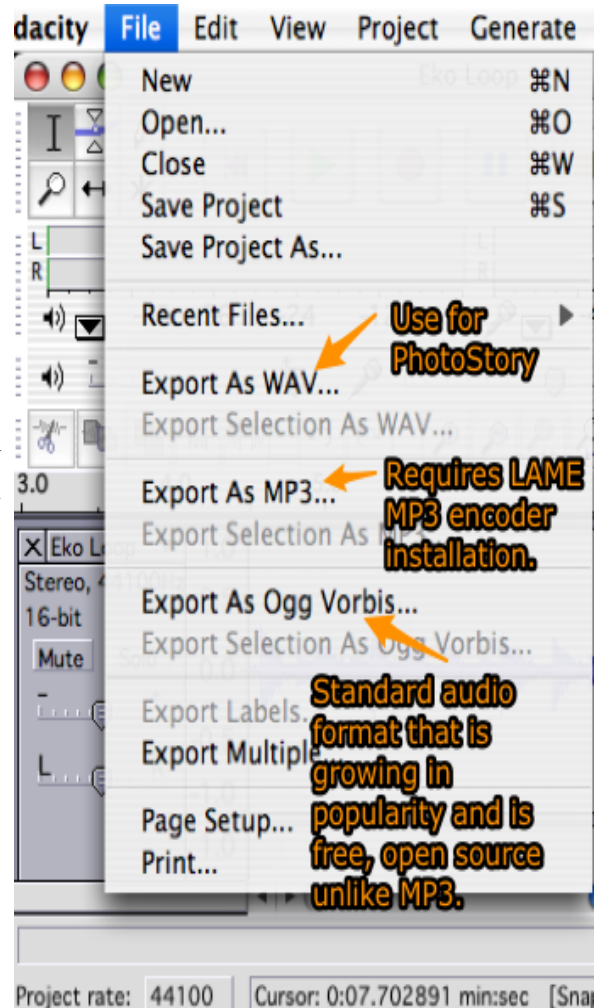
### What do I do about Video Podcasts?

For video podcasts, make sure to save your video as an MP4. On Windows, you can use **FormatFactory** to convert the video to MP4 format, or, if on Mac, use **iSquint** (<http://www.isquint.org/getit.php>).

### What if I don't have access to my own Internet server to host my audio/video podcasts?

If you lack access to places that will allow you to “host” your audio or video files—for example, maybe you have a blog at Edublogs.org, ClassBlogmeister.com, WordPress.com or Blogspot.com, but no place to host your audio/video file, take advantage of the following excellent free, unlimited hosting solutions (listed in recommended order of preference):

1. **Edublogs.tv** – <http://edublogs.tv> – This is a fantastic host for audio and/or video files that are education-centered. Video files can be as large as 50 megs in size, and audio sizes are comparable. Account is free and there is no fee or charge. Edublogs.tv can handle MP3 files only, so be sure to use FormatFactory or LAME MP3 Encoder in Audacity to make the MP3 file first.
2. **TeacherTube.com** – <http://teachertube.com> – Allows you to host *video files only*, and there is advertising.
3. **Podomatic.com** - <http://podomatic.com> – Allows you to host 500 megabytes of audio/video content for free.



## Strategy 3: Get signed permission forms.

Consider sharing these guidelines with staff (adapt for your own use or not at all!):

### **Guidelines for Publishing to the Internet: Wikis, Blogs, Discussion Forums, and Content Management Systems for District**

#### **Web Publishing Standards for ALL Web Publishers including Wikis, Blogs, Discussion Forums, and Content Management Systems**

Please read before referring to your specific publishing level.

Material appropriate for placement on the District Web site includes information about the District, department activities or services, schools, teachers or classes, student projects, and student extracurricular organizations. Educational resources for staff, students and the community may also be published online. Personal information, not related to education, will not be allowed on the District's District Web site. All content published via the District network must comply with the following:

1. All publications must comply with all state, federal, and international laws concerning copyright, intellectual property rights, and legal uses of network computers.
2. All publications must comply with the Board policies, administrative regulations, these Web Publishing Guidelines, and other District guidelines provided for specific levels of publishing.
3. All district Web publications will reside primarily on the District's network server/s.
4. The District makes every effort to insure that all links are operational; all information is accurate, appropriate, and of high quality. The District expects that standards are met. The viability of links that are not created through our District cannot be guaranteed.
5. Publishing Expectations:

1. All District Wikis, Blogs, Discussion Forums, and Content Management System pages should meet goals of high quality in both style and presentation.
2. Correct grammar and spelling are expected. All information must be verifiable.
3. Publications shall be high quality and designed for clarity and readability.
4. Publications must include a statement of copyright when appropriate and indicate that permission has been secured when including copyrighted materials.
5. Publications on the district Web site must identify affiliation with the District, and should link back to the main page from the front page of any school or department's main pages.
6. Relevant referencing dates are required on all publications.
7. All publications must include the District email address of the adult maintaining the page. If a student is the publisher, the sponsoring staff member's email must be included as the responsible person. No student email addresses, whether a personal or district account, may be listed on any Wikis, Blogs, Discussion Forums, and Content Management System page. Only District staff members may act as student sponsors.
8. Commercial use for the pursuit of personal or financial gain is prohibited.
9. Wikis, Blogs, Discussion Forums, and Content Management Systems pages shall not contain the personal address or phone number of students. Students' full name may not be used.
10. Wikis, Blogs, Discussion Forums, and Content Management Systems pages shall not display personally identifiable student pictures unless explicit parental permission has been granted by a

parent's signature on the District's form. It is required prior to publishing any identifying pictures of students. Each parent permission document must be retained on file as long as the student's picture remains online.

## **DIFFERENT LEVELS OF WEB PUBLICATION**

These guidelines are to be used as reference and provide specific information regarding Web publishing by staff and students throughout the District. District Web Publishing Guidelines exist for each level and will be used when addressing specific issues relevant to each publisher level, however, every web publisher will read and abide by the Web Publishing Standards for ALL Web Publishers shown above. For more information about these Guidelines or other issues related to Web publishing, please call Instructional Technology in Curriculum, Instruction and Assessment for assistance.

### **District Level**

The District level refers to main publishing activities which represent the District as a whole, such as overall structure, style, the main "front pages," and general top level information. This level of publishing is conducted by a District Webmaster who carries out the goals of the Website at this level. The District Webmaster works closely with the Director of Communications.

### **Department Level**

Administrative departments (such as Transportation or Personnel, etc.) may publish their own Web pages, Wikis, Blogs, Discussion Forums, or Content Management System pages as part of the District's Web site. The supervisor or director of each department is responsible for content and maintenance of departmental Web sites, Wikis, Blogs, Discussion Forums, or Content Management System pages though may designate a department web coordinator who will do the actual authoring of pages. The materials published online is to coincide with that department's printed materials, but may also take full advantage of the resources and structure of the Web, using internal and external links to relevant references thus increasing the effectiveness of the information. The Director of Communications must be consulted prior to uploading publications of a potentially sensitive nature, such as school comparisons or student data. All staff members responsible for updating web site content, Wikis, Blogs, Discussion Forums, or Content Management System pages, must complete and sign the Web Publisher's Authorization form. The signed and completed form is to be archived by the department administrator and with the appropriate Technology Office.

### **School Level**

School Wiki, Blog, Discussion Forum, or Content Management System pages are the responsibility of the building principal who designates a school Web Coordinator. The school Web Coordinator is responsible to manage the school Web site and monitor class, teacher, student, and extracurricular Web pages. All school staff members must complete and sign the Web Publisher's Authorization form. The signed and completed form is to be archived by the campus administrator and with the appropriate Technology Office. This will ensure that all official material originating from the school will be consistent with the district style and content guidelines. At the school level there are guidelines for the various potential contributors to the school's web site and Wikis, Blogs, Discussion Forums, or Content Management Systems, and are to be used in the publishing process.

### **Staff Level**

Teachers or other staff may create Wikis, Blogs, Discussion Forums, or Content Management System

pages for use in class activities or to provide a resource for other teachers or staff members in the District. Staff publishers will be responsible for maintaining their class or educational resource Wiki, Blog, Discussion Forum, or Content Management System pages. Staff Wiki, Blog, Discussion Forum, or Content Management System pages must reflect positively upon the district and department or school. The teacher or staff member must complete and sign the Web Publisher's Authorization form before publishing to the web. The school's Web Coordinator acts as an editor for the school's web site and Wikis, Blogs, Discussion Forums, or Content Management System pages and is to be informed of planned publishing activities.

### **Student Level**

Students may create and publish Wikis, Blogs, Discussion Forums, and Content Management Systems pages on the District Web site as part of a class or school sponsored activity. Before a student contributes to a Wiki, Blog, Discussion Forum, or Content Management System the Permission for Student Web Publishing form must be on file for the academic school year. Material presented on a student Wiki, Blog, Discussion Forum, or Content Management System must meet the educational objectives of the school-related activity, as well as follow District policy and guidelines. Personal Web pages are not allowed on the District's Web server. Student pages must include the following notice: "This is a student Web page. Opinions expressed on this page shall not be attributed to District." Student Wiki, Blog, Discussion Forum, or Content Management System may be removed at the end of the school year unless special arrangements are made.

Material that fails to meet established educational objectives or that is in violation of a provision of Board Policy and Administrative Regulations will be removed. Material may not be removed on the basis of disagreement with the views expressed. Permission for Student Web Publishing forms are located on the ITLS website.

## **WEB PUBLISHING GUIDELINES AGREEMENT**

Staff Member's Full Name (please print):

School/Department:

I have read and agree to abide by the District Web Publishing Guidelines and the Acceptable Use Policy. I understand that the District retains all rights to any material that is published on the District network and/or servers. Such material may be edited and/or deleted by the District Webmaster and the appropriate Technology Office at any time without prior notice or approval by me.

I also agree to keep confidential any usernames and/or passwords that I may have been given that allow access to District Web Publishing.

Staff Member's Signature: \_\_\_\_\_

Administrator's Name: (Please Print): \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

# Web Publishing Permission Form – For Students

Name of Child:

Date:

Teacher/Classroom:

As part of his/her educational experience, your child has the opportunity to publish and share their work on the Internet. Web publication offers your child a unique learning opportunity and has the following benefits:

- a. Makes class work engaging and exciting.
- b. Allows them to receive feedback from other students and teachers outside of their class.
- c. Enables students to practice and refine their communication skills.

Our class, throughout the school year, will be publishing student work on the Internet. These publications may be shared in a variety of ways, including the following:

- a. Writing
- b. Hand-drawn or computer-generated artwork
- c. Voice recordings
- d. Photos
- e. Video

## YOUR CHILD'S PRIVACY

All efforts will be made to protect your child's privacy:

- No individual photos of your child will be published without your consent.
- No personal information about the student, such as home address or telephone number will be published.
- In some cases, only the student's first name will be used, with your permission.
- A copy of all student work that is published to the internet will be printed and sent home for parents to see.

To publish individual student writing, photos, voice and artwork, parent or legal guardian permission is required. Please complete the section below and return by: \_\_\_\_\_.

I understand that my child's writing, artwork, and/or class photo will be considered for publication on the Internet. I grant the following permissions:

Please check **Yes** or **No** below.

**You have my permission to publish:**

Yes No My child's **writing**.

Yes No My child's **artwork**.

Yes No My child in a group or individual **photo**.

Yes No My child in a group or individual **video**.

Yes No My child's **FIRST** name **ONLY**.

**Print Parent Name:**

**Parent's Signature:**

**Date:**

I, (*studentname*), also give my permission for such publishing.

**Student's Signature:**

**Date:**



# Formulario de Permiso para Publicación en la Web

Nombre del Niño/a: Fecha:  
Maestro (a)/Salón de Clases:

Como parte de la experiencia educativa en el SAISD, a su hijo/a se le da la oportunidad de publicar y compartir su trabajo a través de la Internet. La publicación en la Web le ofrece a su hijo/a una oportunidad única de aprendizaje y tiene los siguientes beneficios:

- Hace que el trabajo en la clase sea estimulante e interesante.
- Les permite recibir opiniones de otros estudiantes y profesores que no sean de su clase.
- Permite a los estudiantes practicar y refinar sus habilidades de comunicación.

Durante el año escolar, nuestra clase estará publicando el trabajo estudiantil en la Internet. Estas publicaciones se pueden compartir de varias maneras, incluyendo las siguientes:

- Escritos
- Trabajos artísticos hechos a mano o generados por computadora
- Grabaciones de voz
- Fotografías
- Video

## LA PRIVACIDAD DE SU HIJO/A

Se hará todo lo necesario para proteger la privacidad de su hijo/a:

- No se publicará ninguna fotografía individual de su hijo/a sin el consentimiento de usted.
- No se publicará ninguna información personal del estudiante, tal como la dirección de su casa o el número de teléfono.
- En algunos casos, con el permiso de usted, solamente se usará el nombre del estudiante sin apellido.
- Se imprimirá una copia de todo el trabajo estudiantil que sea publicado en la Internet y se enviará a la casa para que los padres la vean.

Se requiere el permiso del padre/madre o tutor legal para publicar escritos, fotografías, voz y trabajos artísticos individuales del estudiante. Por favor llene la sección de abajo y devuélvala a más tardar el: \_\_\_\_\_.

Entiendo que los escritos, los trabajos artísticos y/o la fotografía de la clase serán considerados para publicarse en la Internet. Concedo los permisos siguientes:

Por favor marque abajo **Sí** o **No**.

Tienen mi permiso para publicar:

- Sí No Los **escritos** de mi hijo/a.
- Sí No Los **trabajos artísticos** de mi hijo/a.
- Sí No La **fotografía** en grupo o individual de mi hijo/a.
- Sí No El **video** en grupo o individual de mi hijo/a.
- Sí No **SOLAMENTE** el **NOMBRE SIN APELLIDO** de mi hijo/a.

Nombre del Padre/Madre en letra de molde:

Firma del Padre De familia:

Fecha:

También yo, (*estudiante*), doy mi permiso para tal publicación.

Firma del Estudiante:

Fecha:

## Strategy 4: Share your podcast via a Blog!

As an SAISD employee—teacher, leader, administrator—you can have your own blog to share the best of what is happening in your work setting.

If blogging to share what is going on at your campus, getting your district to host the content is the best approach.

### WHY BLOG?

Often, we're expected to model best practices in training that we do, but have no idea what best practices look like outside of our experiences in the District. As a district administrator, I'm thrilled to observe classroom teachers working to publish student writing online through the use of blogs (View Example). However, both teachers and administrators can engage in reflection on the work they are about through the use of blogs.

In July of 2005, I embarked as a edu-blogger, or an educator that blogs about education topics. It has fostered wonderful dialogue, reflection on my own practices, and allowed me to construct a personal learning network that has brought me in contact with others across the Nation. Since information and events are moving so rapidly, the only way to stay up to date is to engage what is going on. A way to process this is to write in a blog.

### 1) BLOGS ENABLE PROFESSIONAL DEVELOPMENT NETWORKS

Anne, a blogging teacher, describes the benefits of a blog-based personal learning network. This type of network—taking advantage of blogs and RSS feeds—allows us to tap into people that we would not otherwise have contact with. In a blog entry, Anne writes about how a librarian's blog—The Shifted Librarian—allows her to learn about a conference she could not attend. She writes, "Those learnings led me to even more learning on the blogs of those who had presented. Talk about professional development" (Source: <http://anne.teachesme.com/2005/10/26#a4497>).

Personal learning networks give us access to varied information sources, and, more importantly, to people whom we can ask questions of, provide us with coaching and mentoring, as well as challenge or extend our thinking (Source: David Tobin at <http://www.tobincls.com/learningnetwork.htm>).

In the connected world that we now live in (note that I did not write "going to live in" or in the "21st century"), NOT creating your own personal learning network cuts you off from what you need to survive and thrive in a "flattened world" (as Thomas Friedman describes in his book, *The World is Flat*).

Using RSS feeds, we are able to process a greater amount of information than was previously possible by surfing to different web pages. In a moment, we can get the pulse of conversations, then dig deeper as we need to so as to discover what is of merit.

### 2) BLOGS ENABLE DIGITAL CONVERSATIONS

At David Warlick's presentation at TechForum Tx, one of the presentation slides showed how David was making connections between blogs, building his own personal learning network. For example, he started reading Steve Dembo's blog (<http://Teach42.com>), and something mentioned in that blog made

him explore another.

Like David, I started out in the same way. I began simply with one or two education-related blogs (e.g. Bud the Teacher and <http://SpeedofCreativity.org>) and then added blogs as I went. But adding blog feeds my RSS Aggregator is not what digital conversations are about. It's not enough to read, it's also important to write.

To accomplish that, I started leaving comments relevant to the blog entries posted on other's blogs. As I posted each comment, I included a link back to my blog (<http://www.mguhlin.net>). On my blog, I would expand on the conversation in a way that I only hinted at in the comment. In this way, I invited other bloggers to visit my blog and, in turn, leave comments on my web site. The nature of the comments left on my site has been very helpful. They are helpful because they give me information and advice that I wouldn't have had if I depended on my "traditional" personal learning network. That is, people I interact with every day where I live and work. In a way that email lists could never do—because not everyone can be subscribed to every email list I work on—blogs enable me to learn from strangers.

### 3) BLOGS FOSTER TRANSPARENCY

Blogs enable us to see what others are thinking—or lack of thinking—as they build a web of connected learning. Blogs and podcasts add a level of transparency that enable our school communities to point to and be proud of. One of my favorite examples is Dr. Tim Tyson's time as Mabry Middle School (<http://mabryonline.org>).

### Conclusion

We sometimes find ourselves inundated by a flood of new ideas, projects and activities. Reflecting on our reactions to these ideas, as well as how ideas impact teaching, learning and leadership in our specific concepts can enable us to take risks. Better informed with a deeper knowledge of what we're about, reflective blogging can transform our experience as mice in a treadmill to knowing how to find new sources of cheese for the children and the organization we serve.



## Creating Your SAISD Blog

Step 1 – Complete the “I want a Blog” Questionnaire via the Administrators' Academy area.

a) Get there by going to <http://itls.saisd.net/> as shown below:



b) Complete a 5-question form in the **Administrators' Academy** so we may serve you better. The form looks like this:

**I want a Blog**

Welcome! Interested In starting your own campus blog? You're in the right place!

\*1 Please enter your First Name in the box below.

\*2 Please enter your LAST Name in the box below.

\*3 Please enter your complete email address.

\*4 When would be the most convenient venue for professional learning on how to blog, podcast, etc.?

\*5 Will you adhere to Acceptable Use Policy and Publishing Guidelines?

**Submit questionnaire**

**You need to complete this blog registration form online.**

**On completion, you will receive an Olympus WS-100 digital audio recorder, blog, and someone will schedule with you for professional learning.**

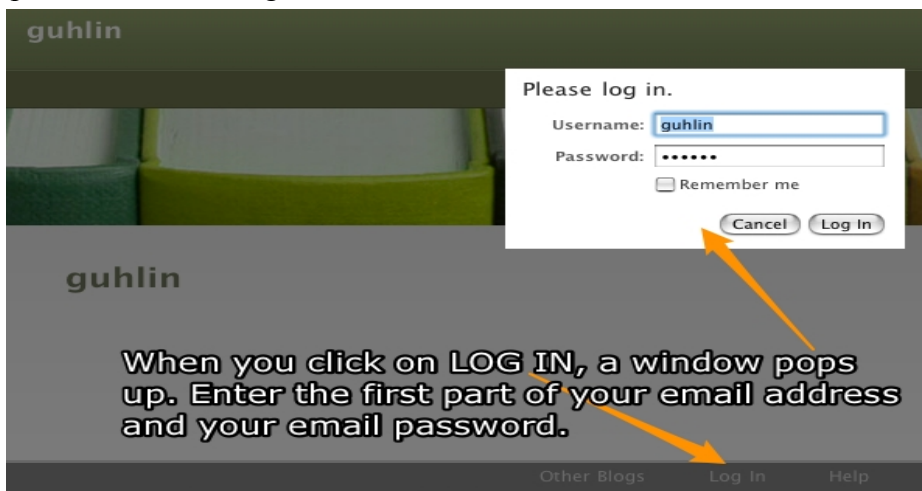
c) Upon receipt of the form, the Office of Instructional Technology Services will create your blog for you and send you the address via email. You will just login with your email account name (such as “guhlin” instead of “[guhlin@saisd.net](mailto:guhlin@saisd.net)”) and your email password.

## Step 2 – Login to your blog.

a) To get to your new blog, go to <http://intouch.saisd.net/users/yourusername> where “yourusername” is the first part of your email address. See the example below:



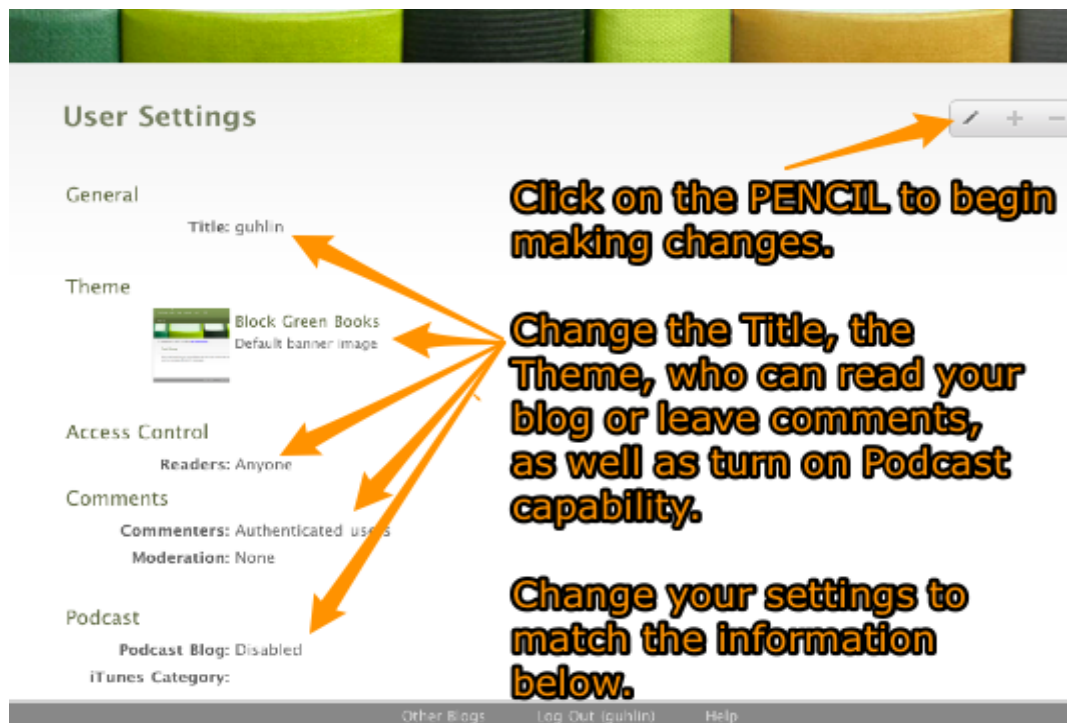
Notice that you can login in to change the look, the name of the account. This will be discussed during your professional learning session, but is shared in this tutorial for reference purposes.







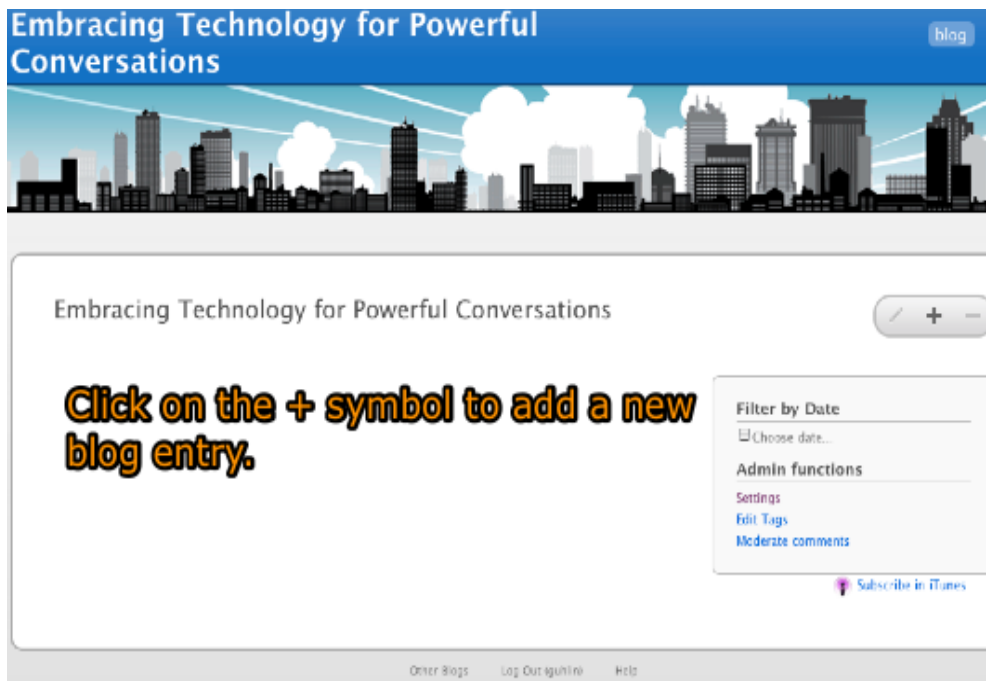
After you click on SETTINGS, you will see the following:



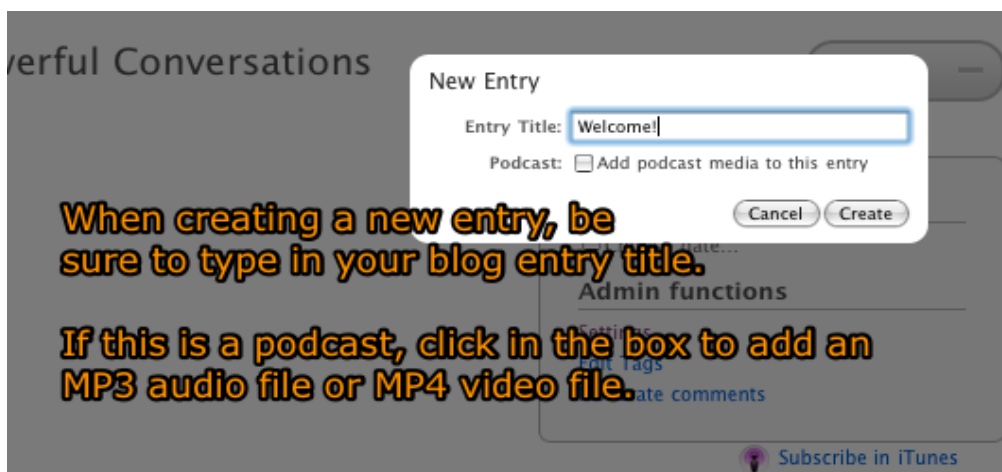
Please adjust the settings on your blog—click the PENCIL in the upper right hand corner, opposite the words USER SETTINGS—to reflect the ones shown below:

Once I click SAVE, I switch back to view mode and my blog settings are saved and reflected, as shown below:

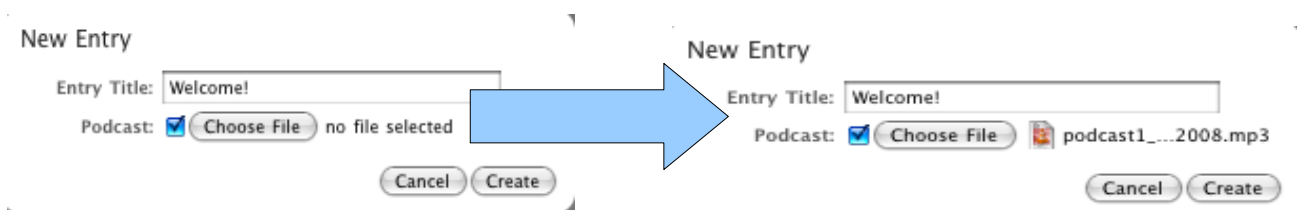
To start writing your new blog entry, click on the word BLOG in the top right-hand corner. This will take you back to the main page of your blog and you'll be able to add a new blog entry, as represented below:



Once you click on the + symbol to add a new blog entry, you will see a screen similar to the one below:

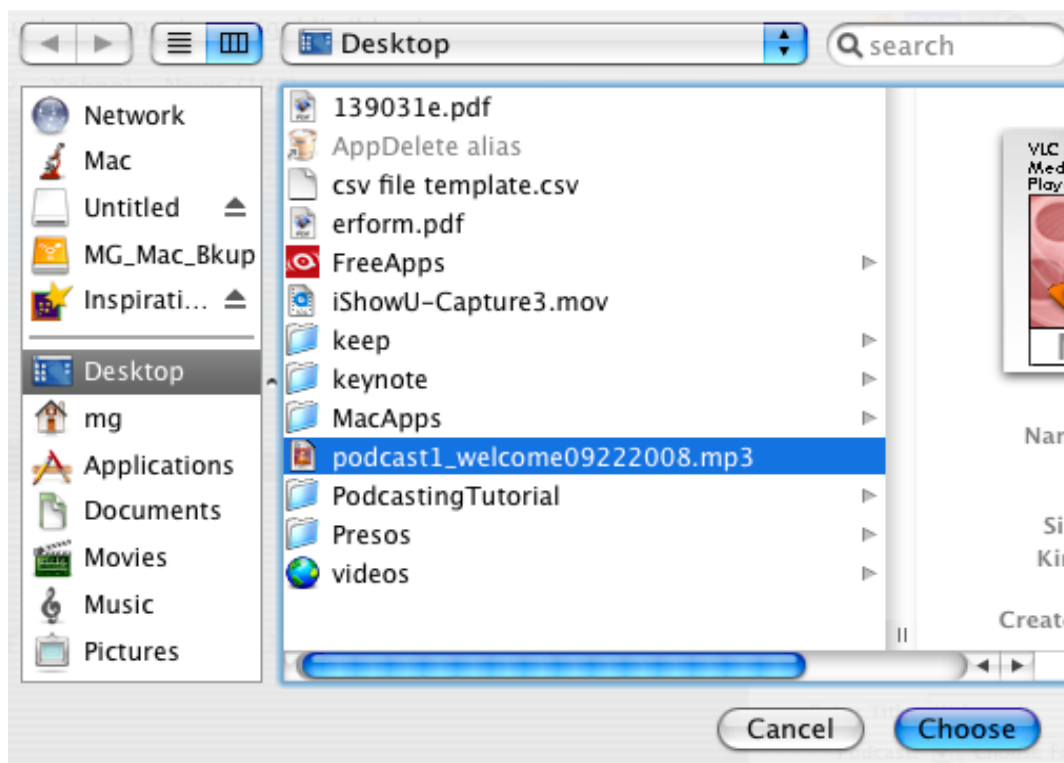


Notice that you can convert this into a podcast very easily by clicking in the checkbox. Once you do, you will be asked to browse and select your podcast audio file (which must be an MP3 file).

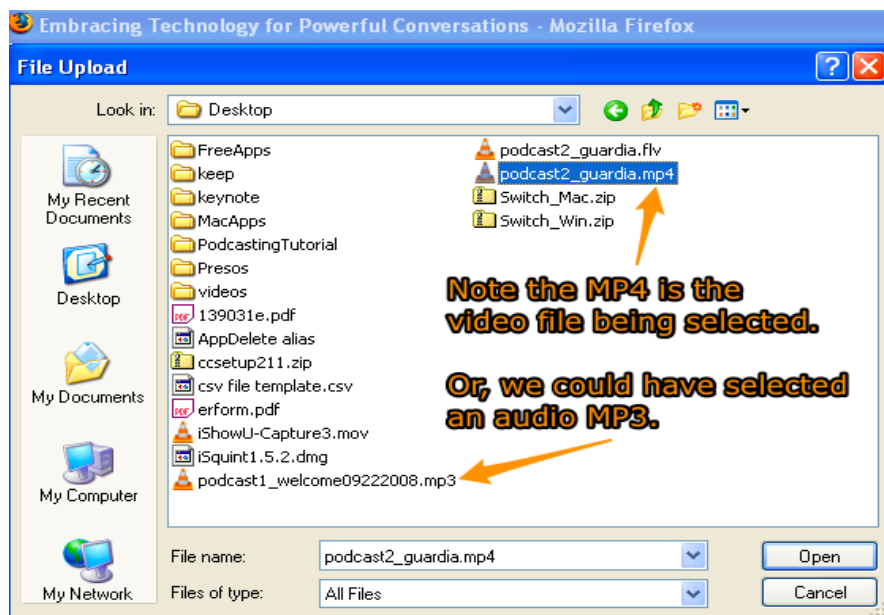


Here is what uploading a podcast looks like...you find the one you want, click on it and then click CHOOSE.

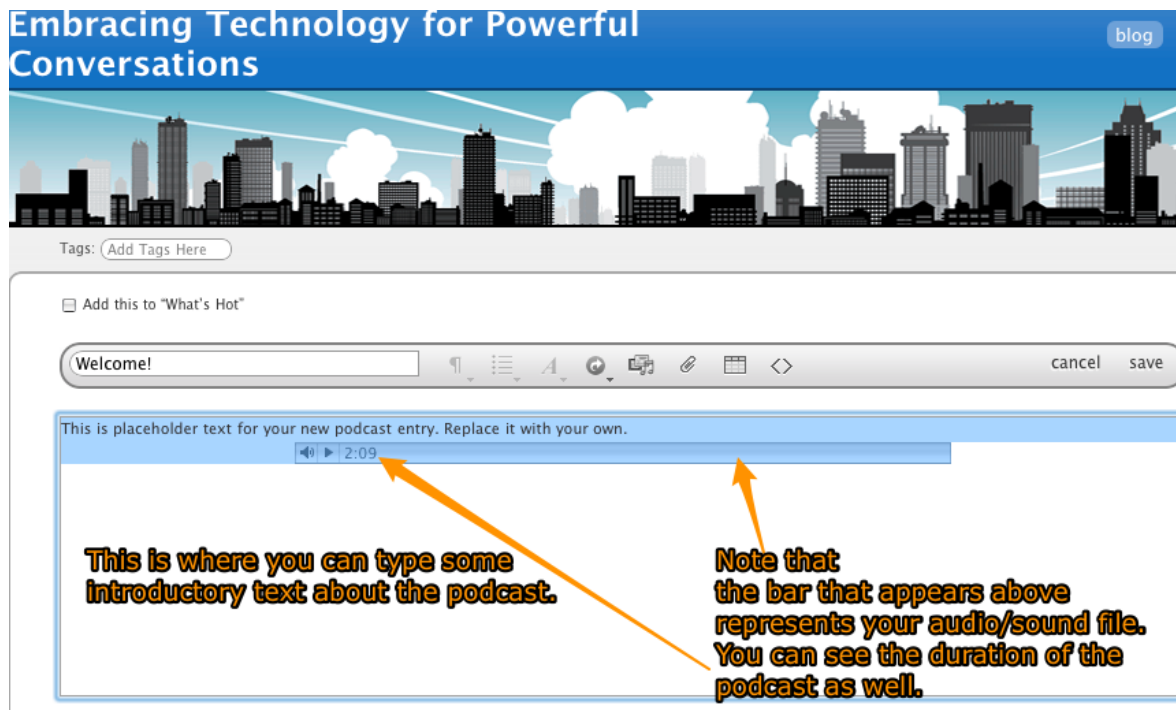
This image below is on a Mac, but if you look further down, you can see what it looks like on a Windows computer.



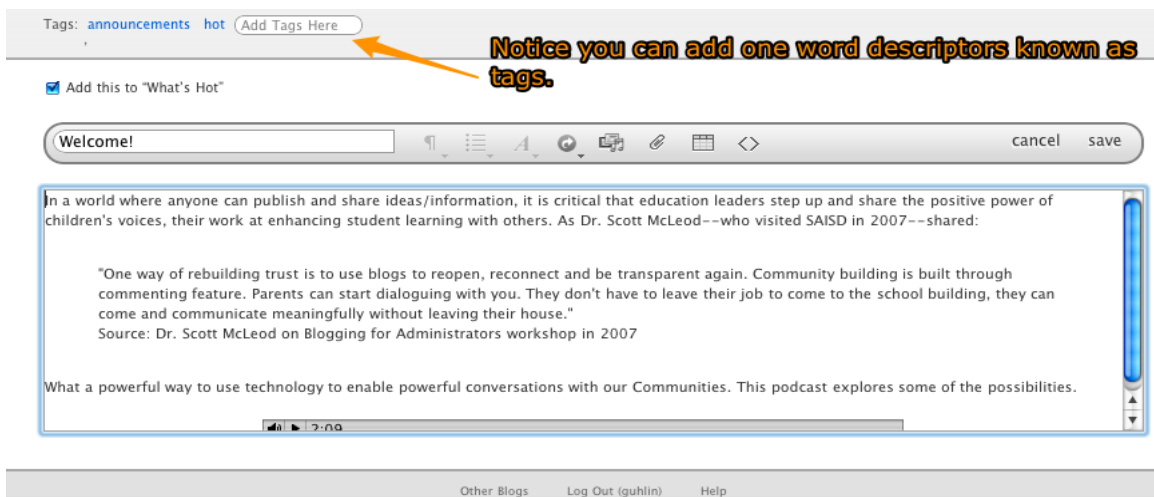
This image below is on a Windows computer, but if you look above, you can see what it looks like on a Macintosh computer.



Once you've created your blog entry with audio file, you are ready to start typing!



Once you start typing, you will want to add tags (one word descriptors that people will use when searching for content in your blog. For example, “Announcements” is a possible tag for new information you share. You could also include one for “ActionItem” which captures people's attention and highlights the point that they need to take action.





**Embracing Technology for Powerful Conversations** blog

Tags: [announcements](#) [hot](#) [+](#)

**Once you click on SAVE, your blog entry appears.**

Updated Sep 22, 2008 by guhlin

Welcome!

In a world where anyone can publish and share ideas/information, it is critical that education leaders step up and share the positive power of children's voices, their work at enhancing student learning with others. As Dr. Scott McLeod—who visited SAISD in 2007—shared:

"One way of rebuilding trust is to use blogs to reopen, reconnect and be transparent again. Community building is built through commenting feature. Parents can start dialoguing with you. They don't have to leave their job to come to the school building, they can come and communicate meaningfully without leaving their house."

Source: Dr. Scott McLeod on Blogging for Administrators workshop in 2007

What a powerful way to use technology to enable powerful conversations with our Communities. This podcast explores some of the possibilities.

2:09

**DELETE your blog entry**

**EDIT your blog entry**

**Add a new blog entry**

**Visitors can add new comments by clicking here.**

[+ Add a new comment.](#)

You can also add video—in MP4 video format--you've created with a digital video camera (like the FLIP) and include it in your blog entry, as shown below:

Tags: [campuswebsites](#) [recognition](#) [+](#)

Updated Sep 22, 2008 by guhlin

**Keeping Your Campus Web Page Up to Date!**

Keeping your web site up to date is easy with the District's content management system! The process involves campus campus web coordinators (CWCs) attending a series of short, 2–3 hour sessions to customize the look–n–feel of their c about this process from Debbie Guardia, campus principal:

**You're not limited to audio in your podcast!**

**You can also add video so long as it is in MP4 format.**

[Add a new comment.](#)

On Windows computers, you can convert video files to MP4 using the no-cost **FormatFactory** or, if on a Mac, use the no-cost **iSquint** available online at <http://www.isquint.org/getit.php>

## **Supplemental Tutorials**

# Getting Video Off the Web (FLV) to MP4

## How Do I get a YouTube Video Off the Web?

YouTube is blocked at my school facility (for good reason,) but I've [access] at home. A colleague has discovered a jewel. It's an inspirational short by Will Smith. Now, for my surely, simple question...How do we circumvent the filters allowing us to show/use this YouTube treasure for a beginning of the year motivation lesson with our students? By the by, the YouTube instructional clips on how to do this haven't helped.

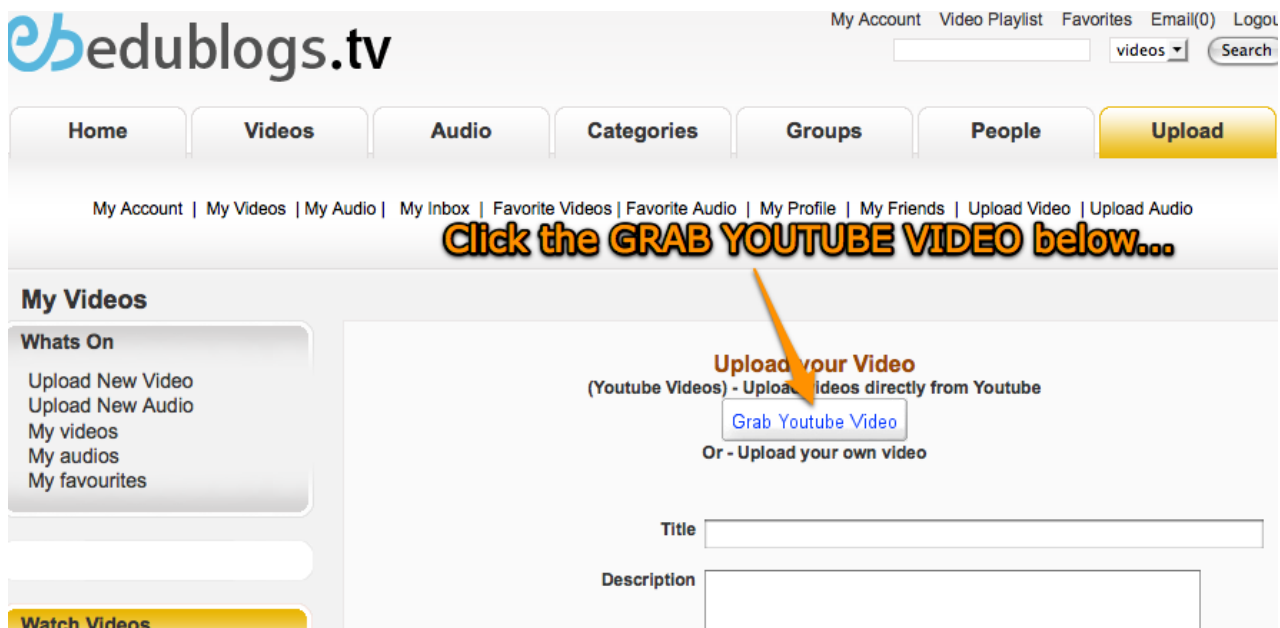
There are several ways to accomplish this, all without having "circumvent" anything. Before we discuss that, be careful to choose videos that are not in violation of copyright and that the owner had copyright permission to share on YouTube. There are other ways to find copyright friendly videos using CreativeCommons.org, though.

### USE EDUBLOGS.TV

You can use an education friendly video host such as <http://edublogs.tv>. The account is free and you have unlimited hosting of videos. Ok, here's a few quick illustrated steps to get a video from YouTube to Edublogs.tv:

**First**, be sure to create your own account on Edublogs.tv. Just go to <http://edublogs.tv> and sign up (top right hand corner of the screen).

**Second**, after creating it, click on UPLOAD VIDEO and you'll end up at a screen like the one shown below:



Third, paste in the web address (or URL) for the YouTube video you want:

**Youtube url** ( example :<http://youtube.com/watch?v=qNEk-4jMr4c> )



Enter text from image above into the box below:

Get Video Now

**Paste in your YouTube video address**

Fourth, confirm the information provided:

**Your Video Information**

**Video Title**

**Description**

**Tags**

**Channel**  (select a channel)

Get Video Now

**Fifth, review information:**

**Success! - Video in now being queued for download.**

(1) Download another video from Youtube - [Download Another](#) -

(2) OR you can close this window using link above.

**Close the window and wait a minute or so...doesn't take long!**

**Finally, watch the video** (longer videos may take as long as an hour to appear...if it doesn't show up after an hour, that video may have already been uploaded (so search for it) or been deemed unusable/inappropriate):

edublogs.tv

My Account V

Home

Videos

Audio

Categories

Groups

My Account | My Videos | My Audio | My Inbox | Favorite Videos | Favorite Audio | My Profile | My Friends

**Video appears after a few minutes...**

**My Videos - 10**



WILL SMITH talks I AM LEG...

Duration: 00:03:29

Added: 04-08-08

☆☆☆☆☆

Delete Edit



Hippo in the Water!

Duration: 00:01:08

Added: 01-08-08

☆☆☆☆☆

Delete Edit



1millionth visitor at the...

Duration: 00:00:51

Added: 01-08-08

☆☆☆☆☆

Delete Edit

Need Professional Learning? Contact Instructional Technology Services at 210-527-1400 or via email at [mguhlin@saisd.net](mailto:mguhlin@saisd.net)

33 of 34



## What Success Looks like:



and you can use the embed code or just link to the video:

<http://www.edublogs.tv/play.php?vid=367>

At this point, you can download the video and save it on your computer for conversion to MP4 or just link to it from your blog post. You can also use the embed code, which looks like this:

```
<script type="text/javascript" src="http://edublogs.org/wp-content/swfobject.js"></script> <div id="player">This text will be replaced</div> <script type="text/javascript">var so = new SWFObject("http://www.edublogs.tv/flvplayer.swf","mpl","450","355","8");so.addParam("allowscriptaccess","always");so.addParam("allowfullscreen","true");so.addVariable("height","355");so.addVariable("width","450");so.addVariable("file","http://www.edublogs.tv/uploads/O4ALgAmiKQ5bY1UdkpNm.flv");so.addVariable("searchbar","false");so.write("player");</script>
```

Don't get scared! This code is provided for you and all you have to do is copy-n-paste it into your blog.