

LIFE PORTFOLIO



TLU STUDENT PODCAST FALL 2022

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1. Project Report

1.1 The WHAT?

ELU Student Podcast Fall 2022 is a part of an already ongoing podcast platform TLU Student Podcast. Fall 2022 is another season in the long-running show, with 8 new episodes on different and interesting subjects. As part of an ELU project it brings together students from different academic fields and unites them behind a common goal. It lets them explore new subjects and academic disciplines, teaches teamwork, time-management, marketing and lets them bring (new) knowledge into the world through an interesting platform - podcasting.

1.2 The WHY?

We believe that the project is important because listening to podcasts has become a popular way of gaining information regarding different topics. The project gave us an opportunity to do research and introduce the findings to those who could benefit from it or find it interesting. During this project we found and highlighted important research that otherwise might have gone unnoticed.

1.3 The HOW?

The project consisted of 24 people, who were divided into teams of 6 during the first meeting on the 8th of September 2022. Each team was to produce two episodes for the upcoming season which aired on anchor.fm platform (and then was distributed to other podcasting platforms) from the 21st of November until the 15th of December. As TLU Student Podcast has a very light format when it comes to structure, each team had the opportunity to look into a subject matter most interesting to them. The format was loose, so the episodes range from 25 mins up to 1h long episodes.

To reach the goal each team created their own action plan. The use of an action plan is more thoroughly discussed in chapter 2.

1.4 The INTERDISCIPLINARY approach:

Students from different programmes were part of the project and each participant contributed to the project with a set of skills and expertise. The roles in groups were divided according to how each one of us could use their competence. For example, in one group a student from the School of Digital Technologies was appointed responsible for producing and editing the episodes. When choosing episode topics, some groups relied on the experience and acquaintances the group members had. For instance, the topic of "Plant-Based Meat: the Impact on The Environment" was chosen because one of the group members is working as a volunteer for a campaign that aims to raise awareness about environmental problems. Therefore, she also knew an expert to invite as a guest speaker. Also each

team member got to do something new that they have not done before, and therefore learn a new set of skills. For example, writing a script for a completely different format which is that of a podcast, or dipping their toes into social media marketing strategies.

1.5 The Mighty 8: episodes released during the project

By the second meeting of ELU podcast project, each group had to have 2 episode ideas and two back-up ideas. During that meeting we introduced and locked in the topics that were going to be the episodes of TLU Student podcast Fall 2022.

The episodes are as follows:

TEAM 1	TEAM 3
Episode 50: <i>"Growing Up with a Suicidal Parent"</i>	Ep. 54: <i>"What are the negative sides of veganism, and how to avoid them?"</i>
Ep 51: <i>"Why are people fascinated by true crime?"</i>	Ep. 55: <i>"The effect of active lifestyle on personality"</i>
TEAM 2	TEAM 4
Ep. 52: <i>"Plant-Based Foods: the Impact on the Environment"</i>	Ep. 56: <i>"Juggling family life and school work"</i>
Ep. 53: <i>"Translingualism and Diversity in the Classroom"</i>	Ep. 57: <i>"Gaming: a new way of learning"</i>

1.6 The importance of each episode of season Fall 2022

Each episode of the TLU Student Podcast series is based on interdisciplinary scientific research done by the teams. This gives all the students participating a chance to look into new academic fields of study that they might not be acquainted with. The scripts are based off of that research and when the show is published the theoretical background and further reading material is referenced in the show notes of each episode.

Since every episode covered a different topic, we are going to talk about the importance of each one by one in the following section.

1.6.1 Team 1: Episodes 50 & 51

Episode 50: "Growing Up with a Suicidal Parent"

Suicide is constantly seen as a taboo topic but talking about the uncomfortable reality of this tragedy is important to destigmatize it and help the people in need. This topic was mostly chosen to raise awareness but also because whether we like to admit it or not it is part of our society.

Suicide committed by a close family member affects a lot of people around them and we wanted to focus specifically on children of suicidal parents. Our research questions were: **how does growing up with a suicidal parent affect the development and well-being of a child?** How to help that child? And what are the do's and don't after a suicide attempt in a family.

The topic combines different fields of research including **psychology, suicidology, behavioral sciences, sociology and social work.**

>>> Resources:

Abrams, R. (2013). *When parents die: Learning to live with the loss of a parent*. Oxon: Routledge. Taylor & Francis Group.

Cain, A. C. (2002) Children of Suicide: The Telling and the Knowing. *Psychiatry*, 65(2), 124-136, DOI: [10.1521/psyc.65.2.124.19937](https://doi.org/10.1521/psyc.65.2.124.19937).

Goldman, L. (2001). Breaking the Silence on Suicide. In L. Goldman (Author), *Breaking the silence: A guide to helping children with complicated grief - suicide, homicide, aids, violence and abuse* (pp. 23-46). New York: Routledge. Taylor & Francis Group.

Hung, N., & Rabin, L. (2009). Comprehending Childhood Bereavement by Parental Suicide: A Critical Review of Research and Outcomes, Grief Processes, and Interventions. *Death Studies*, 33(9), 781-814. DOI: DOI: 10.1080/07481180903142357.

Joiner, T. (2011). *Myths About Suicide*. London: Harvard University Press.

McCormack, C. & Webb, N. B. (2010). Suicide in the Family. In N. B. Webb (Ed.), *Helping Bereaved Children. A Handbook for Practitioners* (pp. 109-128). New York: Guilford Publications.

Silvén Hagström, A. (2019). "Why did he choose to die?": A meaning-searching approach to parental suicide bereavement in youth. *Death Studies*, 43(2), 113-121. <https://doi-org.ezproxy.tlu.ee/10.1080/07481187.2018.1457604>.

Wilson, S., Heath, M. A., Wilson, P., Cutrer-Parraga, E., Coyne, S. M., & Jackson, A. P. (2022). Survivors' perceptions of support following a parent's suicide. *Death Studies*, 46(4), 791-802. DOI: 10.1080/07481187.2019.1701144.

WHO. (2021). Suicide. <https://www.who.int/news-room/fact-sheets/detail/suicide> (last opened 20.11.2022).

Episode 51: "Why are people fascinated by true crime?"

The topic of true crime has become very popular in recent years: consumption of crime documentaries, tv series, books, podcasts and other forms of media is on the rise. With this morally questionable interest also comes the question why? **Why are people fascinated with violence?**

This topic is important and relevant because there is an overwhelming amount of people who consume this type of content but the question why is often left unexplored. Our objective was to offer some **insight into this phenomenon** with the help of **reliable scientific research**. Our team consisted of many different people who all had their own theories, opinions and explanations which created a versatile dynamic.

The research for this episode combined different academic fields such as **literature, history, criminology, psychology** and **gender based studies**.

>>> **Resources:**

Kennedy, J. E. (2006). Facing Evil. *Michigan Law Review*, 104(6), 1287-1304. <http://www.jstor.org/stable/40041436>.

Spence, A. (2018, November 13). The psychology behind our true crime obsession. *The Boar*. Retrieved November 24, 2022, from <https://theboar.org/2018/11/true-crime/>

Soen, H. (2022, August 19). Experts explain our 'morbid fascination' with true crime and serial killers. UK. Retrieved November 2, 2022, from <https://thetab.com/uk/2020/03/11/why-are-we-obsessed-with-true-crime-146557>.

Vicary, A. & Fraley, R. (2010). Captured by True Crime: Why Are Women Drawn to Tales of Rape, Murder, and Serial Killers? *Social Psychological and Personality Science*, 1. DOI: 81-86. 10.1177/1948550609355486.

1.6.2 Team 2: Episodes 52 & 53

Episode 52: "Plant-Based Foods: the Impact on the Environment"

This topic was chosen because of its relevance in light of the need to limit global warming and ease other environmental problems. We believe that each of us can take steps to help the environment, so it is important to talk about these matters.

Discussions included the impact of food production in terms of environmental aspects such as **climate change, biodiversity, well-being of animals** and **soil pollution**. We aimed to answer questions such as how sustainable is the modern day plant-based diet, does preferring plant-based food hold the key for limiting global warming, and what to keep in mind when approaching people with the aim of evoking changes regarding their food choices. Although we focused on the environment, the quest

speaker also brought attention to the **health benefits** of choosing plant-based food. Furthermore, the **future of meat production** and developments of plant-based meat production were introduced.

The method: collecting scientific research, writing the script, formulating interview questions, and interviewing the guest speaker.

>>> **Resources:**

Aleksandrowicz, L., Green, R., Joy, E., & Smith, P. (2016). The Impacts of Dietary Change on Greenhouse Gas Emissions, Land Use, Water Use, and Health: A Systematic Review. *PLoS One*, 11 (11), 1-16. <https://doi.org/10.1371/journal.pone.0165797>.

Crimarco, A., Springfield, S., Petlura, C., Streaty, T., Cunanan, K., Lee, J., Fielding-Singh, P., Carter, M. M., Topf, M., Wastyk, H. C., Sonnenburg, E. D., Sunnenburg, J. L., & Gardner, C. D. (2020). A randomized crossover trial on the effect of plant-based compared with animal-based meat on trimethylamine-N-oxide and cardiovascular disease risk factors in generally healthy adults: Study With Appetizing Plant Food–Meat Eating Alternative Trial (SWAP-MEAT). *The American Journal of Clinical Nutrition*, 122 (5), 1188-1199. <https://doi.org/10.1093/ajcn/nqaa203>.

Macdiarmid, J. I. (2021). The food system and climate change: are plant-based diets becoming unhealthy and less environmentally sustainable? *Proceedings of the Nutrition Society*, 81, 162-167. <https://www.cambridge.org/core/journals/proceedings-of-the-nutrition-society/article/food-system-and-climate-change-are-plantbased-diets-becoming-unhealthy-and-less-environmentally-sustainable/525CDD9FC618E5488A5B931669FA7493>.

Potter, H. K., & Rööös, E. (2021). Multi-criteria evaluation of plant-based foods – use of environmental footprint and LCA data for consumer guidance. *Journal of Cleaner Production*, 280 (1). <https://doi.org/10.1016/j.jclepro.2020.124721>.

The Good Food Institute. (2019). *Plant-based meat for a growing world*. Available at: <https://gfi.org/resource/environmental-impact-of-meat-vs-plant-based-meat/>.

Xu, X., Sharma, P., Shu, S., Lin, T-S., Ciais, P., Tubiello, F. N., Smith, P., Campbell, N. & Jain, A. K. (2021). Global greenhouse gas emissions from animal-based foods are twice those of plant-based foods. *Nature Food*, 2, 724-732. <https://doi.org/10.1038/s43016-021-00358-x>.

Episode 53: "Translingualism and Diversity in the Classroom"

Preserving and protecting all languages as well as unity in diversity and international understanding, through multilingualism and multiculturalism have been addressed by the UN as a global concern for over two decades.

Translingual practices can have a considerable impact on the quality of communication among people from different backgrounds. In this approach, language differences are not seen as barriers to overcome or solve. Instead, they are seen as a resource for creating meaning in speech, writing, and reading. This episode investigates the **effect of translingual practices on creating and evaluating academic content**, and more specifically its effect on a diverse classroom atmosphere.

The method: collecting scientific research, writing the script and formulating research questions, and interviewing the guest speaker.

>>> **Resources:**

Brinkschulte, M., Grieshammer, E., & Stoian, M. E. (2018). Translingual Academic Writing at Internationalised Universities: Learning From Scholars. *Journal of Academic Writing*, 8(2), 150-160. <https://doi.org/10.18552/joaw.v8i2.460>.

Chen, X. (2017). Translingual Practices in the First-year International Students' English Academic Writing. *ITJ*, 14 (1). <https://journals.iupui.edu/index.php/intesol/article/view/21627/20944>.

Horner, B., Lu, M-Z., Royster, J. J., & Trimbur, J. (2011). Language difference in writing : toward a translingual approach. *Faculty Scholarship*, 67. <https://ir.library.louisville.edu/faculty/67>.

Lee, E. & Canagarajah, S. (2019). The connection between transcultural dispositions and translingual practices in academic writing, *Journal of Multicultural Discourses*, 14 (1), 14-28, <https://doi.org/10.1080/17447143.2018.1501375>.

Matsuda, P. K. (2014). The Lure of Translingual Writing. *Publications of the Modern Language Association of America*, 129(3). <https://doi.org/10.1632/pmla.2014.129.3.478>.

Rashi Jain Montgomery College, Global Englishes. (2014). Translinguistic Identities, and Translingual Practices in a Community College ESL Classroom: A Practitioner Researcher Reports.

1.6.3 Team 3: Episodes 54 & 55

Episode 54: "What are the negative sides of veganism, and how to avoid them?"

In recent years veganism has gained a lot of popularity because of its positive impact on climate change, economy, livestock industry and human health. We chose this controversial topic of negative aspects of veganism as a counter argument to episode 52, but from a health perspective. This topic is

relevant because overall the negative health implications that veganism may cause are not talked about enough, so we wanted to raise more awareness regarding that.

We discussed **how veganism affects persons' health, why it can negatively impact physical health and how to avoid those implications**. Also we briefly touched up on the effect of veganism on mental health and regarding the stigma it has in some societies.

The research for this episode combined different academic fields such as **physical & mental health, nutrition, pharmacology, social sciences and marketing**.

>>> Resources:

Adereyko, O. (2020, April 24). *Pros and Cons of Veganism: Everything You Need to Know*. Flo.health. <https://flo.health/menstrual-cycle/lifestyle/diet-and-nutrition/pros-and-cons-of-veganism#:~:text=Guing%20vegan%20side%20effects%20sometimes>.

Craig, W. J. (2009). Health effects of vegan diets. *The American Journal of Clinical Nutrition*, 89(5), 1627S-1633S. <https://doi.org/10.3945/ajcn.2009.26736N>.

Gregson R., Piazza J. & Boyd R.L. (2022). 'Against the cult of veganism': Unpacking the social psychology and ideology of anti-vegans, *Appetite*, doi: <https://doi.org/10.1016/j.appet.2022.106143>.

Ho-Pham, L., Vu, B. Q., Lai, T., Nguyen, N., & Nguyen, T. (2011). Vegetarianism, bone loss, fracture and vitamin D: A longitudinal study in Asian vegans and non-vegans. *European Journal of Clinical Nutrition*, 66, 75–82. <https://doi.org/10.1038/ejcn.2011.131>.

Nordstrom, Rhys VK. (2019), What Is So Bad About Veganism? Senior Projects Spring 2019. 184. https://digitalcommons.bard.edu/senproj_s2019/184.

Shmerling, R. H. (2019, October 31). *Plant-based diets are best... or are they?* Harvard Health Blog; Harvard Health Publishing. <https://www.health.harvard.edu/blog/plant-based-diets-are-best-or-are-they-2019103118122>.

Episode 55: "The effect of active lifestyle on personality"

Our team was particularly interested in fitness and health, but we wanted to highlight it on a different side. This episode is important as it encourages the youth to be physically active by highlighting the immense value of physical activity beyond health benefits, while being aware and cautious of the potential negative effects.

Various sides of this topic were covered during the episode, for example **how does physical activity influence the big 5 personality traits, addiction, effect on mental health and cognitive functions**. The guest of this episode, Kristjan Port, also mentioned some aspects of an active lifestyle that he finds important in order to get the best results for mental and physical health.

The research for this episode combined different academic fields such as **physical & mental health, cognitive sciences, neurology and psychology.**

>>> *Resources:*

Karvonen, J., Törmäkangas, T., Pulkkinen, L., & Kokko, K. (2020). Associations of temperament and personality traits with frequency of physical activity in adulthood. *Journal of Research in Personality*, 84, 103887. <https://doi.org/10.1016/j.jrp.2019.103887>.

Miller, K. & Mesagno, C.. (2014). Personality traits and exercise dependence: Exploring the role of narcissism and perfectionism. *International Journal of Sport and Exercise Psychology*. 12. 10.1080/1612197X.2014.932821. <https://www.researchgate.net/publication/263714206>.

Stephan, Y., Sutin, A. R., & Terracciano, A. (2014). Physical activity and personality development across adulthood and old age: Evidence from two longitudinal studies. *Journal of Research in Personality*, 49, 1-7. N <https://doi.org/10.1016/j.jrp.2013.12.003>.

1.6.4 Team 4: Episodes 56 & 57

Episode 56: "Juggling family life and school work"

ERR news reports that more than 5,000 international students study in Estonia and this excludes the number of local Estonian students who also choose to pursue their higher education as well in Estonia. Out of these students, about 20% are estimated to be students with family. It is important for students with family to have resource materials to educate them on how to prepare ahead of their decision to study and have a proper understanding of the possible challenges. It is also important for them to know what plans the school has put in place to accommodate their needs.

In this episode, we interviewed two PHD students who are student parents. During this interview, we **highlight the challenges that student parents face when studying** as they have to manage both school and family life. We intend to **inform our listeners** through our guests **how they could effectively balance work and family time as well as ways academic institutions could better support them.**

>>> *Resources:*

Kadane L. (2020). Today's Parents: What it's like to go back to school—as a parent. <https://www.todaysparent.com/family/family-life/what-its-like-to-go-back-to-school-as-a-parent/>.

Melore C. (2021). 44% of parents planning return to college to chase lifelong dreams, passions. <https://studyfinds.org/parents-heading-back-to-college/>.

Online University Experience. (2020). Adult learning theories and principles. <https://www.wgu.edu/blog/adult-learning-theories-principles2004.html>.

The conversation. (2022). College students with young kids – especially mothers – find themselves in a time crunch.
<https://theconversation.com/college-students-with-young-kids-especially-mothers-find-themselves-in-a-time-crunch-170991#:~:text=We%20found%20that%20college%20students,of%2011%2C195%20U.S.%20college%20students.>

United State Government Accountability Office (2019). Higher Education: More Information Could Help Student Parents Access Additional Federal Student Aid
<https://www.nu.edu/blog/8-things-you-may-not-have-realized-about-student-parents/>.

University of Massachusetts Global: Tips to Balance Family Work and School.
<https://www.umassglobal.edu/news-and-events/blog/tips-to-balance-family-work-and-school>.

Episode 57: "Gaming: a new way of learning"

The world is becoming more digital and advanced – students are seeking out exciting ways to acquire knowledge and not in the conventional way. This is why our last topic is centered around discussing the possibilities of exploring **new ways of studying at the university**. This will serve as a resource material for prospective students looking for new and interesting ways to study while also helping institutions understand reasons **why it would be advantageous or disadvantageous to explore virtual games** as a new way of learning.

In this episode , we interviewed a Junior research fellow from the School of digital technologies. During this interview, we discuss **the evolution of gaming**, and **highlight the ways gaming can improve learning**. Following the COVID-19 pandemic, learning institutions are beginning to consider various ways of learning to improve student engagement. This project is mainly to **shed more light on the various ways gaming can aid learning**.

>>> Resources:

Dolati, Romana & Richards, Prof.Cameron. (2010). Harnessing the Use of Visual Learning Aids in the English Language Classroom. Arab world english journal.
https://www.researchgate.net/publication/220029726_Harnessing_the_Use_of_Visual_Learning_Aids_in_the_English_Language_Classroom.

Nguyen H. P. (2021). How to Use Gameplay to Enhance Classroom Learning
<https://www.edutopia.org/article/how-use-gameplay-enhance-classroom-learning/>.

PennToday (2022). Gaming as a teaching tool
<https://penntoday.upenn.edu/news/gaming-teaching-tool>.

1.7 Activities for reaching the stakeholders

The Project aims to create and disseminate a podcast – focused on research and activities at Tallinn University that are important to current and prospective members of the TLU community, and other potential interested audiences. Over the course of the semester, the team created 8 episodes on topics chosen by themselves, relying on the expertise present within the group and TLU at large.

There is a movement in academia now to get outside the 'ivory tower'. Major Universities in the US, the UK, and Canada have now created podcasts as a means of popularizing and making accessible the expertise they hold within. This project provides a platform for TLU students to engage with TLU experts on topics relevant to them, and then disseminate these conversations to the world. In so doing, the project is not only highlighting innovative research and activity going on at TLU, but will be part of an innovative trend in education and university/community outreach. In our time of digital learning and engagement, the podcast is an ideal format for accessible university content.

The TLU Students Podcast Project as a whole consisted of three main phases of Preparation, Production, and Promotion, each requiring development of different sets of skills. The students were divided into groups with no more than 3 students from any academic field in each. The first two sessions were allotted to planning and brainstorming for 8 podcast episodes. Each group (made up of

students from various fields) performed each of the below roles over the course of the episodes to acquire the skills from each.

On the left example 1 : Part of the script for episode 50

Script for ep 50

Parental suicide.

INTRO:

Hello everyone, you are listening to the Tallinn University Student podcast. My name is Getter Meresmaa and my name is Lauren Teesalu.

We would like to start the show by addressing the fact, that today we are going to talk about a very sensitive topic, which is that of suicide. We understand, that it might not be for everyone, but we urge you to look for help, if you are someone struggling with mental health or know someone who does. We have listed some resources such as peaaasi.ee and eluliiin.ee with some phone numbers to mental health and suicide hotlines to our shownotes below.

That said, let's dive in.

(musical chime)

According to the World Health Organization an estimate of 700 000 people take their own lives each year, and there are a lot more who only attempt to do so. Statistics show, that suicide rate in Estonia has been on a steady decline for most of the 21st century, but the average rate is still higher than that of the EU's, placing us on the 13th position in the overall EU statistics of deaths by suicide.

Every person who commits suicide affects tons of people around them starting from their close family all the way up to the global economy. But people affected the most are the closest ones left behind. There are a lot of cases, when the person, who committed suicide leaves behind a child who is now in the search for meaning: why did my parent do this?

Sometimes the parent only tries to commit suicide, but already that, can leave a longlasting effect on the child. Today we are here to discuss the topic of how does growing up with a suicidal parent affect the development and well-being of a child.

You are going to hear two interviews: first we are speaking with Kaire Talviste, who is a Clinical Gestalt Therapist and later on you'll hear our interview with Eva Koženevski who has a personal experience on parental suicide and is an outspoken advocate on breaking the silence around suicide.

(musical chime to take us to interview nr.1)

Questions for the therapist:

We are pleased to welcome to the studio Kaire Talviste, who is a Clinical Gestalt Therapist. Hello, Kaire!

(Kaire says her hellos)

We would like to start the interview with a little introduction into your line of work in relation to attachment theory and people who have grown up with trauma in their lives. Would you be so kind, to give us a little insight into the work you do.

(Kaire gives her introduction)

We have brought you on to discuss the effects a parental suicide attempt can have on a child. As a therapist, how often do you see people coming in with trauma related to growing up with a severely depressed or suicidal parent?

- How does it present in the person?

1.7.1 Preparation

Choosing the topic, researching the issues, preparing a script, and arranging expert guests.

> During the process, members of different groups contributed by adding comments or giving feedback about other groups' initial ideas so that the general topics can be narrowed down to specific topics that could be approached from a scientific and, at the same time, interesting and novel angle.

> Groups chose topics that were novel to all members so that the research process

represented a learning opportunity for all.

> Scripts were written based on the research for each episode and also the expertise of the guest speakers.

1.7.2 Production

Recording, producing, and editing the episodes. This phase also included the preparation of the research synopsis that could accompany each episode, including a bibliography that the episode was based upon, and the opportunity for deeper reading by the audience if they wish to know more.

> All 8 episodes were recorded at TLU by pre-booked time based on the release schedule agreed upon by all team members.

> Interviews with expert guests were recorded either on Zoom or at the studio, depending on availability of the guest speakers.

> Students from the Audiovisual Arts and Media Studies discipline were responsible for the editing process. Audacity was used for editing.

1.7.3 Promotion

Multi-level and multi-platform marketing campaign. Assigning targets for reach and measuring outcomes.

> There were various platforms used to market the episodes, including Facebook, WhatsApp, Instagram, as well as word-of-mouth.

> more on promotion in Part 3.

Same script for both episodes, replace the episode topic, the name of the guest and the hosts

Podcast Episode Script

Introduction

Host 1:
Hello Everyone!
You are listening to the Tallinn University Student Podcast.
My name is _____. I am majoring in _____ and this is my co-host _____ who is studying _____.

Host 2:
Hi everyone!
Today we will be talking about _____ and we chose this topic because _____.

Host 1:
To get better insight into this topic we have brought a guest. Please welcome _____.

Before we get started could you please introduce yourself to our listeners.

*

Questions for the guest:
What are they currently working on?
Why did they choose this field?

Moving forward to this episode's topic...

Wrapping it up

Thank you so much for giving us insight to this topic and joining us for this episode!

And for the listeners, if you are interested in some academic research on this topic, then we have linked some articles in the description of this episode.

Thank you for listening and we hope you enjoyed it. And till next time!

Example 2: Base script for episodes 54 & 55

1.8 Sustainability of the project

University expertise can be popularized and made accessible through podcasts. However, we paid special attention to the sustainability of our episodes during different phases of the project.

TLU Student Podcast targets primarily TLU students, so all episodes are based on interdisciplinary scientific research and focus on education - social sciences, humanities, digital learning, etc. New learners will benefit from the chosen topics months from now because they address significant ongoing problems and issues that remain relevant, and student audiences in the following year(s) will be able to relate to our content. Future podcast episodes of the same series may step into a dialogue with the previous episodes just as was done in this season, where episodes 52 and 54 talked about different sides of veganism.

As part of an ongoing project, the project supervisor will ensure that listeners and fans of the podcast will be able to access the podcast episodes even after the project ends.

1.9 Summary of the results and annexes - describing the project results, completed tasks.

All 8 episodes reached the audience on schedule. We believe that each episode added a new value for the listeners and brought academic writing and knowledge closer to all the listeners who range from academics themselves all the way up to regular everyday people.

Since the findings of each episode stands alone, we have listed the results and findings per episode in the following part.

1.9.1 Results and findings of each episode

Episode 50: "Growing up with a Suicidal Parent"

Thorough research and teamwork in scripting helped us prepare for the very sensitive topic at hand. The episode was divided into three parts: 1) intro; 2) two interviews; 3) outro.

The interview questions were based off of our research into the topic and got us to the end goal we had imagined. Clinical Gestalt therapist Kaire Talviste spoke of all the consequences growing up with a suicidal parent can have on a person. She shared some wise perspective on what to do and not to do in the wake of suicide attempt aftermath and also shared a wonderful tip for all the listeners who might feel touched by the topic.

The second interviewee Eva Koženevski was kind enough to share with us her own personal experience and the effects growing up with a suicidal parent has had on her. She also shed some light on the advocacy work she does in raising suicide awareness and helping other survivors.

We were amazed to see how the two interviews collided unbeknownst to each other and reflected much of the research we had done previously.

Both the intro and outro consisted of some detailed facts and in both segments we also advised people to look for help if they are struggling with mental health or even suicidal ideations. Further info about resources for help were shared in the episode show notes.

The feedback so far has been very good - we have heard back from friends and strangers, who have been touched by the issue and who have thanked us for raising awareness.

Episode 51: "Why are people fascinated by true crime?"

The reason we chose the topic of true crime was because we had some questions about why so many people seemed to be interested in the darker side of human nature. The research process proved a few theories we had prior to this, such as the assumptions about true crime being popular, and some of the theories we had for why it is more popular among women. Most of this topic was new to us, however, and we went through a lot of research. Best example would be the origins of the true crime genre and the sociological effect it has had on society throughout time.

We had originally planned to get an expert on the show to share their views on the topic and give us some answers, but none of the people who seemed to work in related fields to the subject in question felt competent enough to speak on this topic. And so we decided to dive deeper and find out all we could from existing research about this topic and take on the roles of experts ourselves. We did find answers to all the questions we had, but because this is not a mainstream field in research most results were more speculations than facts. We did however manage to share what we found with the public through the format of a podcast. So even though everything did not go as we had originally planned, we did still manage to complete all the goals that had been set successfully.

Episode 52: "Plant-Based Foods: the Impact on the Environment"

This episode was divided into 3 parts: 1) introduction (including quick overview of the research) 2) interview 3) outro. The episode lasted around 45 minutes and interview questions were formulated based on scientific research findings.

Our guest speaker was Kristina Mering, the founder and the CEO of non-profit organization Nähtamatud Loomad (Invisible Animals). She has devoted her career to raising awareness regarding environmental problems, especially animal welfare. Kristina has received several honors, for example Volunteer Manager of the year 2018 issued by The President of the Republic of Estonia. She led the campaign for banning fur farms in Estonia. The campaign was a success and fur farms were banned in 2019.

Based on our discussions and scientific findings, we came to the conclusion that there is always a scope for more sustainable food choices. However, plant-based food production has less negative impact on the environment than animal agriculture. Kristina also introduced the developments of cell-based meat production. It is considered a more sustainable way of producing meat because there is no need to raise and kill as many animals as with the mass production today. We also discussed how to successfully approach people in order to evoke behavior changes. We came to the conclusion that people can't be approached in a commanding manner and they have to want to make the change. Therefore, the idea of even making a change has to be attractive and accepted by people.

At the end of the episode we introduced the possibility of becoming a volunteer for the non-profit organization. Contact information was provided in the episode description.

So far the feedback has been positive. For example, our supervisor Avo Ulvik was present at the recording and came to us after with excitement about the discussion. He told us that he will definitely try out the mentioned plant-based products. We were happy to hear that because it showed that a little impact has already been made.

Episode 53: "Translingualism and Diversity in the Classroom"

In this episode we addressed "Translingualism" as a relatively new approach in linguistics and intercultural communication studies. To dive deeper into the topic we had a great discussion with Karin Luiga, a professional specialist at marketing services, growing brand value, and constructing corporate identity who has given lectures in marketing strategy and public relations theory at Tallinn University, Tallinn School of Economics, and several other institutions.

After a short introduction to the term "translingualism" and "Translingual Practices", the benefits and drawbacks of translingual approach in academia especially when it comes to academic writing were discussed and the guest brought in practical and understandable examples from her own experience. We had planned to narrow down the topic to focus on academic writing, however, our guest approached translingualism and its relevant challenges for both students and lecturers in multicultural classes. It was a very interactive interview and different academic situations where a translingual approach can either facilitate the communication or make it difficult were discussed. At the end of the episode references were introduced for those who want to know more about the topic.

Episode 54: "What are the negative sides of veganism, and how to avoid them?"

This episode of TLU Student Podcast was split into three parts: 1) Introduction with a quick overview and a disclaimer, 2) interview with the two guests Saima Kuu and Kristi Koppel, 3) summary. The duration of the episode was about 38 minutes and was based on scientific research.

In the episode we had a discussion with our guests who both of them are from Tallinn University Institute of Natural Sciences and Health, where they have lectures on the topic of physiology, nutrition and food science.

Various different topics related to negative effects of veganism were discussed in this episode. How some people do not do enough research before becoming vegan and how important it is to understand what and how much your body needs and how to get it out of the food. They gave an overview of what are the most common vitamin and mineral deficiencies and how to avoid consuming too much fiber. Also they talked about the importance of consuming high quality plant proteins and they emphasized how crucial it is for vegans to use food supplements. They added an interesting fact about drinking smoothies and how it can badly affect your teeth, because you are not using them to chew. In the second part it was also discussed how the social stigma of veganism affects the mental

health of the vegans. Even though our guests do not specialize in psychology, they still brought up some really interesting points.

Episode 55: "The effect of active lifestyle on personality"

The 55th episode consisted of three main parts: 1) Introduction and short overview of the topic, 2) interview with the guest Kristjan Port, 3) summary and recommendations for further reading. The length of the episode was about 32 minutes and was based on scientific research.

Our guest speaker Kristjan Port is lecturer at Tallinn University Institute of Natural Sciences and Health who has been in this field over 30 years and has published over 60 research publications. He himself has been active his whole life and currently his main hobby is cycling.

In the episode they covered multiple interesting topics regarding physical activity and its effect on personality, cognitive functions and mental health. We touched up on how narcissism is something people are not born with but rather raised into. How marketing of sports has changed how we perceive it and how it can affect athletes by bringing up egocentric traits. It was also mentioned how physical activity is as addicting as grade A level narcotics. Also sports help to widen persons psychological adaptability, physical adaptability and resistance to stressful stimuli. It was especially intriguing when he mentioned that new neurons can be created through long term aerobic exercise which helps to improve cognitive abilities.

At the end of the podcast our guest gave some advice on what to focus on when creating your workout plans and also mentioned the references that were added to the show notes for listeners who might be even more interested in this topic.

Episode 56: "Juggling family life and school work"

Combining parenting and studying is a huge struggle, considering how stressful each of these roles can be. Based on our research, we came to the realization that students' parents are under serious pressure, while some other parents who would also like to study are too scared to even start because of the fear of not knowing how it would impact their lives.

This episode was divided into three main parts: 1) Introduction and short overview of the topic 2) interview with the guests 3) Summary and recommendations. The duration of this episode was about 43 minutes and was based on shared experiences of the guests. In this episode, our guests, Nafisat Gyimah, a PhD student of Mechatronic at Tallinn University of Technology and Seth Amofah, Doctoral Candidate in Sociology at Tallinn University discuss the challenges of juggling family life and school work. Our guests shared ways student parents can balance studying and parenting. According to them, prioritizing, advance planning, delegating duty (asking for help) and having the zeal to continue pursuing both are ways a person can achieve this successfully. At the end of the episode, they also

mention ways educational institutions can help student parents achieve their educational goals. would have in their lives.

Episode 57: "Gaming: a new way of learning"

People learn in different ways and one of the reasons we chose this topic was to buttress that gaming is not only a leisure activity but a method of learning. Through thorough research we realized that there are more benefits to gaming as a learning method than we had imagined. Some people do not consider gaming as an academic way of learning. We believe that after listening to this episode, teachers and students will realize the benefits and valuable skills that can be developed through gaming. Some of these benefits include: problem-solving (for example, from the Puzzle Challenge), critical thinking, concentration, and so on. This episode was divided into three main parts: 1) Introduction and short overview of the topic, 2) interview with the guest- Peadar Callaghan, 3) Summary and recommendations for further reading. The duration of the episode was about 43 minutes. Our guest, Peadar Callaghan, is a lecturer in the department of Digital Learning Game Design in Tallinn University, and specializes in teaching how to design learning games. According to our guest, one of the primary emotions necessary for effective learning to take place is curiosity. It is this curiosity that makes gaming a fun way to learn. Towards the end of the episode, we discussed the areas of game-based learning that needs to be improved to accommodate everyone, especially those with visual impairments.

2. Project Action Plan

The work towards the end goal of producing 8 podcast episodes took place in four separate teams, which were put together at random during the first meeting on the 8th of September 2022. From there on all the teams were responsible in creating their own action plan to produce 2 episodes, while keeping in mind the release schedule for each episode set during that same first meeting.

The release dates were set as follows:

Team 1

Monday 21.11.2022

Thursday 24.11.2022

Team 2

Monday 28.11.2022

Thursday 01.12.2022

Team 3

Monday 05.12.2022

Thursday 08.12.2022

Team 4

Monday 12.12.2022

Thursday 15.12.2022

It was understood that Team 1 will be in the most hurry with their preparation, since they have the least amount of time, while Team 4 will probably have the least amount of listeners by the time we have reached the end of the ELU project. Everyone was on board with that plan and so the teams moved on to make their action plans.

The action plans can be broadly divided into three sub-groups:

The preparation for the episodes, which included: 1) deciding on the topics; 2) doing the research; 3) booking recording studio; 4) booking the guests if necessary and 5) preparing the scripts for each episode.

The second part is the recording and production of the episodes, which included the recording and editing process of the two episodes.

And the final part was the release and promotion of the episodes so it would gain as many listeners as possible.

We have included two action plans for reference.

Example 3: Initial action plan of Team 1

Phase	Activity	Deadline	Responsible Person
Preparation	Choosing topics and potential guests	topics: 15.09.2022 guests: 13.10.2022	topics: everyone guests: ep 1: Getter ep 2: Karmel, Viktoria, Lauren
	Booking rec time	14.10.2022	ep1: Joosep, Getter, Daria ep2: Karmel, Viktoria, Lauren
	Research	ep 1: 30.09.2022 ep 2: 30.09.2022	ep1: Joosep, Getter, Daria ep2: Karmel, Viktoria, Lauren
	Writing scripts	after research	ep1: Joosep, Getter, Daria ep2: Karmel, Viktoria, Lauren
	Preparing a questionnaire for interview (s)	by recording time: TBA	ep1: Joosep, Getter, Daria ep2: Karmel, Viktoria, Lauren
Mid-term report		14.10.2022	Everyone
Production	Planning recording times	01.10.2022	ep1: Getter, Lauren, Daria ep2: Karmel, Joosep, Viktoria
	Review and practice	week before rec time	ep1: Getter, Lauren, Daria ep2: Karmel, Joosep, Viktoria
	Recording (including interviews)	13.11.2022 at the latest	ep1: Getter, Lauren, Daria ep2: Karmel, Joosep, Viktoria
	Theme music	14.-18.11.2022	everyone
	Editing	14.-18.11.2022	ep1: Lauren, Getter, Daria ep 2: Karmel, Joosep, Viktoria
	Finalizing the 1st episode	18.11.2022	editor of ep 1
	Finalizing the 2nd episode	18.11.2022	editor of ep 2
Publishing the 1st episode		21.11.2022	editor of ep 1
Publishing the 2nd episode		24.11.2022	editor of ep 2
Promotion	Marketing plan	18.11.2022	everyone
	WOM	21.-27.11.2022	everyone

Example 4: Action plan of Team 4

Phase	Activity	Deadline	Responsible Person
Preparation	Choosing two topics	30-Sept-22	Everyone
	Guests	30-Sept-22	Mercy and Alia
	Hosts	30-Sept-22	Lade and Luna
	Research topic 1:	7-Oct-22	Alia/Mercy
	Research topic 2:	7-Oct-22	Luna/Olivia
	Writing scripts for topic 1	21-Oct-22	Lade/Cynthia
	Writing scripts for topic 2	21-Oct-22	Cynthia/Olivia
Mid-term report			Everyone
Mid-term report presentation			Cynthia
Production	Planning recording times	31-Oct-22	1st episode: Cynthia 2nd episode: Cynthia
	Review and practice	11-Nov-22	Everyone
	Recording of episodes	25-Nov-22	Everyone
	Editing and Finalising the episodes	04-Nov-22	Cynthia and Alia
	Attending LIFE workshops	07-Nov-22	Cynthia
Publishing the 1st episode		12-Dec-22	Supervisor schedule
Publishing the 2nd episode		15-Dec-22	Supervisor schedule
Promotion	Marketing plan	December	Everyone
	WOM	December	Everyone
	Cross-promotion	December	Everyone
Self-reflection report		15-Dec-2022	Everyone

As for staying on schedule with the action plan each team commented as follows:

Team 1: We stayed on track most of the time. We had set our deadlines so that we would always have time to rearrange some things, if necessary. That gave us enough leverage, that we managed to put the two episodes out on time.

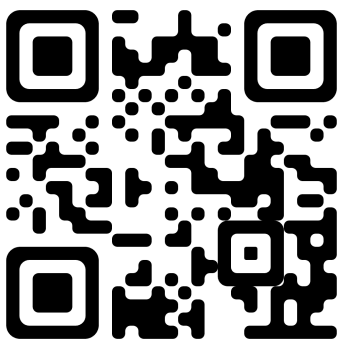
Team 2: The action plan was a great tool for helping us to stay on track. There were no issues regarding meeting deadlines.

Team 3: Our preparation and research for the episodes went exactly as planned, but we did have some issues with recording the 55th episode. We aimed to get it done in the beginning of November, but it was difficult to find the suitable recording time for all of the stakeholders. We still managed to get the episodes edited and released on time.

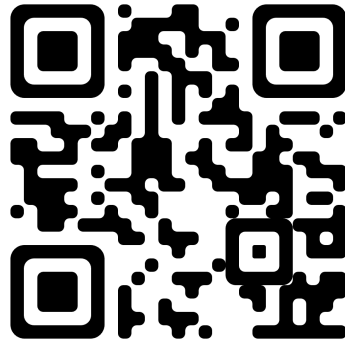
Team 4: The action plan was very useful, helped us track our progress and double up where necessary. It was also easy to see who was assigned to what and deadlines for completing each task. We also had to tweak our second episode topic and choice of guests along the way. Our initial plan was to have three (3) guests but we weren't able to get them and had to improvise and invite another guest who was also very knowledgeable on the subject.

3. Media Coverage

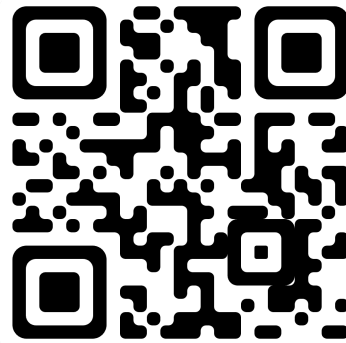
Since the results of this project are audio based products, then for airing and distributing those episodes we used a platform named Anchor.fm. We chose this site because through this the episodes were automatically uploaded to Spotify, Google Podcast, Anchor, Castbox, Pocket Casts, RadioPublic and Stitcher podcast platforms simultaneously and it was recommended to us by our supervisors. In addition, Anchor.fm collects all of the data, processes it and displays the analytics in visualizations. Below are QR codes that are linked to each of the published episodes by the submission time of this project portfolio, since episodes 56 and 57 will be released on 12th and 15th of December.



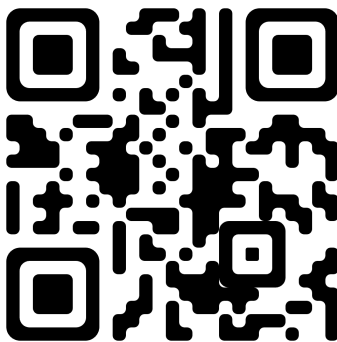
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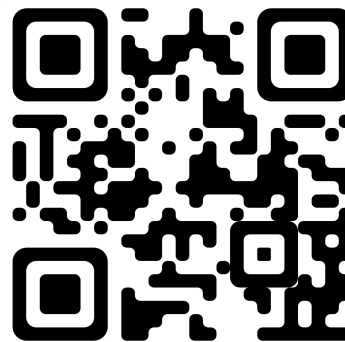
Episode 51



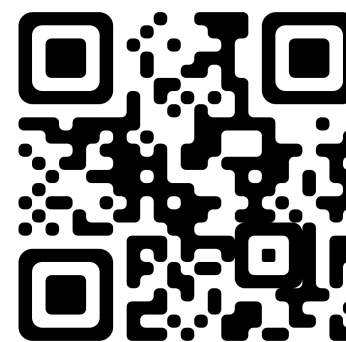
Episode 52



Episode 53

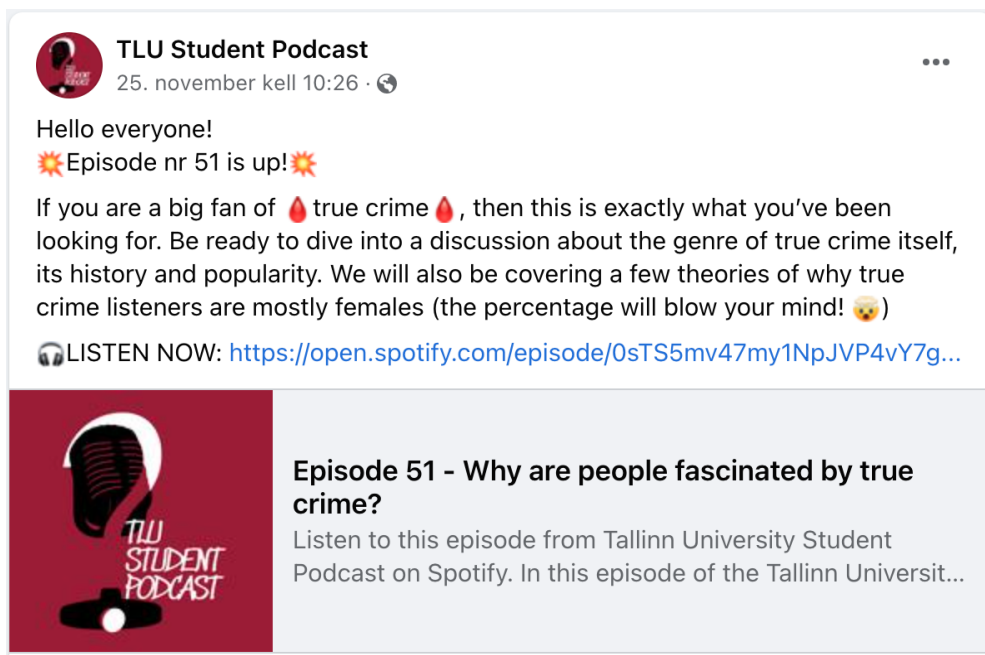


Episode 54



Episode 55

For marketing we used Facebook, Instagram and word of mouth marketing strategy. Besides sharing them on TLU Student Podcast page, TLU Official page and we also shared the episodes on our personal accounts.



Screenshot from TLU Student Podcast Facebook page.

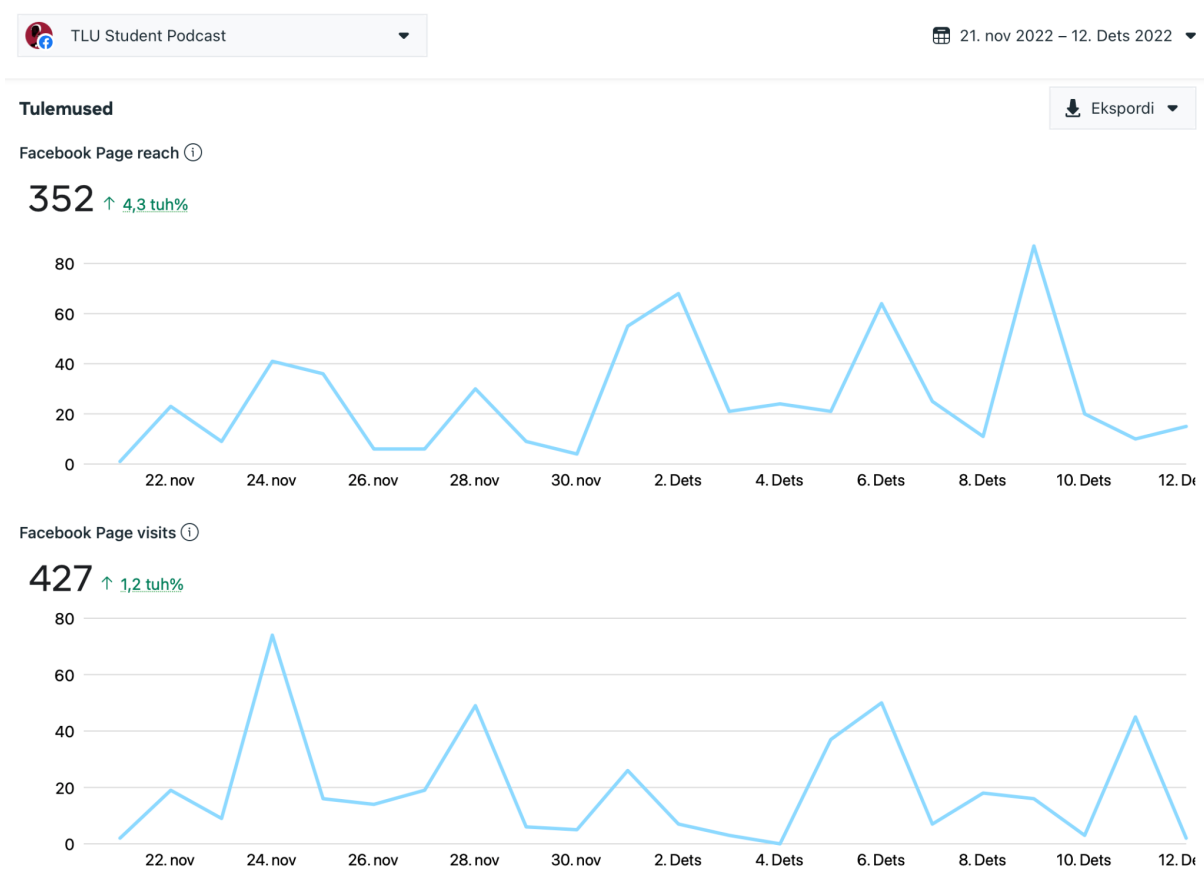


Screenshot from TLU official Facebook page.









Below are also shown some of the statistics and reach of the most recent episodes.

NAME	FORMAT	LENGTH	PLAYS	ADS	DATE
Episode 56: Juggling family life and school work	Audio	42:31	0	0	Published 12/12/22
Episode 55: The Effect of Active Lifestyle on Personality	Audio	32:03	17	0	Published 12/8/22
Episode 54: What are the negative sides of veganism, and how can you avoid them?	Audio	37:40	21	0	Published 12/5/22
Episode 53: Translingualism, and Diversity in the Classroom	Audio	23:11	31	0	Published 12/1/22
Episode 52: Plant-Based Foods: the Impact on the Environment	Audio	45:21	26	0	Published 11/28/22
Episode 51 - Why are people fascinated by true crime?	Audio	37:20	20	0	Published 11/24/22
Episode 50 - Growing Up with a Suicidal Parent	Audio	01:02:47	60	0	Published 11/21/22

Screenshot from anchor.fm. Reach of each episodes as of 12th of December 4pm.



Screenshot from Meta Business Suite on our Facebook post reach as of the 12th of December 4pm.

Recent content ↑↓	Tüüp	Ulatus ⓘ ↓	Meeldimised ja ... ⓘ ↑↓
 Hello everyone 🙌 Episode 53 is ... 1. Detsember 2022. a. 14:39	Postita	Võimend...	196 11
 ⭐ Hello fantastic people! ⭐ 🎁 E... 9. Detsember 2022. a. 1:40	Postita	Võimend...	103 10
 ⭐ Hello beautiful people! ⭐ 🎁 ... 6. Detsember 2022. a. 13:21	Postita	Võimend...	95 10
 Hello everyone! 🌟 Episode nr 51 ... 25. november 2022. a. 0:26	Po	Võimendus pole saada	56 8
 📢 NEW SEASON OF TLU STUDE... 22. november 2022. a. 2:55	Po	Võimendus pole saada	55 8
 Hello everyone!!! Episode 52 is p... 28. november 2022. a. 3:25	Postita	Võimend...	52 10
 Hello listeners 🙌 Episode 56 is ... 11. Detsember 2022. a. 23:20	Postita	Võimend...	19 2
 New season 📺 new visual! We ha... 24. november 2022. a. 4:42	Postita	Loo rekla...	3 9

Screenshot from Meta Business Suite of the posts with the biggest content reach as of the 12th of December 2022 4pm.

4. Self-Reflection of each participant of the project

Darja Litvichenko

I enjoyed participating in this LIFE project and am very happy with our team's results. We managed to create two podcast episodes while meeting all the deadlines in our Action Plan. Teamwork was the best part of the process: communication ran smoothly, and the fact that we all come from different academic backgrounds enriched the experience. Working together was motivating and helped me see what qualities I need to develop to become a better team member. The podcast was also a great chance to learn more about the world, as the research we conducted when writing the episodes allowed us to dig deeper into meaningful topics. I'm thankful to all the team members for this experience!

Getter Meresmaa

I joined the project mainly because I listen to a lot of podcasts and have always wanted to get to know more about the ins and outs of planning one. I was very fortunate to get into a team that worked like a well-oiled machine. LIFE projects are about teamwork and I'm a very hands on person and sometimes even impatient when it comes to working in teams. I find that I still have a lot of room for growth in that department.

As for the production itself then my biggest learning experience was realizing how important a script is on a podcast - I learned a lot about structuring a show even when most of it is planned to be a free flowing interview.

LIFE TLU Student Podcast is a great project for practicing teamwork and diving into some interdisciplinary science!

Joosep Soekõrv

I originally joined the project out of personal curiosity, as the idea of recording a podcast seemed really fun. I had dabbled somewhat in podcasts in the past, but it was still a very fun and novel experience to do as part of a team, and with a research focused approach. I learned a lot, not only about the topics of the podcasts themselves, but also about audio editing, working with an established "brand", and how to maximize potential listeners. Everyone on the team did fantastic work, and it was a pleasure to take part in this project with everyone.

Karmel Markov

All the goals and assignments we set in the beginning were completed and I am in every sense happy with what we accomplished. I believe it was largely thanks to the time we dedicated to our detailed action plan and the way we divided tasks amongst ourselves. Working in a team where everyone comes from different jobs, studies in different courses and lives in different areas can be challenging because it can be hard to find the time and common ground to work together. Our team functioned amazingly well: everyone met the deadlines we had set and respected each others time. Best interdisciplinary team I have worked with during my studies.

Lauren Teesalu

Necessary activities like midterm report, presentation, research etc were completed as a joint effort among our group. I partook in the recording process for one of the episodes, booked recording times, made inquiries about some marketing options and shared the completed episodes. We had to deal with some communication errors and many conflicting schedules but completed our episodes successfully. I can confidently say we reached our goal of creating two podcast episodes on interesting and relevant topics while also relying on scientific research. We offered both informative entertainment as well as help and insight into more serious matters. We have gotten positive feedback from both supervisors and strangers. Our group worked well together, everyone contributed actively and helped each other. This was the most harmonious group project I have participated in so far. It was stressful at times but I learned to communicate better and hold myself accountable.

Viktoria Novikova

Working in this team was truly amazing. It is always great to meet people from different backgrounds and then start working on something new together. Everyone did a great job and we stuck to our plan from the beginning until the end (thanks to our action plan). I was fascinated by taking part in this journey and am proud of our two podcast episodes, which turned out to be very interesting and catchy. This project gave me a chance to test my communication skills, time management, searching for the right materials as well as analyzing them, and last but not least - teamwork. It was honestly a great experience. Thanks to every team member and LIFE project for this opportunity.

Amaliya Khachatryan

The only type of interview I still needed to do was a podcast, but that's another one off my list now. So, this was the most exciting part of the LIFE project for me. I also enjoyed the group work that went into it, such as the research we did with my colleague for the topic, the scenario we wrote, and the interview recording process; it was all a collective effort that resulted in a successful collaboration.

I only wish we had received more feedback from supervisors or other professionals on the work we produced during these months, particularly on the topics we worked on, the questions and scenarios we wrote, because I believe we could have produced much more professional work if we had received more attention and feedback on this project. To sum up, it was one of the best groups I have ever worked with at this university; we always proudly met all deadlines, were ahead of schedule with our planning and work, and stayed on track.

Anthony Dike

My participation in the production of a podcast provides me with a one-of-a-kind educational opportunity. My key contributions to the team include hosting a podcast and participating in media promotion activities. To emphasize, I have been able to commit a significant amount of time to expanding my knowledge in several areas. Amaly and I were co-hosts for our TLU podcast's second episode. Our distinguished visitor joined us to discuss the potential advantages of translanguaging in higher education and the efficacy of the approach as a teaching strategy. We provided a high-level

description of how it could improve students' language, writing, and communication skills.

As a team, we succeeded because we could fulfill all of our deadlines and avoid serious complications. In conclusion, both of the researched topics—the influence of plant-based diets and translanguaging, provided me with an excellent opportunity to increase the breadth and depth of my understanding of the respective fields.

Artyom Grigoryan

One of my primary goals for this project was to complete its releases utilizing an agile approach. To do this, I created an environment conducive to group discussion and scheduled important events and deadlines (such as LIFE workshops and Episode Recordings, Mid-Term Report dates or Episode Releasing dates, etc.). This technique allowed us to prevent misunderstandings and accurately measure our progress and production.

I was also responsible for the recording, editing, mixing, and mastering of both episodes. The project enabled me to utilize tools with which I was previously unfamiliar (such as Nuendo or Pro Tools). I was happy to produce an opening and supporting music themes for our podcasts. I also got the chance to get expertise with podcast development and tools such as vocal compression, channel mixing, noise reduction, etc.

Carol Suurevälja

During the process, I understood how beneficial it is to have possible ideas before joining the project. I had a topic and guest in mind and it made the preparation phase a lot easier.

My wish to host a podcast came true. Therefore, I did the research, wrote the script and interview questions for the first episode. Hosting experience was an enjoyable way to get out of my comfort zone and do something new. I got to practice active listening and gained insight into what makes a podcast episode good. While doing the research, I faced a challenge of collecting the most relevant information because there was so much research regarding the topic. Luckily, our guest speaker was very up to date with the latest findings, and brought attention to important aspects that I had not included in the interview questions. In my opinion, our team was successful - we managed to do everything on time, and thanks to constant communication we did not face major complications.

George Kono

Personally, the opportunity to be involved in the development and production of a podcast was an interesting experience. My role was to create the mid-term report presentation slides for the team. This covered key areas of our podcast episode assignment such as problem and importance of our research, action plan needed to achieve the desired results and challenges encountered thus far. We received positive feedback on the points highlighted and also areas to improve on as a team. I also coordinated the project portfolio which included the project report of both episodes—a summary of what was researched and its importance in the society, the team's action plan, media coverage that dealt with the group's promotion plans and individual promotion of the episode on different social media networks, and a self-reflection of each team member's roles and experiences. Finally, the two

areas of research that we focused on- impact of plant-based food on the environment and translanguaging in academia presented me with the opportunity to gain new ideas especially given their broader connection to the environment and communication. Teamwork and clear communication of roles/duties was integral to what we did as a team.

Maliheh Keshmiri

As an international student who studies in a very diverse group with students from different cultural and ethnic backgrounds, intercultural communication is one of my favorite areas. Doing the research and trying to understand “translanguaging” and to differentiate it from “multilingualism” was an interesting challenge for me. It was my first script-writing experience and I enjoyed doing it jointly with another team fellow. We spent a great time thinking about the potential guest and writing the interview questions. Although I was not the host, I actively participated in the recording session and captured photos and short videos for the promotion phase.

All in all, I am very happy with our group work and I think both episodes can encourage our audience to dig deeper into the topics. From the personal point of view, starting my own podcast is one of my resolutions for the upcoming year and I believe that this project was extremely helpful for me to develop skills needed to achieve it.

Kerli Loomets

My expectations for this project were quite high and I am really glad that they were met. I have been quite interested in seeing the production that goes on behind the podcast and even though I have done a smaller scale podcast episode before, this was my first proper production. I really enjoyed working together in an intercultural environment, sharing our ideas and actually creating a product that we are proud of. Even though I was not the host for either of the two episodes, I made sure that our team was on the same page and aware of the upcoming deadlines.

This project made me realize how much work goes into one episode and oftentimes how difficult it is to find suitable times for all of the stakeholders. But as a team we were able to work together to still get everything done in a timely manner.

Anna Selivanova

It was an amazing experience. Even though our team has chosen topics that are not quite connected with my studies, I not only managed to use some of the tips that are related to my course but also learned tons of new information.

I have learned a lot about nutrition and the health of humans, and how one can support or damage their health. Also, recording a podcast in a professional studio was a new and exciting lesson for me.

Moreover, I would like to add that thanks to that project, I have also developed a lot of my skills: critical thinking, time management, work and collaboration with the team, and invitation and collaboration with completely new people (such as professors from Tallinn University's School of Natural Sciences and Health and Baltic Film, Media, and Arts School). Additionally, it is important to mention that the whole team has been participating in the project creation, which has made the work process more easy, productive, funny, and successful.

Kailiin Dubrov

This particular experience for me was both very interesting and challenging at the same time. I never knew how much research, time and patience is required when creating podcast episodes. From choosing the topic to the sound editing itself, then publishing, which also needs a bit social media marketing in order to reach bigger audience.

I would say the most fascinating part for me was during sound design of the episodes, because I realized how much podcast's quality depends on the choice of guests. I understand now that even if the host is a great communicator, the guest, who comes to talk has to be very charismatic as well.

Regarding my team, I am very glad that I happened to be exactly with these people doing this. Each one of us had very busy schedules, but our team spirit and mutual goal to make episodes into reality was very strong too, so the dynamics within worked well.

Gevin Genro Paas

I joined the project because I like to listen to podcasts and I have also been invited as a guest to a podcast before. I wanted to put myself in another seat and be the host myself and see what it takes to make one episode. The whole experience was really cool, my team did absolutely amazing! I helped to research the paper, make the questions and finally interview the guest. All our members were super busy but we managed to fight through illnesses and an active lifestyle to get those episodes out! I learned that it isn't easy as it seems. Trying to fit a perfect time to meet with the guest and finding the right person is the hard part. I was a bit afraid of interviewing the guest but it was a normal conversation like a podcast should be. I'm thankful for the experience and hopefully this is not my last podcast!

Mubarak Aija Oseni

I had a real podcast creation experience, which felt natural, thanks to the nice group dynamics. All of us were able to contribute to conceptualizing episodes based on our personal and academic experiences. We learned the value of teamwork, communication, and persistence in contributing to the team's effort even if little. The best part of it was that everyone, despite knowing nothing about podcast creation, was able to handle their task pretty nicely.

Maria Johanna Kaskor

Our team (Team 3) was great. The dynamic started to work and fall into place quite fast and we did not have anybody not wanting to participate. Everybody helped to create and choose their tasks and did the work they had to do.

My role was to work with the first episode: "Negative sides of veganism", contribute to group discussions, share ideas and develop the basis for the future podcast itself. I did research and a summary of the topic, helped to prepare a questionnaire and script for the episode, I also was one of the hosts of this episode.

Regarding myself, I experienced development in my communication skills. Furthermore, I learned not to be afraid of the recording, which was originally the most scary part for me. Also, skills to work in a group were affected positively.

Cynthia Ogugua Amina Enemosah

Working with different students from other programs was exciting but also stressful, especially agreeing on tasks and time to meet as we all have different schedules. However, I have learned a lot about teamwork and most especially how to produce a podcast – not as easy as it looks. I have also learned a lot about time management, content creation and this experience has taught me a lot about flexibility and learning new skills as you go. Producing a podcast looks easy on the outside but there are lots of factors involved including research, identifying the right guest speakers and staying within production timelines which can be a lot of work for an individual but grateful to my colleagues who supported the project in every way possible.

I have learned a lot from this experience and look forward to applying the skills I acquired during this period both in my personal and professional life.

Mercy Ugochi Onwuzulike

This entire project journey has been an incredible experience, particularly interacting and working with students from various departments. The division of labor concept was fully implemented, and teamwork was at its peak. The two episodes' production was difficult in terms of time management and research. However, the experience was well worth the effort. I learned new skills and was able to do things that I previously thought I would not be able to do. I had a great team that was very responsive in a timely manner. The skills I acquired while producing these episodes will definitely come in handy in the future.

Olivia Nkeonye Emeto

Working on a podcast is an entirely new and exciting experience for me. This project has availed me the opportunity to work in a team with students from other departments. Getting to hear about people's experiences, especially on the issue of juggling work and school life, I feel it's very advantageous to me. I have learned so many things in the process of working on this podcast. Thanks to my teammates. I wouldn't have been able to do it alone. They are wonderful. Thanks also to Tallinn University for the opportunity to work on this project. Thanks to Jerry for the supervision.

Omolade Abimbola Olorundare

This was the first time I'll be working with students across different programs and it was an overall good experience. It was fun to explore a particular topic from various perspectives and learn from each other. It was also fun to bring together the various skills we had and use them to achieve a common goal of bringing information to people. It was also my first experience producing a podcast which was pretty exciting and rewarding for me. I learnt about teamwork, gained new editing skills and also improved my hosting skills which was good. I look forward to using the new skills gained to explore new opportunities in the future as a communication manager.

Alia Hajiyeve

It has been a great experience to share our accomplishments and help each other with some details

where one has more knowledge than the other, since most of us are from different programs. Overall, I realized that it is not an easy task to create a podcast, there were many things that I personally have not conceived of before, such as promotion or the fact that there might occur a problem with the schedule, both ours as a team and the interviewees. Generally, I believe it helped me to gain new skills such as organization skills, time management, teamwork and communication which I definitely will use further in my career.

Boonsita Limworaphan

I had no idea about making a podcast when I first joined this project. I have had a little experience with sound editing so I expected myself to work entirely on sound editing. But, surprisingly, the group work gives me an opportunity to try working in every process. It was a bit challenging since I am not good at arranging contents, communication, and talking but it was a good opportunity for finding new expertise and exploring new interests.

Participants of the project **TLU STUDENT PODCAST FALL 2022**

Team 1

Darja Litvichenko - Audiovisual Media

Getter Meresmaa - Social Work

Joosep Soekõrv - Translation

Karmel Markov - Adult Education

Lauren Teesalu - Theory of Culture

Viktoria Novikova - Chinese Studies

Team 2

Amaliya Khachatryan - Communication Management

Anthony Dike - International Relations

Artyom Grigoryan - Digital Learning Games

Carol Suurevälja - Organisational Behaviour

George Konuwa - International Relations

Maliheh Keshmiri - Communication Management



Team 3

Kerli Loomets - Japanese Studies

Anna Selivanova - Liberal Arts in Humanities

Kailiin Dubrov - Audiovisual Media

Gevin Genro Paas - Computer science

Mubarak Ajia Oseni - Communication Management

Maria Johanna Kaskor - Politics and Governance



Team 4

Cynthia Enemosah - Communication Management

Mercy Ugochi Onwuzulike - Human Rights in the Digital Society

Emeto Nkeonye Olivia - Human Rights In The Digital Society

Omolade Abimbola Olorundare - Communication Management

Alia Hajiyeva - Literature, Visual Culture and Film Studies

Boonsita Limworaphan - Human Rights in the Digital Society