

LIFE TEAM-1 PORTFOLIO REPORT

Project name (as stated on the LIFE website): TLU Student Podcast Spring 2022

Group name/number: Group 1/ Birds

Supervisor(s): Terry McDonald, Avo Ulvik

Participants: DESIREE TALV (AUDIOVISUAL MEDIA), URMI UUSPÖLD (ADULT EDUCATION), ADA MARIA LEE (INTEGRATED ARTS, MUSIC AND MULTIMEDIA; IKUMUMU), JANA MEZUJEVA (LIBERAL ARTS IN HUMANITIES), FIONA SIIV (CHINESE STUDIES), MAXWELL OLNEY (POLITICS AND GOVERNANCE)

1. Background and description of the project

Describe the aim and the importance of the project. Define the central problem of the project. Describe the role of your group in achieving the project objectives.

This project's aim was to air two episodes of the Student Podcast on the TLU podcast channels. We have two themes that we discussed with our guests and got a better understanding of these areas. The topics were: grading in university and crowcology: can the human discipline of Sociology apply to Crow societies? We picked these topics to talk about as these are intriguing and invite discussion.

The grading topic is important because it affects all students, teachers, and schools. There are many studies that indicate the positive effect of formative assessments in schools. We were interested to know if this can be done in universities as well. What are the positive sides and possible threats of formative assessment in general.

Crows are criminally understudied. There is compelling evidence that shows their intelligence, language, and complex societies, yet despite being aware of this for decades little progress has been made in terms of understanding them. We hope to provide a jumping-off point for future researchers looking at corvid societies.

The role of our group was to write a script, record, edit, and produce these episodes.

2. Implementation of activities

Our end goal was to produce two good quality and well-researched podcast episodes.

After our first brainstorming, we chose two ideas that seemed the most attractive to us. Secondly, we divided ourselves into two groups. We managed to put together an action plan and the first ideas about the topics. From there on each one of us focused on the chosen episode and thereby came up with the research, script, and question that we want to cover. After mid-term feedback, we polished our scripts and were ready to record.

The topics and guests were:

- 1) "Why do we still get grades in university?" (Guest-Tallinn University's Junior researcher Gertha Teidla-Kunitsõn)
- 2) "Crowcology: Do Crows have Near-Human Intelligence?" (without the guest)

During the project, these two podcasts were recorded, edited, and published.

3. Stakeholders of the project

One of our episodes is about the grading system in the university. We would like people to start thinking more about alternative assessment options and what they would mean to students and to the university. This is something that could be beneficial for schools, universities, students, and teachers. People who are responsible for curriculum for instance or even the Ministry of Education.

Our guest is a lecturer and junior researcher at Tallinn University and she is willing to discuss this topic with us. Our goal was to understand what are the positive sides of formative assessment and also the threats of negative sides. This was a thorough conversation and provided a lot of useful information about the topic.

We're working in an understudied field, so many of the applications of our research are hard to predict. Perhaps our knowledge could provide insight to people who deal with crows, allowing us to control crow populations better. Many cities across the world struggle with their crow populations, having difficulties expelling them from the residential area. Ignoring the ethical implications of killing intelligent animals, simply shooting the crows often isn't an option, as any method of killing them must not cause collateral damage to human infrastructure. If those responsible for moving groups of crows could understand their societies better, perhaps they could learn ways to convince them to move on, like capturing leaders instead of followers or figuring out a mechanism to bribe them.

In addition to this simple application of crow society understanding, the possibilities for true cooperation are endless, albeit that will require many decades of research far beyond the scope of what we'll be doing in this podcast.

Listeners statistics (11.05.22):



Episode 42 - Why do we still get grades in university?

Apr 17 • 42:20

This episode has been **published** and can be heard everywhere your podcast is available.

Today there are many grading systems in schools. But why do we still get grades in universities? In this episode we are discussing formative and inclusive assessments in university. What are the positive effects on students and what are the possible threats to this sort of grading system. With us sharing her thoughts was Tallinn University's Junior researcher Gertha Teidla-Kunitsõn.

46

Total number of plays





Episode 46 - Crowciology: Do Crows have Near-Human Intelligence?

May 2 • 32:14

This episode has been published and can be heard everywhere your podcast is available.

Even today crow intelligence and habits remain highly understudied. How close these creatures actually are to humans in intelligence and what impact does it have on the way we treat corvid societies? In this episode, we discuss the intelligence and social behavior of corvids, as well as their relationship with humans.

5

Total number of plays



4. Basis of research

Grading in universities

Our sources are academic reports, books, and articles from recognized authors in their field. These sources are relevant to understanding the basics of the topics we want to discuss. Below are the sources we used:

- Aksen, M., Jürimäe, M., Nõmmela, K., Saarsen, K., Sillak, S., Eskor, J., Vool, E., Urmann, H. (2018). *Uuring: Eesti üldhariduskoolides kasutatavad erinevad hindamissüsteemid*. Tartu: Tartu Ülikool.
- Jürimäe, M., Kärner, A. & Tiisvelt, L. (2014). *Kujundav hindamine kui õppimist toetav hindamine: õpetajakoolituse õppematerjal*. Tartu: Eesti Ülikoolide Kirjastus
- Burns, D. E., Purcell, J. H. (2019). *A formative assessment compromise to the grading debate*. ASCD. <https://www.ascd.org/el/articles/a-formative-assessment-compromise-to-the-grading-debate>

Crowciology

To discuss crow societies and intelligence we must first prove that they have societies to understand. Many of our sources are about that topic. One of the particular consequences is: Social learning spreads knowledge about dangerous humans among American crows, an article about social learning, and horizontal and vertical information transmission. This article proves that crows can transfer complex information about specific dangerous humans across generations, and large distances. Unfortunately, the study wasn't conducted over a long enough period to prove the existence of long-form oral histories, but it did prove that crows are capable of transferring complex and novel information through cultural processes.

Clayton, N. S., Emery, N. J. (2007). The social life of corvids. *Current Biology*, 17 (16).
[https://www.cell.com/current-biology/pdf/S0960-9822\(07\)01494-7.pdf](https://www.cell.com/current-biology/pdf/S0960-9822(07)01494-7.pdf)

- Heather, N. C., Marzluff, M. J., Shannon, P. (2012). Social learning spreads knowledge about dangerous humans among American crows. *Proc. R. Soc. B.*, 279 (1728), 499–508.
<http://doi.org/10.1098/rspb.2011.0957>
- Holzhaider, J. C., Hunt, G. R., & Gray, R. D. (2010). The development of pandanus tool manufacture in wild New Caledonian crows. *Behaviour*, 147 (5/6), 553–586.
<http://www.jstor.org/stable/27822138>
- Holzhaider, J. C., Sibley, M.D., Taylor, A.H., Singh, P.J., Gray, R.D., Hunt, G.R. (2011). The social structure of New Caledonian crows. Elsevier Ltd, 81 (1), 83-92.
<https://doi.org/10.1016/j.anbehav.2010.09.015>
- Lindenfors, P. (2017). Bird Brains: Are Crows as Intelligent as Some Scientists Claim? *Skeptic*, 22 (4), 10–11.
<https://web-s-ebSCOhost-com.ezproxy.tlu.ee/ehost/detail/detail?vid=8&sid=f6926f32-05d6-4d4b-b445-6ef7a5ed388c%40redis&bdata=JnNpdGU9ZWhvc30tbGl2Z0%3d%3d#AN=57426368&db=a9h>
- Wimpenny, J. H., Weir, A. A. S., Clayton, L., Rutz, C., & Kacelnik, A. (2009). Cognitive Processes Associated with Sequential Tool Use in New Caledonian Crows.
<https://doi-org.ezproxy.tlu.ee/10.1371/journal.pone.0006471>

5. Interdisciplinarity

Our group members are all from different curricula. That is what made this project interesting for us. To discuss some things you have never even thought about before. And to have different angles on the topic made these discussions even deeper. Since we were all students, we could reflect on our experiences regarding grading. It definitely played a role in our approach to the grading research. Also, our group consisted of people who were especially interested in birds, more specifically crows. That led to us making an episode about that. An examination of crow societies is inherently interdisciplinary, as Ornithology and Sociology must be used in tandem to understand them. The fields of Ornithology and Sociology don't have much crossover academically, but we need them both. Sociologists haven't done the in-depth research on crows necessary to understand their behaviors, and Ornithologists don't have the experience dealing with complex societies to decode the secret world of crows. Only through working together can progress be made on this subject.

6. Timeframe of the project

Describe the timeframe of the project (group activities) and the division of roles within the team.

We worked on our episodes mostly every week. Tuesday's meetings with Terry were helping a lot to keep us on track. After we had set our action plan in place it was mostly making sure that we meet the deadlines. Each person had a topic to work on. Our goal was to get our two episodes out on time. First one 18th of April and the second one on the 2nd of May. This goal was accomplished.

7. Project (group) results

We have achieved most of the goals we had during our first meeting. We have created the mandatory documents, participated in the wider group discussions, and got feedback on our initial ideas.

Foremost: we have our 2 podcast topics sought out and research on the chosen topics has been made. Also, the scripts for the podcasts have also been created. The podcast experts have been mapped and they participated in the podcasts. Roles have been assigned regarding who participates in podcast technical skills training. The podcasts were recorded, edited, and uploaded to the Anchor podcast application. After the publishing, we made sure that we share it on our social media channels and in the TLU students' newsletter. It paid off since we have the most listeners on our project!

8. Feedback

For the overall ELU, the project is nicely done, As of the podcast itself, it is very useful knowledge to get. We are thanking Terry for keeping this project alive and going!

9. Project action plan

Tasks	Deadline	Student(s) responsible
Decide 2 final ideas, find academic materials	01.03	Ada Maria Lee, Desiree Talv, Fiona Siiv, Jana Mezujeva, Maxwell Olney, Urmi Uuspõld
Creating action plan	01.03	Ada Maria Lee, Desiree Talv, Fiona Siiv, Jana

		Mezujeva, Maxwell Olney, Urmi Uuspõld
Decide on the guests	06.03 (the latest)	All of us
Contacting our guests	07.03	Urmi Uuspõld, Maxwell Olney and Jana Mezujeva
Deciding on the questions for the guests	18.03	All of us
Mid-term report	18.03.	All of us
Mid-term feedback session	25.03	All of us
First episode recording	08.04	Ada Maria Lee, Desiree Talv, Urmi Uuspõld
First episode editing	12.04.	Desiree Talv
First episode aired	18.04	Ada Maria Lee, Desiree Talv, Urmi Uuspõld
Second episode recording	26.04.	Fiona Siiv, Jana Mezujeva
Second episode editing	29.04.	Maxwell Olney
Second episode aired	02.05	Fiona Siiv, Jana Mezujeva, Maxwell Olney
Self-reflective report	10.05.	All of us

Project portfolio	12.05	Desiree Talv, Urmi Uuspõld
Presentation of LIFE project results	17.05.	Urmi Uuspõld presenting, all participate

10. Media coverage

For airing our episodes, we used Anchor.fm which distributed the episodes to Spotify and many other platforms. Our team members were sharing it also on our social media pages- Facebook, and Instagram. Also, we managed to get a little part of the TLU student's newsletter!

Uus TLU Student Podcast 2022 episood!



[Kuula episoodi siit](#)

Täna on erinevates koolides kasutusel mitmed erinevad hindamissüsteemid.

Selles episoodis arutame me kujundava ja kaasava hindamise üle ülikoolis. Millised on positiivsed mõjud üliõpilastele ning millised on võimalikud ohud? Oma mõtteid jagas meiega Tallinna Ülikooli nooremlektor **Gertha Teidla-Kunitsõn**.

Selle episoodi panid kokku Desiree Talv, Urmi Uuspõld ja Ada Maria Lee.

11. Self-reflective reports. (Attached below).

Urmi Uuspõld - "I was mostly responsible for our first episode about formative assessment and grading systems in university. I did the research, created the questions, and based on that our script, also I was

responsible for finding a guest and communicating with her. We had two hosts for this episode and I was one of them. All three of us (our guests and two hosts) had a good connection and the atmosphere was pleasant and encouraging. I enjoyed recording this episode and in my opinion, we got the answers we were looking for. I was able to promote the episode in Tallinn University Student Infoletter (both in Estonian and English) and I think that was a good way to get people to know about our podcast. I did most of the administrative tasks and we divided them into creating and presenting mid-term evaluations. I was part of creating it and some others were presenting it. The same for the final portfolio and presentation, I am responsible for the presentation and presenting our team. Overall I would say my contribution was considerable and I am happy I was able to be part of this project."

Jana Mezujeva - "I was responsible for creating the second episode about corvid intelligence. I have created the questions for the episode and was the one looking for a guest. However, after failing to find a guest, I reworked the existing script that was done by one of my teammates and rewrote the questions since I had to make the episode content a bit easier due to not having an expert with us. I also researched the information for the episode and was one of the hosts. Despite the difficulties, I am content with the result and had a lot of fun recording the episode as well. I was also one of the people responsible for creating the mid-term report. Overall I find my contribution to the project to be considerable and I have gained some new skills that can help me in the future."

Fiona Siiv - "I was responsible for the work on our second episode about corvid societies. Alongside researching information about the topic chosen to create a foundation for the future podcast I was one of the hosts for the episode, as well as being one of the members responsible for creating slides and doing the presentation for the mid-term report session. Overall, I enjoyed working on this project with my teammates even despite the challenges, it completely changed my attitude toward creating podcasts. I find my contribution to this project considerable and I definitely was inspired to develop skills gained from this opportunity."

Ada Maria Lee - "I was responsible for the recording of the first episode. At first, we were supposed to record our episode with one of the audio production lecturers but the situation changed and we did it by ourselves in the end. It was interesting to get more experience in the audio production field. I was also one of the team members responsible for creating and presenting our mid-term report presentation. I find my contribution to this project considerable and am inspired to put the skills and knowledge that I got to good use in the future."

Maxwell Olney - "I was responsible for most of the second episode research, the creation of the entire script for the second episode, the editing and mixing of the second episode, and various administrative tasks throughout the project, from some work on the mid-project slides to writing some reports. I wanted to be one of the podcast hosts as well, but I wasn't able to do so due to circumstances, so I worked extra hard to make up for not being able to fill that role. I am happy with the performance of my teammates, especially with their

ability to organize the workflow, and fill roles effectively. Everything got done on time and to a high standard because of the flexibility and effort of me and my team and I'd absolutely work with any of them again!"

Desiree Talv - "I focused on the grading episode. Even though I was not doing the most research on the topic, I put my work into scripting, actually hosting, and then finally editing and publishing the episode. I liked that we split ourselves into two groups, which kept us more responsible and sharp on our tasks. As with every work, there were some ups and downs, but at the end of this course, I can proudly say that now I know more about the podcast world and I got to experience that with my amazing team"

LIFE PROJECT PORTFOLIO

Project name (as stated on LIFE website): TLU Student Podcast Spring 2022

Group name/Number: Group 2

Supervisor(s): Terry McDonald, Avo Ulvik

Participants: Frank La Serna Kanevets (Crossmedia in Film and TV), Christiana Osifeko (Liberal Arts in Social Sciences), Christiana Akinlade (International Relations), Tolulope Falolu (Politics and Governance), Valeria Jermakova (Cultural Studies), Anastassija Kaletina (Cultural Studies)

1. Background and description of the project

Firstly, the aim of the project is to discover reasons why certain people are involved in cyber-bullying, and how those been bullied can avoid been a victim of suicide, and how to educate people of not been a bully. Secondly, to educate and give more information about the necessary vitamins and the right food the body needs; as there is a common saying "you are what you eat".

1. Social Media Bullying

BACKGROUND: Name-calling and rumor mongering have long become an ugly and difficult part of youth. However, the rise of social media and the availability of cellphones have changed where, when, and how bullying occurs. Cyberbullying is when abuse and intimidation occur via the internet. This type of bullying is particularly tough to deal with since it is impossible to manage and is exposed to a huge number of individuals. The aim of this podcast is to help expand intellectual engagement on the reasons why people bully (root cause as to why bullies are the way they are) and the effects that transpire because of being bullied. This project is important to help create more awareness on what to do when bullied and authorities to report a cyber bully.

2. Should you become vegan?

BACKGROUND: Expensive vegan food doesn't encourage people to care about health and the environment. Is it worth it to be a vegan and why?

Each year more and more people choose to become vegan. This is caused first of all by environmental reasons, to save nature. The percentage of the popularity of veganism is increasing rapidly. According to the

research in 2018, the number of vegans in the UK increased up to 360%. The biggest number of vegans is in the Scandinavian countries, Austria and Switzerland.

In the podcast we will try to discuss with a professional nutritionist whether it is healthy to be vegan or not...

2. Implementation of activities

We conduct meetings with our group members on which topic to discuss and the guest to invite. Each of the team members were actively involved in the decision process making. Each of the team members handle's a specific task, and also a collective task. Our hope is that, at the end of this project, everyone who gets to listen to the recorded podcast would have learnt a few things about the negative effect of bullying, and why not to bully. More so, to cultivate the habit of healthy eating.

3. Stakeholders of the project

Stake holders of our project include Invited guests who will be interviewed, Tallinn University for giving us a platform and providing equipment, Elu for providing us with materials and document to guide through the life project, Our teammates who are helping to oversee the implementation of the project, our supervisor who helps with feed-backs and adds to our ideas. Our project aims to impact TLU students and alumni, parents, researchers, teenagers and lecturers who are interested in cyber-bullying and also nutritional values of food . We intend to work with the school psychologist and a lawyer (Social media bullying), Nutritionist (should you become a vegan) to shed more light on the topics.

The topics and guests were:

- 1) "Social Media Bullying" (Guest-Tallinn University Psychologist Erik Ruutel)
- 2) "Veganism / Nutrition " (Nutritionist- Diana Zintsenko, and Vegan- Darja Serjoženkova).

During the project, these two podcasts were recorded, edited, and published successfully.

4. Basis of research

The basis of this research was based on the high increase of bullying on social media. We all use social media, and we are familiar and noticed all the happenings in that 'little world', hence a reason for a research on that subject. Another reason is based on statistical evidence data showing a very high suicide among the

teenagers from ages 10-17 in USA from 2011 till now. Furthermore, it was discovered that each year more and more people choose to become vegan. This is caused first of all by environmental reasons, to save nature. The percentage of the popularity of veganism is increasing rapidly. According to the research in 2018, the number of vegans in the UK increased up to 360%. The biggest number of vegans is in the Scandinavian countries, Austria and Switzerland.

Carter, M. A. (2013). Protecting oneself from cyber bullying on social media sites – A study of undergraduate students. *Procedia - Social and Behavioral Sciences*, 93, 1229–1235.

<https://doi.org/10.1016/j.sbspro.2013.10.020>

Craig, W., Boniel-Nissim, M., King, N., Walsh, S. D., Boer, M., Donnelly, P. D., Harel-Fisch, Y., Malinowska-Cieślik, M., Gaspar de Matos, M., Cosma, A., Van den Eijnden, R., Vieno, A., Elgar, F. J., Molcho, M., Bjereld, Y., & Pickett, W. (2020). Social media use and cyber-bullying: A cross-national analysis of young people in 42 countries. *Journal of Adolescent Health*, 66(6).

<https://doi.org/10.1016/j.jadohealth.2020.03.006>

Journal of Rural Social Sciences - University of Mississippi. (n.d.). Retrieved March 23, 2022, from

<https://egrove.olemiss.edu/cgi/viewcontent.cgi?article=1065&context=jrss>

Veganism.

Cooper, K., Dedehayir, O., Riverola, C., Harrington, S., & Alpert, E. (2022). Exploring Consumer Perceptions of the Value Proposition Embedded in Vegan Food Products Using Text Analytics.

Sustainability, 14(4), 2075. [Exploring Consumer Perceptions of the Value Proposition Embedded in Vegan Food Products Using Text Analytics](#)

Dyett, P. A., Sabaté, J., Haddad, E., Rajaram, S., & Shavlik, D. (2013). Vegan lifestyle behaviors. An exploration of congruence with health-related beliefs and assessed health indices. *Appetite*, 67, 119-124.

[Vegan lifestyle behaviors. An exploration of congruence with health-related beliefs and assessed health indices](#)

5. Interdisciplinarity

As we are trying to find the best way to educate and create awareness on cyber-bullying, we feel listening to podcasts isn't enough, but some kind of orientation should be introduced in various high schools. There should be more programs and awareness about the subject matter, like educating parents on how to protect their kids from being bullied, and not to become a bully.

6 . Timeframe of the project

The first two weeks were spent on searching for a topic and materials, and also interacting with each other. The next couple of weeks was spent on finding guests for our subjects and booking a studio for the recordings. Lastly, the last couple of weeks were spent recording the podcast and airing them. As of 30th of April, we recorded our second podcast successfully, and the final presentation on 17th of may,2022.

7. Project (group) mid-term results

We have been able to achieve all of the goals set within the specific periods of time. We have successfully researched, recorded and aired the two podcasts with experts in those fields in accordance with the group action plan.

8. Feedback

The overall ELU project was nicely done. All the invited guests were selfless and happy to share their ideas with us towards the recording of the episodes.. It was really a delightful knowledge to behold. We appreciate Terry (our supervisor) for keeping this project alive, every student who participated and ensured the success of this project, and above all, we thanked our guest speakers who made the episode possible.

9. Media Coverage.

The nova building and Frank inquipment was used in recording the two episodes; while For airing our episodes, the Anchor.fm was used and later uploaded and distributed to Spotify and other platforms. Some of our team

members shared it on their social media platforms, while others shared the link with friends to listen to the podcast.

10. Group Action Plan.

Tasks	Deadline	Student(s) responsible
Two people for audio training	NIL	Anastassija kaletina
Decide on the guests	18/02	Everyone
Creating action plan	03/08	Akinlade Christiana
Contacting our guests	11/03	Everyone
Finding Academic Materials (for the two podcast)	13/03	Tolulope Falolu
Preparing Questions for guest	20/03	Akinlade Christiana, Tolulope Falolu
Script	31/03	Anastassija Kaletina, Christiana Osifeko
Mid-term report preparation	20/02	Akinlade Christiana
Mid-term feedback session	25/03	Everyone
Working on the feedback from the Mid-term report	31/03	Valeria Jermakova
Preparation Rehearsal	09/04	Everyone
First episode recording and editing	16/04 (21/04 Upload)	Guest

Second episode recording and editing	30/04	Guest
Project portfolio	07/05	Christiana Osifeko
Background Music/ Editing / technical stuffs for the two podcasts	14/05	Frank la serna kanevets
Self-reflective report	15/05	Valeria Jermakova
Presentation of LIFE project results	17/05	Everyone

11. Self-reflection report.

As students, the Elu-life project opened our eyes to various possibilities.

Osifeko Christiana – “While in the process of recording our episodes, I was able to open my mind to certain ideas, and also learnt some great things. The ELU project gave me room to work as a team member (individually), and worked collectively towards achieving the same goal.”

Valeria Jermakova – “I was one of responsables for researching and finding information about veganism as well as writing down questions prior to recording the podcast episode about veganism. I was also happy to be useful at the recording of the podcast about bullying. I am also the one who has created and presented the final slideshow of the project. Overall my contribution can be counted as considerable and I am pleased with the result.”

Tolulope Falolu – “The ELU project improved my ability to work as a team and communicate effectively so we could achieve the goal of the project. I also gained more knowledge about topics I knew little or nothing about. I also improved my research skills. Although we experienced some challenges while trying to organise external resources for the project which were eventually solved by going the extra mile as a team, this gave me the understanding that team work and tenacity could achieve anything if we put our minds to it. Overall, I am pleased with the outcome of the project.”

Anastassija Kaletina – “Participation in the ELU project was definitely a truly great experience for me as a college student. It gave me a chance to dive into the more creative and versatile side of university life.

The people, time management, schedule, responsibilities, courage and of course team-work. Those are the things that ELU project made me be more aware of and develop a certain perception on those.

At first, the start for the whole team was a bit of a struggle due to work overload outside the project. Nevertheless, we managed to find a decent consideration and way of how to deal with it. In the process, we shared responsibilities and decided on the topics of our podcasts. The process of finding people also brought some adjustments, but in the end, everything turned out in the most successful way and our podcasts were recorded with the presence of guests.

My tasks in this team work were writing questions and a script together with Tolu. Almost every participant was looking for a guest, so this task was soon distributed to all team members. I also gladly interviewing guests with Frank, Tolu and Valeria.

In the end, I would like to express my deep gratitude to our wonderful project coordinator Terry McDonald, to your dear guests and also to all my dear teammates!"

Christiana Akinlade - "The podcast came out good at the end although the beginning was quite rough. I helped with assigning tasks, organizing zoom meetings and in presentations. I performed all my tasks relating to the action plan and helped where necessary. The ELU project helped me to build important life skills like Management, public speaking, teamwork, and accountability. I enjoy the challenge the project itself brings and I think it is a good way for students to learn something different. I enjoyed the Podcast and Terry, our supervisor, made it easy to learn for those of us who don't know much about podcasts and my teammates were the best, I can't ask for another."

Frank La Serna Kanevets - "For me the ELU project was great. In my opinion our team did a good job with our podcast and interviewing our guests.

This was my first time recording a podcast and I'm sure it won't be my last time. I enjoyed the process of recording and editing podcast episodes with my own equipment. I booked the rooms where we recorded the podcast episodes and also helped to find some guests.

Thank you to our supervisor Terry McDonald for organizing this ELU project and helping us in the process of making the podcast episodes."

LIFE PORTFOLIO

Project name (as stated on LIFE website): TLU Student Podcast Spring 2022

Group name/number: Group number 3

Supervisor(s): Terry McDonald, Avo Ulvik

Participants: Gustavs Kolecis (Audiovisual Media); Temitope Emmanuel Aluko (International Relations); Jude Opara Ugochukwu (International Relations); Gift Akoto (International Relations); Petra Suominen (Cross-Media)

1. PROJECT REPORT

- ***Terms of reference, goals of the project:***

The project is divided in two parts:

Social Media vs Traditional Media in terms of information consumption

The role of media in our society today cannot be overemphasized, our judgment and perceptions on various matters of concern are heavily dependent on the information at our disposal. However, trust in the media, widespread misinformation and propagation of fake news became an area of concern for our project. Thus, the aim of our project is to explore the effectiveness of consuming a piece of information between two mediums of dispensation which are the traditional media vs the New media. The general goal of the first episode of the project is to inform that both sources of media- Traditional Media and Social Media are a tool of propaganda and can be used to spread misinformation. Expected results of the first episode is that people would become more aware of the type of information they consume.

Working from office vs working from home :

At the start of the pandemic people experienced a rapid transformation of the working environment. Working from home was the only option employed by a lot of companies across the globe to contain the spread of covid-19. Today working from home is the new normal and we have gone from digitalizing the relationship between the companies and customers to digitalizing the relationship between the employers and employees. The working environment plays a silent role with regards to the employees performance, it also influences the

output either in a negative or positive light. The general goal of the second episode is to inform about the challenges and aspects of the life of an employee in two very different working environments. The expected result of the second episode is to help the employees to understand the life-work balance in both of the environments.

- **The importance of the project/description and choice of methods**

The importance of the problem, its description and choice of methods - a more thorough description of the topic, including the importance of the problem and choice of methods aiming to resolve the problem. Description of the past situation, reasons why the project is needed.

Describe the present situation in Estonia or elsewhere, the problem the project aims to resolve and activities to be carried out in order to resolve the problem. Refer to relevant studies, statistics and development plans. Describe the suitability of the methods and/or activities you have chosen to achieve project goals. Comment on the choice of methods and/or activities and how they help achieve the project goals in the best possible way (include relevant references to describe evidence-based methods).



- **Description of activities and reaching the stakeholders**

The project within the episode of "Traditional Media vs Social Media" would leave an impact on every individual across all levels. Mostly Tallinn University students, especially media field studies. This podcast episode impacts the individual to think about the present moment we are living now, with technology all around us and the information in the reach of a hand. We cooperated with professor Elisabeth Losh who has written books on this topic and teaches in Tallinn University.

The project within the second episode "Working from office vs working from home" would leave an impact on the topic of the working environment as a whole, it would impact the working people from the perspective of making the decisions of choosing their working environment after covid-19 pandemic. We have invited Farhan James, an alumni of Tallinn University, learning and development coordinator at Veriff- a global verification service company founded and headquartered in Tallinn, Estonia.

- **Sustainability of the project**

Both parts of the project live on the Spotify ecosystem, therefore the ownership of the projects belong to the Tallinn University Student Podcast, where the podcast episodes were uploaded to. Both parts of the projects are sustainable because of their long term impact- there is a possibility to repopularize both of the episodes and be referred to in future research and discussions.

- **Summary of the results and annexes**

For the production of the first and second episode of the podcasts a research and gathering of scientific sources and studies were conducted and afterwards the information was extracted and reformulated in the format of scripts for both of the episodes.

- ***Final draft for Episode 1 "Social media vs Traditional media in terms of information consumption"***

Traditional Media vs Social Media" (The effectiveness of information consumption within the development of media)

Intro sound - 3 to 5 seconds, then sharp fade

INTRO

In today's world, the role of media is evidently manifesting in every sphere of human existence, both on the global and individual level, it has played a salient role in shaping and strengthening society and fostering democracy in the world. Society is heavily influenced by media both in a positive and negative way because it is the information we consume in the media that shapes our opinion and judgment on various matters of concern.

Traditional media is designed for mass consumption which means the message is targeted to mass consumers. On the other hand, social media involves targeted two-way communication which means the message is addressed to a specific audience or individual user.

Hello, my name is Gift, and this is the Tallinn University student Podcast.

5 to 8 seconds sound

Traditional media witness an evolution over time due to tremendous consumption of social media information, however, trust in the media becomes an issue of concern due to the increase in misinformation, propagation of fake news that stem from a shift in the media landscape and medium of consumption. Thus, it appears to explore the effectiveness of consuming pieces of information from New Media and Traditional Media.

Today I am joined by Professor Elizabeth Losh, A Fulbright U.S. Scholar to Estonia for the year 2021-22 at Tallinn University. She is a Professor of English and American Studies at William and Mary with a specialization in New Media Ecologies. she is the author of Virtualpolitik: An Electronic History of Government Media-Making in a Time of War, Scandal, Disaster, Miscommunication, and Mistakes.

Welcome to the podcast professor!

In our today's episode, we will discuss "Traditional Media vs Social Media" The effectiveness of information consumption within the development of media"

Questions

1. · *It's an established fact that information is an important part of society, especially now that any information can be shared or reposted a thousand times on social media within a few seconds. what are the danger of misinformation and its consequences on our society these days?*
2. · *We believe that people still make use of both media for different reasons; in your view what do consumers prioritize?*
3. *What are the determining factors for choosing one media over another, does age have anything to do with the consumption?*
4. · *So, let's talk about who uses what, is there a particular group of people who can be identified as consumers or the other primarily?*
5. · *Talking about misinformation and blatant fake news which media is more trusted to dispense Quality information to its audience?*
6. · *With the rate of a massive shift from traditional to social media is there a need to worry about the complete replacement of traditional media in this modern age?*
7. *If we look at the rate that people consume information this days, is social media more effective at radicalizing or brainwashing people than traditional media?*
8. *How do we find the equilibrium/balance between traditional media and social media?*
9. *Would you rather agree or disagree that Social media is today's most transparent, engaging and interactive form of public relations?*
10. *In what type of media can we easily find propaganda or fake news?*

11. *Some people believe traditional media is better than social media, what's your opinion about this*
12. *In conclusion, How can someone protect him or herself from being influenced by propaganda and disinformation in both traditional and social media?*

That is it for today, on behalf of my colleagues and I we want to say a big thank you to our guest Professor Elizabeth Losh, who created time for us out of her busy schedules. We really appreciate your coming to the program.

To our listeners, we appreciate you and see you again on our next episode

- ***Final draft for Episode 2 "Working from the office vs working from home"***

The working environment's ethics. working from home vs. working from office during and after the covid-19

Intro sound - 3 to 5 seconds, then sharp fade

INTRO

There was a major shift in the workplace during the covid-19 outbreak in the year 2020, the world's response to this outbreak has caused in the most rapid transformation of the workplace, and working from home was the option employed by lots of companies across the globe to contain the spread covid-19 while rendering essential services to its customers. Today, working from home becomes the new normal and we have gone from digitalizing the relationship between firm and customer to the digitalizing the relations between employer and employee. Now, working environment plays a salient role with regards to the employee's performance, it also influences the output either in a negative or positive light.

3 to 5 seconds sound

Hello, my name is, and this is the Tallinn University student Podcast.

5 seconds music

A recent study by Estonian leading job site CVKeskus.ee and the Salary Information Agency revealed that 56 percent of employers will continue to offer remote working possibilities after the end of the emergency situation. During the corona virus crisis, 76 percent of Estonian employers offered the possibility to their employees to work

remotely and for over half of them, working from home continues. The research indicates that 56 percent of employers plan to continue with more flexible working arrangements during the following months.

There are various advantages and drawbacks related to both work arrangements, but the future of white-collar jobs seemingly is with work from home (WFH). Despite the possible social challenges and implications, remote working is a better choice for some people because it is a more convenient, flexible, and profitable option that leads to higher job satisfaction.

Those who prefer work-from-home (WFH) setups argue that it gives their routines some much-needed flexibility, while supporters of the work-from-office school of thought propound that the entire point of an office environment is to create an atmosphere that encourages effort and promotes teamwork.

Today I am joined by Farhan James, alumni of Tallinn university. He has a master's degree in social entrepreneurship. He is currently a learning and development coordinator at verrif. Veriff is a known global tech company in Estonia.

In our today's episode, we will discuss the working environment's ethics. Working from home vs working from office during and after the covid-19

3 to 5 secs sound

Questions

- 1. Tell us about your own personal experience, was it easy, changing from working in the office to working from home during the covid outbreak*
- 2. In terms of a better work -life balance and looking at the two factors, working from home or remote working and working at work place, which one of these two factors ensures a better work -life balance?*
- 3. How does working from home affect team work and organizational growth?*
- 4. What are the challenges of working from home as compare to working from the office?*

5. *Does the working environment influence employee's productivity if yes in what way?*
6. *Let's talk about workers health relating to the working environment; do you think that poor and bad working environment poses danger to the workers' health?*
7. *It's true that Covid-19 outbreak induced and necessitated the tradition of working from home, now that we have learned to live with the new reality, do you feel that working from the office will be needless?*
8. *Now, let look at the danger of working from home in terms of the company's integrity and confidentiality, do you think that companies are doing enough to contain the integrity of the company especially for those working from home*
9. *Cyber-attack is rampant lately and cyber security apparently has become necessary to protect Customer and company's data, which working environment is more vulnerable to cyber-attacks and what are the factors that may contribute to this danger.*
10. *Does working from home establish a good work routine?*
11. *Communication is more important than ever when remote working – both from a productivity standpoint as well as team-building. do you think employees will still be able to maintain a regular contact with their team and manager while working from home.*
12. *Do you enjoy working from home?*
13. *Do you have all the equipment needed to fulfil your role to your usual standard?*

And that's it on today's episode, special thanks to our guest who created time for us out of his busy schedule. We really appreciate your coming to the program.

On behalf of my colleagues and I, we say a big thank you to our listeners and see on the next episode. Bye for now

- ***For the first episode/part of the project "Social media vs Traditional media in terms of information consumption", the following scientific resources were used:***

-Meraz, S. (2011). The fight for 'how to think': Traditional media, social networks, and issue interpretation. *Journalism*, 12(1), 107-127. <https://doi.org/10.1177/1464884910385193>

-Jie Xu, *Does the medium matter? A meta-analysis on using social media vs. traditional media in crisis communication*, *Public Relations Review*, <https://doi.org/10.1016/j.pubrev.2020.101947>.

-The Impact of New Media on Traditional Media
Lavanya Rajendran and Preethi Thesinghraj
College of Engineering, Anna University, Chennai, India

-Kitchens, B., Johnson, S. L., & Gray, P. (2020). *Understanding Echo Chambers and Filter Bubbles: The Impact of Social Media on Diversification and Partisan Shifts in News Consumption*. *MIS Quarterly*, 44(4), 1619-1649. <https://doi-org.ezproxy.tlu.ee/10.25300/MISQ/2020/16371>

- **For the second episode/part of the project "Working from the office vs working from home", the following scientific resources were used:**

<https://studycorgi.com/advantages-and-disadvantages-working-from-home-or-office/>

<https://www.eajournals.org/wp-content/uploads/The-Effect-of-Work-Environment-on-Employee-Productivity-A-Case-Study-of-Edo-City-Transport-Services-Benin-City-Edo-State-Nigeria.pdf>

<https://core.ac.uk/download/pdf/33424874.pdf>

https://www.cipd.co.uk/Images/7919-ethics-guide_tcm18-66759.pdf

<https://digest.myhq.in/work-from-home-vs-work-from-office-which-is-better/>

<https://www.cvkeskus.ee/karjaarikeskus/tootsing/labour-market-trends-eng/more-than-half-of-estonian-employers-plan-to-continue-with-remote-working>

2. PROJECT ACTION PLAN

Tasks	Deadline	Student(s) responsible
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Research of the first topic "Traditional Media vs Social Media" (The effectiveness of information consumption within the development of media)	8th of March	All together
Scriptwriting, podcast pre-production process "Traditional Media vs Social Media"	8-15th of March	Temitope, Gift Akoto
Recording "Traditional Media vs Social Media" (podcast)	18th of March	Recording: Gustavs Host: Gift Akoto
LIFE Mid-term report	21st of March	Each team member by themselves
Post-production (editing) "Traditional Media vs Social Media",	21-27th of March	Gustavs
Mid-term week presentation	28th of March	All together
Research of the second topic "Working from the office vs Working from home"	28th of March- 5th of April	All together
Scriptwriting, podcast pre-production process "Working from the office vs Working from home"	5-12th of April	Temitope, Gift Akoto
Recording of podcast "Working from the office vs Working from home"	13-17th of April	Recording: Gustavs Host: Jude
Post- production (editing) "Working from the office vs Working from home"	18-24th of April	Petra
Release of the podcast episode "Traditional Media vs Social Media in terms of information consumption"	25th of April	Petra
Creation of the Portfolio	26th of April-3rd of May	All together
Release of the podcast episode "Working from the office vs Working from home"	9th of May	Petra
Creation of the final LIFE Presentation	3-17th of May	All together
LIFE Final Presentation	17th of May	Presenting: Temitope
Self-reflective report	17th of May	All together

3. MEDIA COVERAGE

Episode Nr. 1- Traditional Media vs Social Media on information consumption

Link to Spotify:

<https://open.spotify.com/episode/6o7MKLAPxxrbupqHkJIfeS?si=3eec6d10540543c0>

Length of the podcast: 31 minutes and 7 seconds long

Description of the podcast:

In today's world, the role of media is evidently manifesting in every sphere of human existence. Society is heavily influenced by media in a positive and negative way due to the fact that the information we consume shapes our opinion and judgment on various matters of concern. Today we have a large quantity of misinformation that is traveling within the both fields of media. In this episode we explore with professor Elizabeth Losh who is a media theorist and digital rhetoric scholar: the effectiveness of consuming a piece of information between two mediums of dispensation. How can we spot misinformation and fake news or is it even possible?

This episode was made by Petra Suominen, Gustavs Kolecis, Jude Opara, Temitope Emmanuel Aluko and Gift Akoto.

Enjoy our episode and check other episodes from Tallinn University Student Podcast!

Episode Nr. 2- Working from home vs working from office

Link to Spotify:

<https://open.spotify.com/episode/6o7MKLAPxxrbupqHkJIfeS?si=3eec6d10540543c0>

Length of the podcast: 27 minutes and 51 seconds long

Description of the podcast:

The working environment's ethics. working from home vs. working from office during and after the Covid-19. There was a major shift in the workplace during the Covid-19 outbreak in the year 2020, the world's response to this outbreak has caused in the most rapid transformation of the work environment, and working from home was the option employed by lots of companies across the globe to contain the spread Covid-19 while rendering essential services to its customers. Today, working

from home becomes the new normal and we have gone from digitalizing the relationship between firm and customer to the digitalizing the relations between employer and employee. Now, working environment plays a salient role with regards to the employee's performance, it also influences the output either in a negative or positive light. This is something we will discuss today with our guest Farhan James.

This episode was made by Petra Suominen, Gustavs Kolecis, Jude Opara, Temitope Emmanuel Aluko and Gift Akoto.

Enjoy our episode and check other episodes from Tallinn University Student Podcast!

4. Self Reflection Report

Jude Opara - "Tallinn University student podcast is an experience I will not forget so soon, this recently experience has borne my desire to engage in the production of podcast in the nearest future.

However, My team and I selected some interesting topics which includes social vs traditional media and how this platforms can be used to promulgate misinformation and propaganda as such we had a guess speaker who threw more light in the subject matter and certain vital points were taken down. The team was great as it was easy to have worked with them. More so, the podcast production and editing was easier because we had few persons who were into audiovisual and cross media, hence their efforts were not unnoticed. The research efforts and script writing was carried superbly by the Team as well.

Lastly, I believe the publication of the podcast will contribute to already existing platforms to enlighten and educate people as well as stakeholders on the dangers of misinformation and how they can verify the type of information they consume."

Temitope Emmanuel Aluko - "Experience gain during the project and evaluate the achievement of the project goals

I learnt how studio recordings is been done, every member of the team came together to put something together, which really make things work pretty easier for the team. I enjoyed the whole process from the research about topics and potential guest, to the writing of scripts and preparation of questions for the podcast interview. I also gain the experience of how studio interview is been done, the setting up of the digital and recording instruments, to the interview of guest and the publishing of the episodes on social media platforms. The achievement of our project will always come with the realization that my team and was

able to come together and put something valuable and knowledgeable out into the world.”

Gift Akoto – “The experience I have gained during this project is a very useful in achieving my purpose of joining this project. I learned to work in a team where there are divisions of labor with everyone working towards achieving a common goal of the team, I have learnt how to research and write a good script for podcasts. I was privileged to host our first episode which practically would impact on my knowledge on podcast and how they are being conducted. During this project, working in the studio is also one of the experiences that would be long lasting for me because I watched how the studios are been set up for interviews. In general, the team have been able to achieve our goal through our topics as well as finding experts to discuss on our topics and making them available to our targeted audience.”

Petra Suominen – “During this project of Tallinn University student podcast I learned alot from our guest on the first episode, due that the topic went with my field. She had really interesting opinions in my opinion and went in from multiple angles. I also think group work is always a learning experience. People work and are different and you learn by working with multiple people important skills of communication. Third thing I learned/ was reminded of when editing these episodes is how important to post production is that the host doesn't say multiple times the same phrases and tap with foot. So, next time making something like this I will be all ears during recording for smaller noises that the post production will not be that hard. Overall I enjoyed this learning experience and I took something with me for the future.”

Gustavs Kolecis – “The participation in ELU TLU Student Podcast was both interesting and educating! During the process of the whole project I strengthened my collaboration skills as well as learned the whole production process of an educational/engaging podcast. From my perspective working in a team was also an important part of the process, countless meetings, researching and different production processes were the parts of the project where the interdisciplinarity of our courses really shined, starting from public relations who were better at understanding certain aspects of research process, continuing with cross-media and AV Media specializing in the recording and post production process! In conclusion, this is an experience that I won't forget and I hope to have such an amazing opportunity working with people from so many fields again in the future!”

LIFE TEAM-4 PORTFOLIO

Project name (as stated on LIFE website): TLU Student Podcast Spring 2022

Group name/number: Group 4

Supervisor(s): Terry McDonald, Avo Ulvik

Participants: JENNIFER COHEN (AV MEDIA), MIKK TARROS (POLITICAL SCIENCE), KATARIINA LOOG (JOURNALISM), LAURA RAGEL (SPECIAL NEEDS EDUCATION), KIRKE HIJB (SOCIOLOGY), MARY KOBAH-KOATE (SOCIAL ENTREPRENEURSHIP)

1. Background and description of the project

Describe the aim and the importance of the project. Define the central problem of the project. Describe the role of your group in achieving the project objectives.

The aim of the project is to introduce the TLU students' new perceptions outside their current study field and provide an academic background to the topics chosen. Currently, we have identified 2 main topics which the podcasts will be focusing on. Our central problem is to raise awareness and discuss the following topics: "Insecurities when seeing people on social media - How social media shifts perceptions" & "Being voluntarily childfree". We have chosen to do this in the form of a podcast, since this helps to include the audience and the whole university on a wider scale and could initiate new interesting ideas among the university family. Our group has chosen the topics and prepared the groundwork, recorded, edited and published the podcasts which include guests and interesting talks.

2. Implementation of activities

We intend to fulfill the goals of the project by implementing 2 podcasts as a final outcome. First, common understandings and agreements were made in terms of the whole idea of the project "TLU Podcasts". The ideas and examples of good podcasts were discussed and instructions were given for the next assignments. Second, teams were formed. In our team (Team 4), we created an action plan, assignments were distributed and 2 main topics were chosen. The topics were chosen based on the interest of team 4 and due to the relevance of previous research and academia around the chosen topics.

The topics and guests were:

- 1) "Insecurities when seeing people on social media - How social media shifts perceptions" (Guest: Maria Murumaa-Mengel) &
- 2) "Being voluntarily childfree" (Guest: Sille-Kadri Simer)

During the project 2 podcasts were recorded, edited and published.

3. Stakeholders of the project

The main stakeholders are the invited guests for the podcasts. Tallinn University is the stakeholder in regards to providing the equipment, ELU project idea and base for the project, the team members as well as the guests provide us with the most updated and relevant expertise on the topics discussed in the podcast. Regarding the podcast audience, the podcast is targeted mostly towards TLÜ students, who might be interested in the topics. The podcast might also catch the interest of other university related stakeholders, who would also like to hear about the discussions about these topic areas, therefore the potential audience also includes researchers, alumni, university staff etc.

Experts in the project (2): Maria Murumaa-Mengel, Sille-Kadri Simer.

4. Basis of research

We have identified the main and have our podcast topics based on academic research articles which are brought out down below. Mostly the articles and publications helped us to pave our way into the topic more thoroughly.

Insecurities when seeing people on social media - How social media shifts perceptions

- Tandon, A., Dhir, A., Talwar, S., Kaur, P., & Mäntymäki, M. (2021). Dark consequences of social media-induced fear of missing out (FoMO): Social media stalking, comparisons, and fatigue. *Technological Forecasting and Social Change*, 171, 120931
- DataReportal (2021), "Digital 2021 Estonia",
- Weinstein, E., Kleiman, E. M., Franz, P. J., Joyce, V. W., Nash, C. C., Buonopane, R. J., & Nock, M. K. (2021). Positive and negative uses of social media among adolescents hospitalized for suicidal behavior. *Journal of Adolescence*, 87, 63-73.

Being voluntarily childfree:

- Blackstone, A., Stewart, M. D. (2012). *Choosing to be Childfree: Research on the Decision Not to Parent*. *Sociology Compass*, 1-10. [Choosing to be Childfree: Research on the Decision Not to Parent \(umaine.edu\)](#)
- Harrington, R. (2019). *Childfree by Choice*. *Studies in Gender and Sexuality*, 20(1), 22-35. [Childfree by Choice: Studies in Gender and Sexuality: Vol 20, No 1 \(tandfonline.com\)](#)
- Livingston, G., Cohn, D. (2010). *Childlessness Up Among All Women; Down Among Women with Advanced Degrees*. *Pew Research Center's Social & Demographic Trends Project*. [Childlessness Up Among All Women; Down Among Women with Advanced Degrees | Pew Research Center](#)
- Mollen, D. (2006). *Voluntarily Childfree Women: Experiences and Counseling Consideration*. *Journal of Mental Health Counseling*, 28(3), 269-284. [64122d_Ins Text.qxd5 \(researchgate.net\)](#)
- Suija, H. (2020). *Vabatahtlik lastetus: põhjused, miks Eesti mehed ja naised ei soovi lapsi saada (thesis)*. [suija_heleene_ma_2020.pdf \(ut.ee\)](#)

5. Interdisciplinarity

In the group we have a lot of students with different study disciplines and backgrounds. We have used this as our advantage. Different study fields but also our group technical skills helped to gather the information needed to lay the groundwork. Our podcasts focus on psychology, sociology, health, semiotics but also values and ways of life. These areas come together as a form of the podcast 2 topics. Other aspects such as promotion, media, computer and editing skills are needed for the project to be successful. All of these fields have been covered by the team members which has resulted in growth of the teams' knowledge of different new disciplines. But as well as working together towards a common goal.

6 . Timeframe of the project

Describe the timeframe of the project (group activities) and the division of roles within the team.

The concrete timeframe of the project is described in the team 4 action plan. The project has fulfilled its goals and team 4 has published on 17.05. The roles were distributed on the basis of previous skills and motivation.

The main roles are: Editing and podcast creation team as well as the hosts and script team, who help to prepare the necessary assignments before producing the podcast.

7. Project (group) results

We have achieved most of the goals we had during our first meeting. We have created the mandatory documents, participated in the wider group discussions and got feedback to our initial ideas.

Foremost: we have our 2 podcast topics sought out and research on the chosen topics has been made. Also the scripts for the podcasts have also been created. The podcast experts have been mapped and they participated in the podcasts. Roles have been assigned in regards to who participates in podcast technical skills training. The podcasts were recorded, edited and uploaded to the Anchor podcast application. After the editing, promotion of the podcasts was made mostly through team member acquaintances as well as our guests' audiences (both have a significant amount of followers on social media) also podcasts were made public in the TLÜ podcast spotify page.

8. Feedback

For the overall ELU, the project timeline (with visualization and important dates) should be illustrated somewhere in the guide or template documents with the relevant dates. Otherwise we would like to add that the project outcomes and goals from the coordinator side are clear and concrete. The TLÜ podcast ELU format seems to be worked out and has a concrete outcome which is graspable for the group.

9. Project action plan

Tasks	Deadline	Student(s) responsible
Choosing 2 topics for podcast, first bibliography, possible guests and questions	01.03	EVERYONE
Creation of action plan first draft	01.03	EVERYONE
Participation in podcast course	01.03	Laura Ragel, Jennifer Cohen
Agreements on the guests	15.03	EVERYONE
Project action plan ready and sent to evaluation	18.03	Jennifer Cohen
LIFE mid-term report	18.03	Mikk Tarros
Midterm evaluation	25.03, 10.00-12.00	EVERYONE
Bullet points and writing to guests	25.03	Mikk, Katariina, hosts
Script writing	01.04	Hosts
Recording 1 episode ("Being Voluntarily Childfree")	14.04	Hosts: Kirke, Mikk Guest: Sille-Kadri Simer
Editing of podcast 1	after the recording	Mary
Recording 2 episode ("Insecurities when seeing people on social media - How social media shifts perceptions")	27.04	Hosts: Jennifer, Laura Guest: Maria-Murumaa Mengel
Editing of podcast 2	after the recording	Katariina
Final touches and editing of podcast before publication	12.05	EVERYONE
Promotion of the project/podcast	28.04-17.05	EVERYONE
Podcast 1 ("Insecurities when seeing people on social media - How social media shifts perceptions")	28.04	TLÜ Podcast, editors

Podcast 2 ("Being voluntarily childfree")	12.05	TLÜ Podcast, editors
Self reflection	12.05	EVERYONE
Final presentation	17.05	Kirke

10. Media coverage

For airing our episodes, we used Anchor.fm which distributed the episodes to Spotify and many other platforms. Some final editing such as adding the intro and outro were also added on Anchor.fm. We recorded both of our episodes at Jennifer Marisse Cohen's home studio and she used Ableton software for editing and compressing. The second podcast episode also used Zoom because the guest wasn't able to make it to Tallinn. We have shared our episodes with our friends and family through platforms such as Whatsapp and Messenger.

11. Self reflective reports. (Attached below).

Mikk - "My expectations were to create something concrete in a tangible time period, I would say that these expectations were met accordingly and the plans were executed even in a more compact time period than expected. My role in the team was to be one of the main producers of our team's podcast - meaning I was responsible for brainstorming the podcast idea, helping to write the script, finding the guests and being one of the hosts of the podcast."

Kirke - "I was responsible for finding research for our first episode ("Being Voluntarily Childfree") which I also hosted with Mikk. We had a great, talkative guest so the conversation flew well. There weren't many difficulties and I really enjoyed this process. I also took on the responsibility of presenting our final LIFE presentation and adding all of the portfolios together as one. Overall, I think that I've contributed enough and I'm happy to have taken part in this project. I want to thank Terry and my teammates, who have made this process so enjoyable."

Mary - "My expectation was to create knowledgeable content that would increase or add to the knowledge of as many that would interact with the content produced while having fun at it and this expectation was highly fulfilled. I was responsible for editing the podcast (The first episode "Being Voluntarily childfree"), scheduling it on the platform and broadcasting it. I also took part in the presentations. One of the major challenges we faced was working with our timelines putting into consideration our individual schedules. I am glad and content that we could pull through excellently despite the odds. "

Laura - "I got a chance to be the co-host for one of our episodes ("Insecurities when seeing people on social media") and it was definitely an interesting experience. I've never done anything like this before but I really

enjoyed the whole process, starting with brainstorming for ideas and ending up with a legitimate podcast episode. We were lucky to get the guest that we initially wanted (Maria Murumaa-Mengel) and I believe our conversation went really smoothly. I'm also extremely thankful for my teammates, who were supportive and friendly from day one."

Jennifer - "To summarize I would say my experience in this project was great. The main feeling I'm walking away with is that I'm happy I got to meet so many different people from different parts of Tallinn University who I otherwise would have never met. I will definitely recommend this project to anyone looking for an ELU project. I think as for the supervisors this whole system is thought out very well and everything has been very clear and information has been very available."

Katariina - "I thought that making a podcast is relatively easy, but in reality, it takes so much more than just sitting down and having a chat. You really need to think, what will bring people in to listen, what do you have to say, that is interesting. I was responsible for finding a guest for our second episode ("Insecurities when seeing people on social media - How social media shifts perceptions"). When the episode was recorded, then it was time for me to edit it so we can publish it on time. Overall, I found this process really enjoyable and I'm very happy with the final product."