

# How Am I Doing?

*First course, Fourth grading period, Week 6*

As the first course in Radio Production nears its end, and before students complete their final projects, take time for self-evaluation.



## Enduring Understanding

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Before certification — and employment — individuals have to demonstrate knowledge of and proficiency in specific skills.



## Essential Questions

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Of the 15 selected skills and tasks, which have students mastered? Of the 15 selected skills and tasks, which need more practice or additional instruction? How might students become more proficient in all the identified skills and tasks?



## Objectives and Outcome

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- Students will evaluate their levels of proficiency in selected skills and tasks.
- Students will develop a plan to improve their proficiency in the last weeks of the first course of Radio Production.
- Students will be proficient in at least 60% of the 15 skills and tasks.



## Suggested Time

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One to five days



## Resources and Materials

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Previous listings in the radio curriculum lessons

Whitaker, Jerry and Blair Benson. Standard Handbook of Audio Engineering, 2nd Edition, 2000



## Procedure

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1. Review “Student Self-Evaluation of Areas of Strength and Weakness.” We are suggesting that teachers determine 15 essential skills and tasks that they have covered in the first course in Radio Production. These skills should reflect students’ proficiency in using a recorder, handling and selecting microphones, mixing and editing.

Compose your list of 15 skills and tasks.

2. Give students a copy of this handout to evaluate themselves.

After completion of the evaluation, collect them. If equipment, such as the audio workstation, require sign-up to accommodate students, have sign-up sheets ready for the next week for students to practice the skills and tasks given a 3 level of proficiency.

3. Teachers may wish to review the self-evaluations to create work groups headed by those who evaluated their skills at a 5 level. If you disagree with this self-assessment, you might either have students demonstrate this skill or recommend more practice. A student may demonstrate proficiency in a skill by instructing one to three students who need additional instruction in that skill.

4. Students should be provided class time to work on these skills. The following two weeks are designated for work on the end-of-year project. Teachers may wish to assign this project sooner, and weave time for skills development and final project completion. Teachers plan students’ in-class work time based on equipment availability and other end-of-year demands.



## Homework

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Teachers might have prepared a list of readings for each of the 15 skills and tasks. These Web sites and chapters in their textbooks could be compiled from “Resources and Materials” section of the lessons in this radio curriculum that correspond with the skills and tasks.



## Assessment

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Students will demonstrate ability to accomplish 10 or more of the skills and tasks by the end of the year. This can be shown either in an individual session with the teacher or during completion of the end-of-year project.



## Academic Content Standards

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### **National**

Understand the principles, processes, and products associated with arts and communication media (McREL, Standard 1, Arts & Communication Career)

### **National Benchmark**

Know skills used in electronic communications (e.g., producing audio recordings and broadcasts, producing video recordings and motion pictures). (McREL, Arts & Communication Career, Grades 9-12)



## Industry Standards and Expectations

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The Society of Broadcast Engineers offers a radio operator certification examination that covers much of the same information that the Third-class License covered [once required of all broadcast engineers] and provides a benchmark standard to gauge an individual's proficiency in station operations. This [Certification Handbook for Radio Operators] helps operators learn more about the broadcasting business from the technical and business side.

The book covers FCC rules, technical layout at a typical station and station operations. Topics include audio mixing consoles, microphones, computerized recording systems, telephone-interface equipment, audio patching and routing, equalizers, headphones, transmitter remote control systems, audio processors, satellite systems and program-audio delay equipment as well as the general responsibilities of a radio operator. In addition, an overview of station management structure and professional etiquette is presented. Other chapters cover station logs, the Emergency Alert System (EAS), safety requirements and operational procedures for trouble situations. (Certification Handbook for Radio Operators, [www.sbe.org/CROandCTO.php](http://www.sbe.org/CROandCTO.php))

# Student Self-Evaluation of Areas of Strength and Weakness

Name \_\_\_\_\_ Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

*Below is a list of skills and tasks that we have covered in Radio Broadcast I. How would you evaluate your level of proficiency?*

Use this scale:

1. Need more instruction to do this task
2. Proficient with assistance
3. Proficient most of the time; need more practice
4. Proficient on my own
5. I can help others

- \_\_\_\_\_ 1.
- \_\_\_\_\_ 2.
- \_\_\_\_\_ 3.
- \_\_\_\_\_ 4.
- \_\_\_\_\_ 5.
- \_\_\_\_\_ 6.
- \_\_\_\_\_ 7.
- \_\_\_\_\_ 8.
- \_\_\_\_\_ 9.
- \_\_\_\_\_ 10.
- \_\_\_\_\_ 11.
- \_\_\_\_\_ 12.
- \_\_\_\_\_ 13.
- \_\_\_\_\_ 14.
- \_\_\_\_\_ 15.

What is your plan to improve the areas where you gave yourself at the 1 and 2 levels?

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Which day will you practice three of the items that you evaluated as a 3 level?

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