



ELU student podcast

FALL 2023 PROJECT REPORTS

Supervisors: Yee Ting Aires Chung and Terry McDonald

STUDENT PODCAST FALL 2023

Team 1

Participants: Laura Tooming (Cross-media), Karoliine Rämmi (Audiovisual media), Elise Ojasoo (Psychology), Rüüt Kaljula (Asian studies), Karl Maide (Cross-media), Lisett-Marleen Tänav (Computer science), Pärtel Ehasalu (Cross-media)

1. Background and description of the project

The aim of the project is to produce and promote one podcast episode per team. The episodes will be available on the Tallinn University Student Podcast.

The importance of the project is the fact that we can address important topics and issues to listeners and raise awareness or just introduce new knowledge. The impact of podcasts in modern days is high and we can reach a bigger audience which is also another aim of the project as being part of the promotion.

Our chosen topic is the following:

1) Cult - Understanding the dangers and effects

In our episodes we raise awareness about cults. We will divide the episode into two. In the first episode we will talk about the theoretical part of the topic, getting to understand the fundamentals of it and slowly gathering more knowledge about cults. We have two excerpts to unravel our topic. We want our episode to be fully researched and studied and therefore we have a lot of research material and want to have good experts and overall have a good quality episode. First expert is a religious psychologist and the second expert is an anthropologist. In the second episode we will share a personal story about a girl who helped her loved one escape a cult without even realizing it was a cult.

Our group's role in achieving the goal is to prepare, produce and promote the episode.

2. Implementation of activities

We intend to fulfill the goals by preparing, producing and promoting. In the preparation process we will research material about the topic, find guests, write scripts and prepare questions for the guests, schedule a recording time. In the production phase we will edit the episode and if needed, do retakes of the interviews. In the editing process we will also think about the theme music and sound effects to use to set the correct mood for the episode. For the promoting part we will make a marketing plan.

We will follow the action plan that we made in order to keep us on track and make completing the goals easier. We have divided the activities between our members. In most cases we do things together because our team members have good ideas and want to be involved in all the activities. We

communicate on a daily basis in our group chat where we share ideas and discuss upcoming events. We believe in order to be successful in this project we need everybody's involvement.

Final outcome of the project will be released on TLU Student Podcast.

3. Stakeholders of the project

Our stakeholders of the episode will be our guests- psychologist, anthropologist and guest sharing her story and us as we are discussing the theoretical and practical part of the topic. Tallinn University for giving us a platform to publish our episode, Elu for providing us with materials to use and be successful in the project. Our main audience will be targeted towards TLU students who may be interested in the topic. And other people who listen to TLU student podcasts in general. It's very important to address this problem and raise awareness. All the people interested in this topic will gain new information and see this topic in a new perspective and maybe in the future also can protect themselves.

4. Basis of research

For our episode we use scientific material we have found online. We also tried to find some interesting books to add to the library for people who might be more interested in the topic. The researched materials we use will give an overall understanding of the topic and help create a discussion. Mainly, we will rely on an expert psychologist and our guest, who will share her story. We want to create a discussion of the theoretical and practical and find the answers from our guests.

We will use all the knowledge gained in our ELU meetings and put them to use in order to create good quality episodes. We will also rely on previous years podcast episodes, to gain understanding on how to make a good episode and gain overall insight.

Some of the materials are listed below:

- *Galanter, M. (1990). Cults and zealous self-help movements. American Journal of Psychiatry, 145(4), 543-551.*

<https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=ef30e8b8b30412ff0a1266011b8dc8db9b3862a5>

- *Barker, E. (1986). Religious movements: Cult and anticult since Jonestown. Annual review of Sociology, 12(1), 329-346.*

<http://www.brahmakumaris.info/download/Cult%20related/Cults%20since%20Jonestown.pdf>

- Wilson, L. S., & Kwileck, S. (2003). Are these people crazy, or what? A rational choice interpretation of cults and charisma. *Humanomics*, 19(1), 29-44.

https://www.researchgate.net/profile/Susan-Kwilecki/publication/235270858_Are_these_people_crazy_or_what_A_rational_choice_interpretation_of_cults_and_charisma/links/5b52a570aca27217ffaaf1e9/Are-these-people-crazy-or-what-A-rational-choice-interpretation-of-cults-and-charisma.pdf

5. Interdisciplinarity

In our group we have six members of different fields: Crossmedia, Psychology, Asian studies, Audiovisual media and computer science. Having people from different backgrounds makes it much more interesting. We also managed to use our skills to our advantage, since a lot of us had some sort of knowledge of using audio programs and editing them. In the preparation stage we all contributed to the research and overall preparation. Documentation and writing part was given to people who have shown interest in doing it. Producing and editing part is more up to our tech savvy people. Promotion is mainly on our media people. Overall we have a very strong team with strong sets of skills and we have managed to find a topic that interests us all and we can put a little bit of our own into it or showcase our skills to reach the goal.

6. Timeframe of the project

We worked on our project every week. With the first meeting we figured out the topic and started to work on our action plan. Once the action plan was done, it was simply following it and being on time with the tasks and deadlines. Having meetings with our supervisors was helpful to keep us on track and also for receiving feedback, they were very helpful.

After the mid-term report and feedback session our preparation time was almost over, the only thing we needed to work on was the script and questions. The main goal now was moving to the production side. We have agreed with our guests on a suitable time and now we are looking for options for our recording place, due to the illness of another supervisor.

We have divided our tasks in the group by people's wants and it seems to be effective because people deal with the tasks they are most interested in. Detailed division of work will be seen in our action plan that we follow. Overall our team work is good and also our communication within the team.

7. Project (group) results

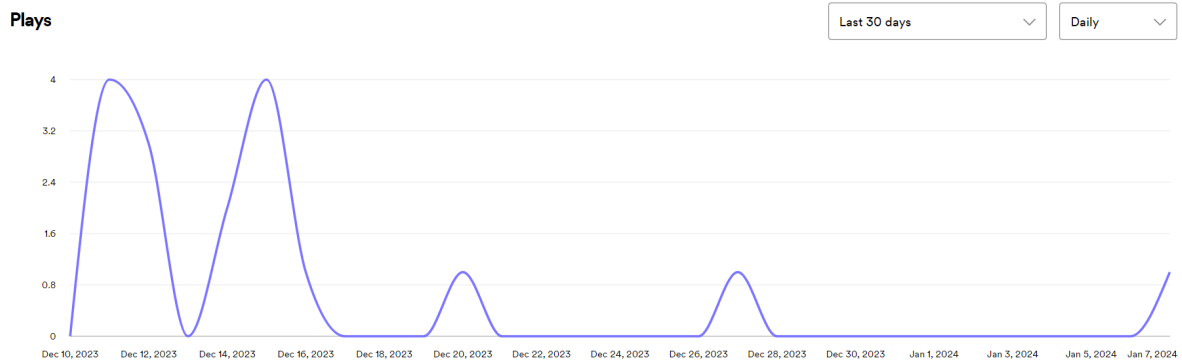
We have successfully managed to research, produce and launch our episode according to our action plan. In the beginning we were supposed to do two episodes but it was changed to one episode for a group. And our group managed to reach that goal too, because the topic was so big and interesting we decided to make one very long episode into two and ended up with two episodes as it was planned in the

beginning.

The results are following:

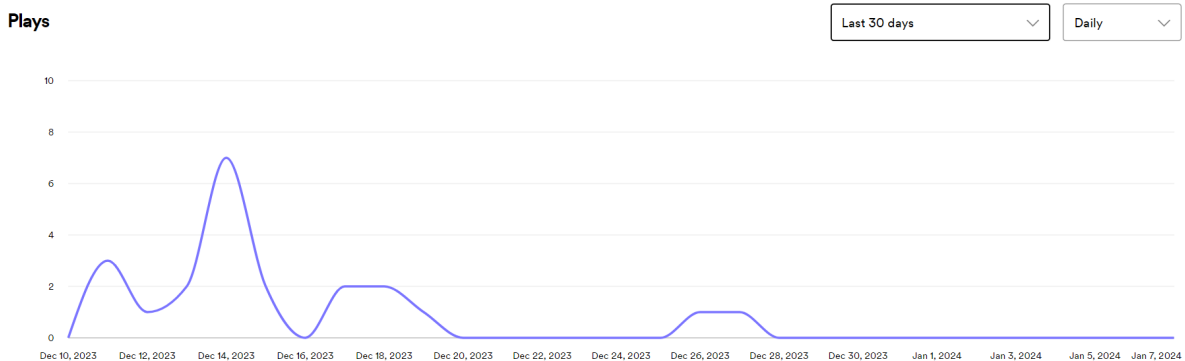
Within 4 weeks there has been 16 listeners to our podcast first episode:

Ranking	Plays [⌵]	Spotify impressions [⌵]
#60	16	48
All platforms	All platforms	Last 30 days



Within 4 weeks there has been 22 listeners to our podcast second episode:

Ranking	Plays [⌵]	Spotify impressions [⌵]
#50	22	169
All platforms	All platforms	Last 30 days



To sum up our statistics, there have been 39 listeners in total. Second episode has 8 more listeners than the first episode. Most of our listeners are women 55% of the total listeners. The listeners are from Estonia.

8. Feedback

For the overall ELU, the project is nicely done- it's nice to have projects like these where people come together and make something interesting. As for the podcast itself, it is very useful to get knowledge and there are more interesting topics to discuss.. We are thanking Terry for keeping this project alive and going!

9. Project action plan

Tasks	Deadline	Student(s) responsible
Think of the podcast topic (and have backups)	27.09.23	All
Look for articles and materials	02.10.23	All
Study the articles and materials	15.10.23	All
Contact professionals	16.10.23	Elise, Rüt
Mid-term report (needs to be sent on this date)	16.10.23	Lisett
LIFE feedback sessions	20.10.23	All, presentation-Elise
Agree with a professional to be in the podcast	03.11.23	Elise, Rüt
Think of questions for the podcast / write script	10.11.23	Elise, Rüt, Lisett
Book the room/equipment/things needed for the podcast	10.11.23	Karl, Laura, Karoliine
Record the podcast	between 13.11.23- 17.11.23	All
Edit the podcast	24.11.23	Karoliine, Laura
Publishing and marketing the podcast	11.12	Karoliine, Laura
Self reflective report	15.12	All
Final portfolio report	06.01	Lisett
Final presentation	09.01.24	All, presentation-Rüt

10. Media coverage

Let's talk about cults: ... episodes were launched on TLU student podcast page mainly. Mainly our team members also shared the links on their social media, mainly on Facebook. Our episodes were also mentioned on LUNA TV, which is a TLU student platform to demonstrate students' creative side.

11. Self-reflective reports

Laura Tooming- *"This project was definitely one that I got to learn a lot from. Besides learning how podcasts are made from the start, what are some tips, how to record and edit them; I also learned a lot about the topic. Our topic was Cults and I am really glad that we were able to put together such an interesting podcast. I would definitely recommend this course to others as well. And for the supervisors, I would maybe recommend pushing students to think outside the box and really find some cool topics, because then there is so much more to learn + it is also much more enjoyable! Thank you!"*

Karoliine Rämmi- *"In the project, I was mainly working on the production side of the podcast. I am an audiovisual media student and so since it was most connected to my major, I was in charge of editing the recordings and uploading the completed episodes to Spotify. I also helped a little with the pre-production side - research (looking for relevant material, articles, etc), creating the action plan and helping out with technical aspects and issues."*

Elise Ojasoo- *"I took upon myself the responsibility of being the host of both of the episodes. I also had the responsibility of finding the experts and coordinating suitable times with them - I was happy that my co-host also took an active role in that. I also participated actively in discussions in our team's Facebook chat, ensuring coordination of tasks and people. I was happy that everyone ended up contributing to the project and all the little misunderstandings and differences of view we had ended up resolved peacefully and kindly."*

Rüüt Kaljula- *"My role in the team: coming up with preliminary questions to the experts, deciding which experts to invite to the podcast, contacting these experts, finding a time for the recording that would suit all participants (by far the most difficult part of the whole process), coming up with the final list of questions to the experts, writing an introductory script, interviewing the experts, and of course participating in group discussions and attending Zoom-meetings with the supervisors. I will also be presenting on the final presentation day."*

Karl Maide- *"The podcast project on cults was a compelling journey that I learned from. The topic itself was very interesting and I know more about making the podcast. There were some challenges such as technical hurdles, which were met with adaptability and problem-solving. I mostly helped with coming up with ideas and researching. Looking forward, I carry valuable experiences and lessons that will undoubtedly shape my future projects. The journey through the podcast on cults has not only enhanced my skills but has also ignited a lasting curiosity for the potential of storytelling through podcasts."*

Lisett-Marleen Tänav- *"This project was a very nice learning experience- I feel I learned so many different things. How to make a podcast episode from start to finish. How and what to consider making an episode. Our team made an episode about cults and that was an interesting topic . I learned so much new information about mind control and manipulation in the everyday sense and it was a very eye opening topic. I'm happy that we managed to make a good episode that people seem to have an interest in. For supervisors I would like to say thank you for making the experience special by giving us creative freedom. Maybe in the future I would recommend pushing teams to be even more creative and think about more interesting topics and why not even outside of the box"*

Pärtel Ehasalu- *"My role in the team was to advertise the podcast. I started contacting the schools social media representatives immediately after being assigned to the role, I also took another task upon myself in order to further improve the project. I was tasked with creating a tonally fitting original composition that would act as background music for our podcast and create a compelling atmosphere for the audience. I learned teamwork and could put skills related to my area of study into practice. Due to having to reach out to many different people in order to promote the podcast, the project has made me a better and more effective communicator. The most important experiences during the project were related to working together as a group, overcoming various obstacles and challenges. "*

Team 2

Participants: **Valeri Babak** (Public and Business administration), **Sara Tomperi** (Politics and Governance), **Oona Leppä** (Politics and Governance), **Lea Hirvonen** (Liberal Arts in Social Sciences), **Kadri Kosk** (Estonian as a Second Language Teacher)

1. Background and description of the project

This project aims to explore and explain the progress of gay rights in the Republic of Estonia. Estonia is the first Baltic country to legalise same-sex marriage as well as the first post-soviet country to do so. However, the statistics show that Estonia has been for the past 30 years quite conservative regarding same-sex marriage, and we want to examine whether or not the atmosphere has changed in today's Estonia. The role of our group is to create a podcast episode exploring this matter, therefore researching and opening the topic to the general public.

2. Implementation of activities

The final outcome we wish to be is a comprehensible podcast episode. We work as a group and utilize each of the members best skills and qualities in the best possible way. The activities themselves include technical work that goes into sound production, as well as creative writing for the script of the episode and academic research. The activities are diverse and have been divided between the group members to ensure the best possible outcome and shared effort.

3. Stakeholders of the project

The LGBT+ community could be named as the most important stakeholder, as this minority group will be the sole focus of our project episode. The episode discusses the standing of the minority group in Estonian society and how their status has changed in the country in recent history.

The next stakeholder could be the Students of TLU, as we're collectively aiming to inform and educate the listeners about the topic. We assume that most of our listeners would be our fellow students and in general the episode is going to be targeted towards the kind of individual who shares our values and outlook on life as a university student.

For the information gathered we'd like to mention our expert we interviewed and included in the project for insight into the topic on both, administrative and grassroots level. When discussing topics like the one we have chosen, we feel it's important to include multiple perspectives to get into the issues on multiple levels.

When it comes to cooperation, we have an established group to complete the project in addition to

the LIFE staff who are helping us bring the project to conclusion as well as our professors assisting us. These stakeholders have been there to assist us in keeping the project on track.

4. Basis of research

Our very basis consists of data collected by the World Values Survey. Otherwise we are taking a more free approach, although a loose framework based postmodernism in social sciences is present.

Some of our sources include:

- *LaSala, M. C., & Revere, E. J. (2011). It would have been impossible before: Reflections on current gay life in Estonia. Journal of Homosexuality, 58(3), 427-439. <https://doi.org/10.1080/00918369.2011.546737>*
- *Gillig, T. (2016, July 27). Fostering Support for LGBTQ Youth? The Effects of A Gay Adolescent Media Portrayal on Young Viewers. Gillig | International Journal of Communication. <https://ijoc.org/index.php/ijoc/article/view/5496>*
- *Burgos, A. (2023, August 2). Estonia legalizes same-sex marriage. Human Rights Watch. <https://www.hrw.org/news/2023/06/22/estonia-legalizes-same-sex-marriage>*
- *Council of Europe. (2018, November 2). Recommendation on measures to combat discrimination on grounds of sexual orientation or gender identity. Youth. <https://www.coe.int/en/web/youth/-/recommendation-on-measures-to-combat-discrimination-on-grounds-of-sexual-orientation-or-gender-identity>*

5. Interdisciplinarity

We have obtained knowledge and researched from at least four different areas: sociology, politics, communications and law. We have taken into account the legal process and the concrete changes that the new Estonian same-sex law introduces. We have used sociology and communications to find how the discourse around the subject has shifted throughout the years, as well as politics to look at the policy processes taken into account. These all are reflected in the script as well as the questions that we have presented to our expert. To widen out our scope we have also briefly looked at the geographical context and history of Estonia and how it has affected the public's opinion on lgbtq people and gay rights, such as same-sex marriage.

6. Timeframe of the project

The more detailed plan can be seen from the action plan. We did research as well as the mid-term

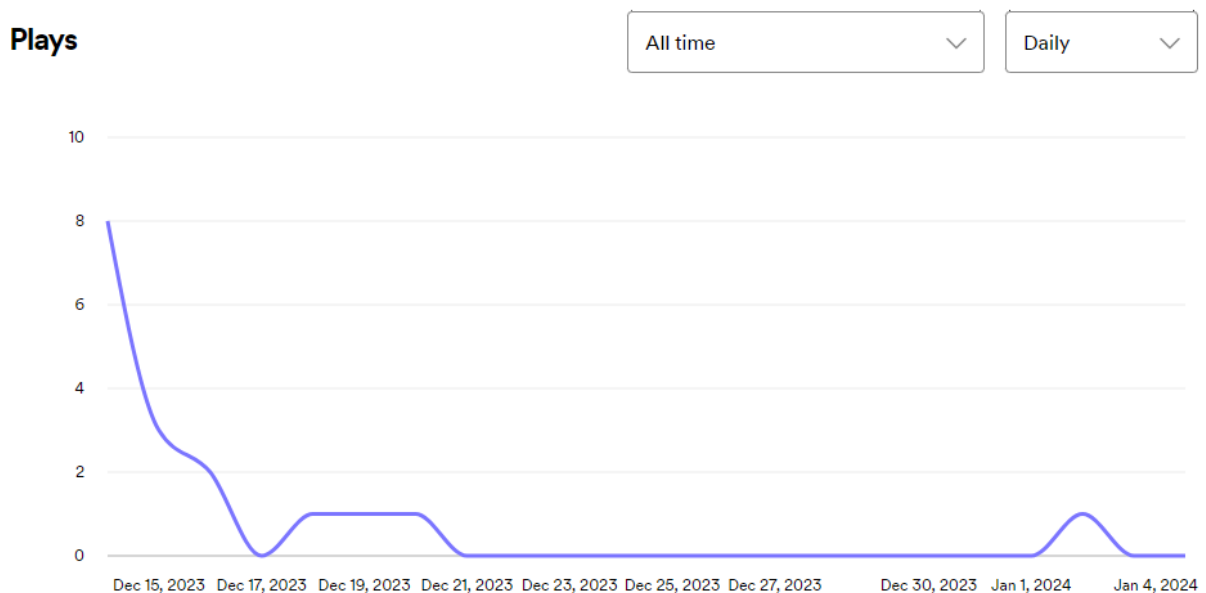
report (Sara), contacted our experts (Kadri & Oona) and scheduled a fitting recording time with our expert and host (Kadri). Scripting was done by Oona and Lea. The recording took place on the 16th of November, and after that there was post-production (Lea & Oona). After the post-production the episode was finished and then all of us advertised and promoted our episode.

7. Project (group) results

The project was completed: the podcast episode was produced, edited and published. The timeline for the necessary steps was created and followed. We hope we have managed to give the target community (and us) the information and homage needed.

The preliminary results are following:

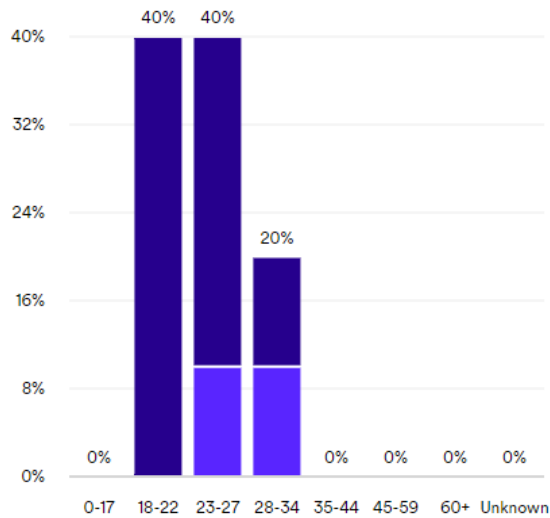
Within 3 weeks there has been 18 listeners to our podcast episode:



The listeners' demographics according to Spotify is following:

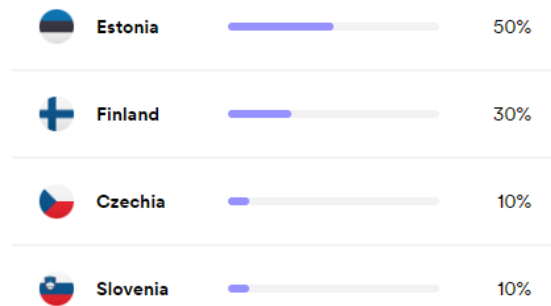
Age

Spotify only



Geographic location

Spotify only



8. Feedback

The ELU Student Podcast project is quite well-framed project with a clear out-come in front of our eyes from the beginning. It gives an opportunity for students from different areas to come together and work as a team for a common goal. Team members can utilize their previous knowledge and experience from their areas to benefit the project, making a great podcast, which is available for the wider audience inside and outside of the university.

Our special thanks goes to Terry and Aires who have made this project possible.

9. Project action plan

Tasks	Deadline	Student(s) responsible
Deciding a topic	25.09.23	All
Research done	14.10.23	Sara
Finding expert(s)	15.10.23	Kadri
Setting a meeting with said expert(s)	15.10.23	Kadri
Mid-term report	23.10.23	All, Sara slides

Scripting (text beginning, end)	30.10.23	Lea, Oona
Recording	20.11.23	Tech guy/Valeri
Hosting	20.11.23	Valeri/Oona/Kadri
Producing	20.11.23	Lea
Editing	01.12.23	Lea, Oona
Finalizing the episode	01.12.23	All
Marketing materials		Sara
Promoting		All
Publishing	06.12.23	Terry
Self-reflection report	15.12.23	All
Final presentation	09.01.24	Kadri, Lea

10. Media coverage

"LGBT+ rights and development in Estonia" episode was published on TLU student podcast page. Our team members also shared the links on their social media, mainly on Instagram.

11. Self-reflective reports

Valeri Babak- *"Student Podcast Fall 2023 project was a rewarding and challenging experience. I learned a great deal about teamwork, communication, leadership, and technical skills. I also gained a deeper appreciation for the value of interdisciplinary collaboration. Working with a diverse team of international students taught me the importance of teamwork, communication, and mutual respect. I learned how to actively listen to different perspectives, compromise, and work towards a common goal. I am grateful for the opportunity to have participated in this project and I am proud of the podcast episode that we produced"*

Sara Tomperi- *"This project was a new experience for me completely. I enjoyed it thoroughly, and learned many new things about podcast making. My main area was research, and the marketing materials. The personal aims for me were to learn something new, which was accomplished both on the*

practical side and theoretical side. I believe that our group also fulfilled the overall objective, as we can now call ourselves published podcasters. The LIFE course objectives on interdisciplinary collaboration were also fulfilled as I got to know new people from different study programmes and work with them. I would like to thank everyone for their contribution.

Oona Leppä- *“I joined the project because I have some background knowledge in audiovisual media and journalism studies. This seemed like a good opportunity for a callback to those skills and I thought this would be something I have the opportunity to learn more about at the same time as I already have some know-how. I was responsible for writing the script with Lea and then editing the episode. The tasks I had were enjoyable, and the project all in all was too. Even though I’m personally not really a team project-person it turned out to be okay in the end. I got reminded once again what it is like to work in groups with people I don’t know beforehand and that is always something that grows one’s character.”*

Lea Hirvonen- *“The project was interesting to implement because I have been interested in podcast-making for a long time. My aim in this project was to learn something new about podcast-making, develop old skills and gain some new insights. Our group did a great job in completing all the tasks, doing everything as a team and I think the result turned out to be good as well. I enjoyed participating in the script writing, editing the podcast episode and publishing it. I learned a lot of new skills and it was really fun to do all the tasks with my group members. I want to thank everyone who participated in this project!”*

Kadri Kosk- *“This project was an opportunity to see the other side of the podcast world, instead of being on the listener side now it was time to be on the producer side. I am so thankful for my great team who’s knowledge and work made our podcast possible. Besides attending meetings and participating in team tasks, my main responsibility was to contact the specialist for the podcast and engage in the communication to have the specialist on the show. Throughout the process the list of specialists changed, as it is harder than it seems to find a specialist for the show. All in all this project is a great opportunity to try something new and meet students from other fields.”*

Team 3

Participants: **Hans Jürgen Teras** (Biology), **Ksenija Jaanika Kurn** (German Language), **Sarthak C Gautam** (Digital Learning Games), **Anano Ghibradze** (Communication Management), **Hyo Jeong Chang** (Communication Management), **Francis Akunwanne** (Crossmedia)

Our episode:

<https://open.spotify.com/episode/3js2H6T5qMullSwerx28nX?si=0b65fcc9933d43ad>

[Duration: 40:04]

Project Report

Social media is one of the most relevant topics in modern times where almost everyone spends time on at least one platform daily. Our team found out all of us have experienced the negative impacts of excessive use of social media and agreed that one of the realistic yet effective treatments for them was a detox. Through this podcast, we aimed to highlight how social media can be detrimental to overall well-being and convince listeners to take a break from social media, providing actionable strategies for implementing a detox.

The podcast consists of panel discussions, fun facts, and an interview with a guest. With the panel discussions, we explore various aspects related to social media misuse, from addiction to negative impacts on self-image. Panelists share personal experiences and insights drawn from academic research to shed light on these issues. Fun facts were inserted into the discussions to add a layer of engagement and relatability for the listeners. Through an interview segment, we offer real-life accounts of an individual who has successfully navigated a social media detox, showcasing their motivations, challenges, and transformations.

Ultimately, our podcast empowers listeners to take control of their digital well-being by recognizing the need for breaks from social media, understanding the potential positive impacts of a detox, and equipping them with tools to navigate this journey effectively.

Importance of the problem

Its description, and choice of methods

In our modern society, the influence of social media is inevitable. Since everyone has access to the internet or has a computer or at least carries a mobile phone, it is quite difficult to not engage in social media. Social media has become the main way, for most, to consume any type of media, be it news, entertainment, communication with friends and family, etc. Because of this, a new problem has arisen and that is social media addiction. It is not very difficult to observe, all one needs to do is look around and there are plenty of people, perhaps yourself who indulge themselves in browsing through their social media more than they would like to admit. Some of the main problems are time wasting, procrastination, comparing oneself to others/ trying to maintain a standard or an image in social media, etc. This problem does not only apply to Estonia but rather to most of the world because of the ease of access to the internet and the popularity of smartphones as mentioned earlier. Multiple studies highlight the problems of social media, for instance, one recent study stated that using social media platforms can have a detrimental effect on the psychological health of its users (Karim et al., 2020). The main solution that we chose to tackle this problem is a popular one, i.e., Social Media Detox. The main principle behind this method is limiting the use of social media usage and slowing and gradually taking control of your time and attention and eventually doing something productive. Multiple studies have proven that these methods work. Not only this but there is plenty of anecdotal evidence as well. Most of us on our team have taken some sort of detox strategy. We discussed this in detail during our podcast as well. We also had a guest for our podcast who has gone through the social media detox process and has benefited from it. It has helped her to regain focus, manage her time well, and be more productive overall.

Reaching Stakeholders

Our stakeholders were mainly young adults, with an age range from 16-24, people who find it hard to be away from social media, for people who live on their phones and spend a lot of time in the digital space. Some of these people including ourselves, the creators of the TLU Student Podcast, Hans (a Biology major), Anano (a communications management major), Sarthak (a digital learning games major), Hyo (a communications management major), Ksenija (a german language and culture major) and myself Francis (a cross-media major). Our guest speaker Gvatsa, who is a wonderful content creator in her field, lent her brilliant insight on how she discovered her addiction to her social media, and most importantly the rest of the students of Tallinn University at large. Our podcast is being advertised to every young adult who has an issue of doom-scrolling. Their interests were paramount in the creation of this project,

because according to research, a lot of young people feel glued to their phones, and in our podcast, we brought them the gradual steps of letting go of social media, and building more interest in the physical.

In our TLU Student Podcast, we have done a brilliant job in ensuring that our goal of bringing aid to our fellow students was met, meticulously we laid out the steps to our stakeholders on how to conquer doom-scrolling, and we are proud of our work. The responsibility of keeping our podcast active and alive has been taken up by ourselves, the creators of this project. We as a group are satisfied with our first outcome and are willing to create more content for our listeners. Our group has kept a close eye on the metrics and success of our podcast while working hard to ensure that our words get to more ears. The ownership of our podcast still belongs to Tallinn University and we are only but a representative of the institution.

Summary & Results

Project results and completed tasks

The result of this project was a fully published podcast episode on the Tallinn University Student Podcast channel on Spotify, which was advertised on social media to reach our expected listenership (KPI). Currently, the episode has 41 listens on Spotify - our estimation was at least 100 unique listens.

*Currently, the episode has **41 listens** on Spotify and ranked 23rd among all episodes in Tallinn University Student Podcast. Within a month, it has generated 303 impressions, with 173 coming from Spotify searches and 120 from Spotify home. Our audiences are mostly female, those between 23-27 years old, living in Estonia. While we haven't yet reached our unique listens target, the podcast has successfully been shown to a sufficient number of listeners actively seeking relevant topics and has reached to the demographic we aimed to capture attention from.*

Research:

*Radtke, T., Apel, T., Schenkel, K., Keller, J., & von Lindern, E. (2022). Digital detox: An effective solution in the smartphone era? A systematic literature review. *Mobile Media & Communication*, 10(2), 190-215. <https://doi.org/10.1177/20501579211028647>*

*Masood, A., Luqman, A., Feng, Y., & Shahzad, F. (2022). Untangling the Adverse Effect of SNS Stressors on Academic Performance and Its Impact on Students' Social Media Discontinuation Intention: The Moderating Role of Guilt. *SAGE Open*, 12(1). <https://doi.org/10.1177/21582440221079905>*

Karim, F., Oyewande, A. A., Abdalla, L. F., Chaudhry Ehsanullah, R., & Khan, S. (2020). Social Media Use and Its Connection to Mental Health: A Systematic Review. *Cureus*, 12(6), e8627. <https://doi.org/10.7759/cureus.8627>

Lepik, K., & Murumaa-Mengel, M. (2019). Students on a Social Media Detox: Disrupting the Everyday Practices of Social Media Use. *İçinde S.Kurbanoglu, S. Spiranec, Ü. Yurdagül, J. Boustany, E. Grassian, D. Mizrachi, & L.Roy (Ed.), Information Literacy in Everyday Life (ss. 60-69). Springer.*

[Taking a One-Week Break from Social Media Improves Well-Being, Depression, and Anxiety: A Randomized Controlled Trial](#) Jeffrey Lambert, George Barnstable, Eleanor Minter, Jemima Cooper, and Desmond McEwan **Cyberpsychology, Behavior, and Social Networking 2022 25:5, 287-293**

[25+ Benefits of a Social Media Detox - UpJourney](#)

<https://www.webmd.com/balance/what-is-digital-detox>

'I didn't realise how badly it affected me until I was off it': what it's like to have a social media detox | Social media | The Guardian

Action plan

Tasks	Deadline	Student(s) responsible
Choosing topics and potential guests	27.09.2023	Everyone
Research and Summary	15.10.2023	Everyone
Writing Scripts	18.10.2023	Hyo Jeong Chang/ Sarthak C Gautam
Mid-Term Report	25.10.2023	Ksenija Jaanika/ Hans
Planning recording times (with guests)	27.10.2023	Ksenija Jaanika
Booking recording times (the studio)	Depends on the guest	Everyone
Review and practice	a week before recording	Everyone

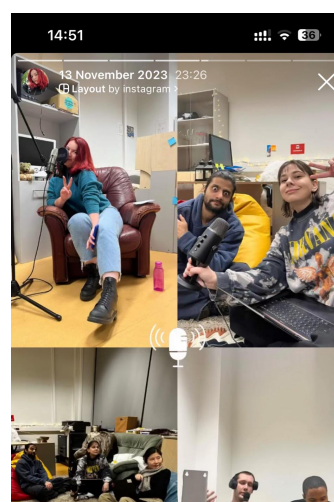
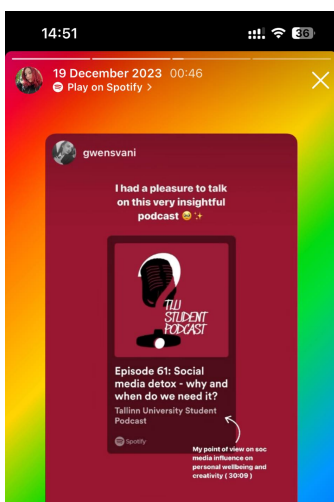
Recording (including probable interviews)	06.11.2023	Hans
Theme music	during editing period	Anano Ghibradze
Editing	21.11.2023	Hans
Finalizing the episodes (Titles, descriptions, thumbnails)	21.11.2023	Anano Ghibradze
Marketing plan	21.11.2023	Everyone
Self-Reflection Report	04.12.2023	Everyone
Publishing the episode	18.12.2023	Hans/ Everyone
WOM	December	Everyone
Cross-Promotion	December	Everyone
Final presentation	09.01.2024	Hans/ Anano

Communication

We published the podcast episode on Spotify and used different channels to advertise it.

Our main communication channels were social media - Instagram and LinkedIn. While working on the podcast, I shared an announcement post on [LinkedIn](#) and Instagram story. A LinkedIn post was also [reposted](#) by our podcast guest - Gvantsa Svani, which further spread the word about it. It hooked my audience and I got messages asking when the podcast would have been published.

After publishing the episode, I once again posted on [LinkedIn](#), which was again [reposted](#) by our guest and our team put some stories on Instagram. Overall, we had 200+ story views all together. The information about publishing the podcast was also shared by our LIFE coordinator via email.



Self-reflection reports

Francis Akunwanne- I'm still very glad I joined this podcast project, graced by the smart minds of my fellow podcasters and group members, in our attempt to find a solution to a real-life issue, excelled in it and most importantly I felt right at home doing it all. From the detailed scouting for researched information, the planning and scheduling of meetings to the days of execution of our ideas, they were all learning opportunities for me and I made sure to capitalize on my windows to ask questions and improve expeditiously on what ways were best to bring the most embraceable solutions to our listeners. This project not only grew my confidence in my voice, but it also educated me on vital topics that don't make a lot of headlines such as media addiction. Moving forward into my career, I now identify as a podcaster, not solely depending on my voice but also on my ability to extract useful information from the makeup, these wouldn't have been achieved without The TLU Student Podcast.

Anano Ghibradze - Being an avid podcast listener myself, I never wondered what it was like to produce one. It turned out to be very challenging, but extremely rewarding and entertaining. Because of our group's well-matched dynamics, we managed to keep the process professional, yet fun for all of us. This experience has taught me to appreciate all the behind-the-scenes work that is put into making a podcast - from writing down the script to practicing it and editing it. I was hosting the podcast and it opened my eyes as to how tiring it can be to be fully engaged with the participants and show enthusiasm during the entirety of the discussion. I found myself exhausted after rehearsals and final recording sessions too, however, it wasn't the kind of exhaustion that was annoying, I had a sense of accomplishment afterward. It's important that all of our team members loved the final product and shared a sense of pride.

Ksenija Jaanika Kurn - To begin, I learned about the podcasting process and recognized how crucial it is to have a clear plan as well as thoroughly prepare for the recording. Second, I understood that creating a podcast is a challenging task since you must consider every single element before sitting down to record it. This endeavor was a rewarding and motivating experience for me. I am extremely proud and satisfied with our work. I am grateful for the opportunity to participate in developing such high-quality content. But, at the same time, I'm a little sad since, throughout this period, we grew more like a tiny family. This project allowed me to hone abilities such as planning, researching, and writing material, as well as overcoming my apprehension about participating in the podcast recording. Of course, my communication abilities have increased as well.

Hans Jürgen Teras - Since I have dabbled with voice acting before, I thought that it would be a fun creative project creatively and that I would have a chance to see whether or not I would fit as a

podcaster myself. Through this podcast, I was able to research more in-depth into how social media misuse affects mental health and the various stigmas that surround this notion - I got a clearer understanding of the misinformation about the correlation between ADHD, depression, and social media. I am glad I got to oversee a lot of the creative side of this project (editing and planning), so now that the project has come to a close, I am satisfied with how it turned out.

Hyo Jeong Chang - What I love about podcasts is how easily they turn dull moments around and put me in a different mood. Just by pushing a play button, I get transferred to a seat next to a host and captivated by the topic even without any visuals. Through this project, I was able to see podcasts through producers' lense and realized a good podcast doesn't just grow on trees. It took a lot of time and energy as we needed thorough planning and research, frequent communication, a structured yet flexible script, and several re-recordings. I put my effort, especially into script writing, and hit a wall a couple of times while turning all our discussions into words and deciding in which order the sections should be. But when I saw the script realized by our team's voice, I felt extremely rewarded as I learned a valuable lesson that I should consider how my words would sound when spoken. Overall, it was an exciting journey that opened the door to a different type of content producing that I would have never thought of giving a try if it weren't for this project.

Sarthak Chandra Gautam - Though I never listened to many podcasts myself, I do follow two of them, both of them being science related. I always wondered what it took to make a podcast. So, I took the opportunity when I saw it for the Life Project. I have to say this turned out to be a good decision for me. I met many students from different faculties who are now my friends, worked together with them, had disagreements and agreements, meetings, practice sessions, research, etc. and in the end, we produced a very high quality podcast in my opinion. The topic we chose was also quite interesting as we ourselves could relate to it along with, I think, most people who use smartphones. This also gave a bit of satisfaction knowing that our podcast could be beneficial for some listeners. To conclude, this project was very insightful and most importantly enjoyable because of my teammates.

Team 4

Participants: **Darja Tšerenkova** (Integrated Arts, Music and Multimedia), **Erik Gordejev** (Integrated Arts, Music and Multimedia), **Ahmed Pasha Faisal** (Digital Learning Games), **Viktor Baidiuk** (German Language and Culture), **Polina Tsarjova** (International Law), **Märt-Juhan Eiskop** (History)

The project, titled "The capabilities and limitations of ChatGPT for education" delves into the transformative impact of ChatGPT in the realm of online education. As AI technologies advance, understanding their implications on education becomes paramount. This report aims to provide a comprehensive overview of the project's terms of reference, goals, and the division of roles within the team.

For those unfamiliar with the topic, ChatGPT is an advanced AI language model developed by OpenAI. It excels in natural language understanding and generation, making it a powerful tool for various applications, including education. Concepts such as natural language processing (NLP) and machine learning will be defined to ensure a clear understanding for all readers.

The terms of reference for this project encompass a thorough exploration of the role and impact of ChatGPT in online education. The primary goal is to analyze the changes brought about by ChatGPT in educational settings, identify potential risks, and propose strategies for mitigating these risks. The team, consisting of experts in AI, education, and ethics, collaboratively aims to shed light on the implications of integrating AI chatbots, specifically ChatGPT, into the educational landscape.

The overarching goal of the project is to provide insights into the transformative role of ChatGPT in education and suggest measures for responsible implementation. Sub-goals include assessing the impact on pedagogy, student engagement, and potential risks such as bias and ethical concerns. The project aims to propose changes that enhance the educational experience and foster a positive learning environment.

The project creates a podcast and anticipates concrete changes in online education resulting from ChatGPT integration. Expected results are getting the knowledge for the listeners of the podcast about improved student interaction, enhanced personalised learning experiences, and insights into potential risks. By the end of the podcast, the professional, the interviewee, aims to present actionable recommendations for educators and policymakers to navigate the challenges and opportunities presented by ChatGPT.

In the emerging era of AI chatbots, the significance of this project lies in its potential to shape the future of education. As society increasingly embraces online learning, understanding the benefits and risks associated with AI chatbots is crucial. The report will serve as a guide for educators, policymakers, and technologists, enabling them to harness the advantages of ChatGPT while addressing potential challenges.

We resolved the problem in these ways :

a. Podcast Creation:

Leveraging the popularity and accessibility of podcasts, the project created an informative podcast series. This medium allowed for in-depth discussions, expert interviews, and the dissemination of valuable insights to a broad audience.

b. Interview with a Professor:

Conducting an interview with a professor specializing in education and technology brought a scholarly perspective. The professor's insights provided a balanced view on the potential benefits and challenges of using ChatGPT in educational settings.

d. Tips and Insights:

The project included a segment dedicated to providing practical tips and insights for both students and teachers. This aimed to demystify the usage of ChatGPT, offering guidance on incorporating it seamlessly into the educational journey.

Reasons for the Project:

a. Potential of ChatGPT in Education:

The project aimed to tap into the potential of ChatGPT to transform the educational landscape by offering personalized assistance, interactive learning experiences, and efficient communication channels for both students and teachers.

b. Need for Guidance:

Recognizing the need for guidance in navigating the integration of AI chatbots in education, the project aimed to provide practical tips and insights to ensure an effective and responsible use of ChatGPT.

Description of the Past Situation:

a. Limited Understanding:

Before the initiation of the podcast project, the team had a foundational but limited understanding of the emerging era of AI chatbots. There was a recognition of the transformative potential but a lack of in-depth knowledge.

b. Need for Exploration:

Recognizing the growing significance of AI chatbots, especially in online education, there was a perceived need to delve deeper into the subject to understand the nuances, implications, and potential benefits.

1. Describe the present situation in the world :

*In 2023 **ChatGPT** has experienced rapid growth and widespread adoption. Its role in education, however, remains a topic of contention. While some view it as a tool to enhance learning and reduce teacher workload, others see it as a threat to integrity which opens the door to cheating and plagiarism¹.*

According to Dr. Vaughan Connolly, a teacher and researcher with interests in the role of technology in education and teacher workload, ChatGPT represents a tipping point in the development of AI and we teachers ignore it at our peril. For educators, it's going to be as transformational as Google was in 1998, and requires a serious conversation about the benefits, challenges and implications for schools and learners¹.

On the other hand, Dr. Steve Watson, co-convenor of the Faculty's Knowledge, Power and Politics research cluster, and has used social systems theory to explore the meaning and communication of ChatGPT, characterizes ChatGPT as a hugely powerful assistive technology. For producing text, throwing around ideas and playing with them, it's transformative. Historically, most communication innovations have tried to improve the exchange of meaning and avoid misunderstanding. Education is, in many ways, also concerned with this. [He urges educators to start thinking about what ChatGPT can and cannot do from that perspective¹](#).

Overall, ChatGPT can be an intelligent learning assistant for learners and educators, supporting personalized and adaptive learning. [At the same time, ChatGPT can be used unfairly and unethically, which causes severe concerns among educators, educational institutions, and society²](#). [It has limitations including that it often makes errors and requires a deeper or an advanced knowledge of the domain³](#). Therefore, it is important to use ChatGPT responsibly and ethically in education.

2. The problem the project aimed to resolve and activities that were carried out in order to resolve the problem.

The project targeted the comprehensive examination of ChatGPT's role in online education, addressing concerns, and proposing strategies for responsible integration. The team, comprising AI, education, and ethics experts, collaborated on a multifaceted approach. Activities included in-depth research on ChatGPT's impact on pedagogy and student engagement, analyzing potential biases and ethical issues. The creation of a podcast served as a communicative medium to disseminate findings and insights.

The anticipated outcomes encompass heightened awareness among podcast listeners regarding improved student interaction and personalized learning experiences facilitated by ChatGPT. The project's focus on potential risks provides a balanced perspective, offering the audience a nuanced understanding of ethical considerations. Ultimately, the interviewee aspires to deliver actionable recommendations, empowering educators and policymakers to navigate the evolving landscape of AI in education responsibly. The podcast serves as a dynamic platform to foster informed discussions and contribute to positive changes in online education.

3. References of our research :

Gordijn, B., Have, H.t. ChatGPT: evolution or revolution?. *Med Health Care and Philos* 26, 1-2 (2023). <https://doi.org/10.1007/s11019-023-10136-0>

Jean-Paul A. Yaacoub, et al. *Ethical Hacking for IoT: Security Issues, Challenges, Solutions and Recommendations. Internet of Things and Cyber-Physical Systems*, (2023)

Sukhpal Singh Gill, et al. *How covid-19 changed computer science education. Itnow*, 64 (2), pp. 60-61 (2022)

J.C. Lin, et al. *Comparison of GPT-3.5, GPT-4, and human user performance on a practice ophthalmology written examination. Eye, Nature* (2023)

N. Editorials. *Tools such as ChatGPT threaten transparent science; here are our ground rules for their use. Nature*, 613, p. 612 (2023)

Miriam Sullivan, et al. *ChatGPT in higher education: considerations for academic integrity and student learning. Journal of Applied Learning and Teaching*, 6, p. 1, (2023)

Stokel-Walker, C. *AI bot ChatGPT writes smart essays-should academics worry?. Nature*, (2022)

Montenegro-Rueda M, Fernández-Cerero J, Fernández-Batanero JM, López-Meneses E. *Impact of the Implementation of ChatGPT in Education: A Systematic Review. Computers*. 12(8):153. (2023)

Lyerly, E., *Utilizing ChatGPT to help students with disabilities. Disabil. Compl. High Educ.*, 28 (9), pp. 2-7 (2023)

4. *Describe the suitability of the methods and/or activities you have chosen to achieve project goals.*

The chosen method of creating a podcast aligns well with the project's goals of providing insights into the transformative role of ChatGPT in education. The podcast format allows for a dynamic and engaging exploration of the subject, catering to a wide audience. By leveraging interviews with professionals, the project ensures a well-rounded perspective and in-depth analysis of the impact on pedagogy, student engagement, and potential risks.

The podcast's auditory nature facilitates a nuanced discussion, enabling the conveyance of complex ideas and findings in a digestible format. This method not only educates the audience on the positive changes brought about by ChatGPT but also addresses potential risks and ethical considerations. The narrative structure of the podcast enhances the conveyance of information, making it accessible to a broad audience.

Moreover, the aim to present actionable recommendations aligns seamlessly with the podcast format, as it allows for a direct and impactful delivery of insights. This method ensures that the project's goals are not only informative but also contribute to the practical application of knowledge in educational settings.

The chosen method of a podcast effectively combines information dissemination with an engaging format, making it suitable for achieving the project's educational objectives.

5. Activities Aimed at Stakeholders:

a. Podcast Episodes:

The creation of podcast episodes served as the primary activity to disseminate information. Episodes were tailored to address the interests and concerns of different stakeholders, providing insights on the role and impact of ChatGPT in education.

b. Interviews with Experts:

Expert interviews were conducted to provide in-depth perspectives on AI chatbots, making the content more informative and relevant for IT specialists, educators, and those interested in cutting-edge technologies.

c. Interactive Chat Sessions:

To engage directly with stakeholders, the project incorporated interactive chat sessions. This allowed for real-time discussions, answering queries, and addressing concerns from the audience.

d. Surveys and Feedback:

Stakeholder engagement was further enhanced through surveys and feedback mechanisms. This facilitated an understanding of the audience's opinions, preferences, and areas of interest related to ChatGPT.

Direct Stakeholders:

a. Students (Approximately 20):

Students directly involved in the project, known as "Podcast Fall 2023," were primary stakeholders. Their engagement was vital in shaping the content and ensuring it resonated with the target audience.

b. Interviewed Professor's Friends and Coworkers (Approximately 10):

Friends and coworkers of the interviewed professor were directly impacted, gaining insights into the potential applications of ChatGPT in education. This group included educators, researchers, and professionals in relevant fields.

c. Random Individuals Interested in ChatGPT (Approximately 20):

The project aimed to reach a broader audience of approximately 20 random individuals interested in ChatGPT. This group comprised individuals from various backgrounds, including technology enthusiasts, educators, and students curious about AI.

Indirect Stakeholders:

a. Educators (Beyond Interviewed Professor's Network):

The project indirectly impacted educators beyond the immediate network of the interviewed professor. The podcast content, tips, and insights were designed to be applicable and valuable to educators in diverse settings.

b. IT Specialists (Beyond Random Audience):

The project indirectly engaged IT specialists beyond the random audience, providing them with valuable perspectives on the role of AI chatbots in education and encouraging further exploration.

c. General Audience Interested in Modern Technologies:

Individuals interested in modern technologies were indirectly influenced by the project, gaining insights into the applications and potential challenges of AI chatbots, particularly ChatGPT.

Other Important Indicators:

a. Occupation and Expertise:

The stakeholders varied in occupation and expertise, including students pursuing different disciplines, educators from various institutions, IT specialists with diverse backgrounds, and individuals with a general interest in technology.

b. Age and Gender:

While specific demographic information was not explicitly collected, the project aimed to create content accessible to a broad age range and gender spectrum, ensuring inclusivity in the discussion of AI chatbots.

5. Sustainability of Project Activities:

a. Regular Meetings:

To ensure sustainability, the project implemented regular weekly meetings. These meetings were conducted either in person or online, facilitating consistent communication and progress tracking among team members.

b. Detailed Planning:

The project adopted a detailed planning approach, outlining specific tasks, milestones, and deadlines. This meticulous planning allowed for effective time management and resource allocation throughout the duration of the project.

c. Independent Task Execution Guidelines:

Recognizing the importance of autonomy, the project provided clear and detailed instructions on how to carry out tasks independently. This approach empowered team members to contribute efficiently without constant supervision, fostering a sense of responsibility and ownership.

d. Documentation and Knowledge Transfer:

Comprehensive documentation was maintained throughout the project, documenting processes, decisions, and key insights. This documentation served as a knowledge base for future reference and facilitated the seamless transfer of information among team members.

6. Responsibility for Implementation:

a. Project Manager - Viktor Baidiuk:

Viktor Baidiuk, the project creator, took on the role of project manager. As the individual who proposed the podcast topic and designed the management systems, he assumed responsibility for overseeing the implementation of the systems, methods, and plans developed during the project.

b. Structural Unit/Organization:

The responsibility for implementation extended to the entire project team. Each team member, including those responsible for content creation, research, and technical aspects, was accountable for implementing the strategies and plans within their designated areas.

Collaborative Ownership:

The ownership of project outcomes was considered a collaborative effort. The project team collectively shared ownership of the podcast episodes, research findings, and any systems developed. This collaborative ownership model encouraged a sense of shared responsibility and commitment to the success of the project.

7. Summary of Results:

Topic Identification:

*A comprehensive topic, "**The capabilities and limitations of ChatGPT for education**" was identified for the podcast. This topic aimed to explore the role and impact of ChatGPT in online education.*

Expert Interviews:

Engaged and secured interviews with experts in AI, education, and ethics. The interviews provided valuable insights into the theoretical and practical aspects of AI chatbots.

Recording Plan Creation:

Developed a detailed recording plan that outlined the structure, content, and sequencing of podcast episodes. This plan served as a roadmap for the entire podcast creation process.

Interview Transcript and Podcast Creation:

Conducted interviews and subsequently created detailed transcripts. These transcripts formed the basis for podcast episode scripts, ensuring accuracy and coherence in content delivery.

Podcast Recording and Editing:

Executed the recording of podcast episodes and performed meticulous editing to enhance audio quality and streamline content. The final podcasts were polished and ready for distribution.

Advertising Campaign on LinkedIn:

Devised and implemented an advertising campaign for the podcast on the LinkedIn platform. The campaign aimed to increase visibility and attract a wider audience interested in the topic.

Additional Plays and Engagement:

Successfully garnered an additional 20 plays on podcast platforms as a result of the advertising campaign. This indicated increased engagement and interest in the content.

Presentation and Portfolio Creation:

Developed a comprehensive presentation and portfolio summarizing the project, its objectives, methodologies, and key findings. These materials serve as a tangible representation of the project's outcomes.

Project action plan :

Topic choosing		till 29.09.2023	Everyone
The connection between our team and coordinators supporting		Till the end of the course	Polina
Choosing the the materials for the podcast		till 29.09.2023	Everyone
Interviewer finding		a week from the time when the topics were chosen and approved by Terry	Viktor
Questions generation for the interviewer		till 27.10	Ahmed
Sending the mails		till 6.10	Ahmed

Preparing the mid-term questionnaire		till 17.10	Viktor
The Mid-Term registration info gathering and starting the preparation to it		till 06.10	Viktor
Writing scripts for the podcast		Till 31.10	Märt-Juhan
Finding the materials and choosing them for the podcast's text		Till 31.10	Märt-Juhan / Ahmed
Mid-Term report writing and showing it		till 17.10	Viktor
The Mid-Term reporting session		20.10 /// (17:00-19:00, A346)	Everyone
Choosing the recording times + Places and surroundings for the recording session		Till 31.10	Erik / Darja
Starting thinking about the portfolio		Since 26.10 (the mid-term report sessions are finished by this time)	Darja
Doing the things for the presentation days of January		01.12-01.01.2024	Viktor
PPTX file of the presentation design doing starting of January		From 6.11	Ahmed

PPTX text for the presentation doing starting		From 6.11	Märt-Juhan
The schedule of the todos till the recording date of 8.12		Till 8.12	Märt-Juhan / Viktor / Darja
Interview doing		Till 13.11	Viktor
Recording the podcast		8.12	Viktor / Ahmed / Märt-Juhan
Post production (Editing) + Podcast editing and pasting the music and effects into it		till 19.12	Erik / Darja
Creating the portfolio		Till 3.01	Viktor / Darja
Creating the presentation		Till 3.01	Viktor / Ahmed
The presentation day registration checking		1.01.2024	Viktor
The presentation day having		09.01.2024 /// (10:00-12:00, M225)	Everyone

The project was completed: the podcast episode was produced, edited and published. The timeline for the necessary steps was created and followed. The podcast was published 2 days before the deadline.

The results are following:

Within 3 weeks there has been 32 listeners to our podcast episode:

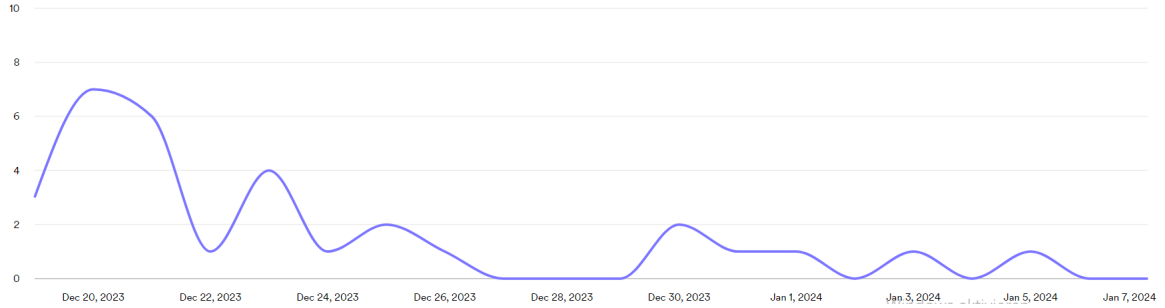
Ranking
#37
All platforms

Plays ⁽ⁱ⁾
32
All platforms

Spotify impressions ⁽ⁱ⁾
583
Last 30 days

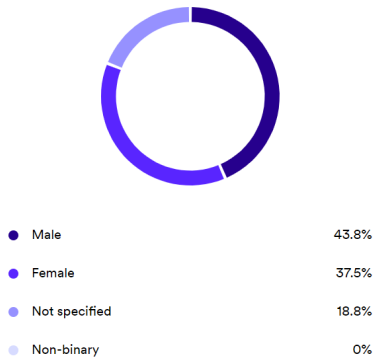
Plays

All time ▼ Daily ▼



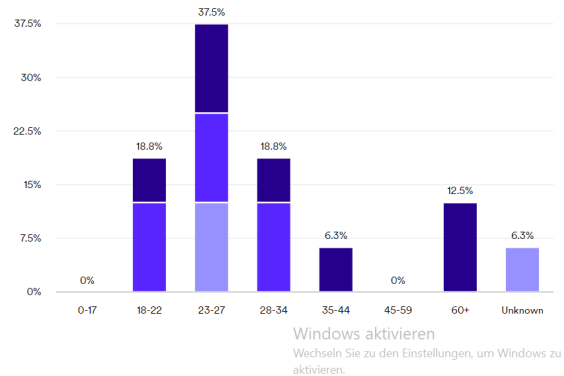
Gender

Spotify only



Age

Spotify only



Podcast LinkedIn Advertising Campaign:
https://www.linkedin.com/feed/update/activity:7143132921246187520?trk=viral_reaction

The team initiated a small-scale advertising campaign on LinkedIn to promote the podcast. This campaign aimed to increase visibility among professionals, educators, and individuals interested in AI chatbots and online education.

Objectives of the LinkedIn Campaign:

Increase the reach of the podcast episodes on LinkedIn.

Engage with a targeted audience interested in AI chatbots and education technology.

Generate awareness and attract new listeners to the podcast.

Campaign Execution:

Developed visually appealing and informative LinkedIn post to highlight key podcast episodes, insights, and expert interviews.

Utilized targeted advertising features on LinkedIn to reach specific demographics aligned with the podcast's target audience.

Monitored and optimized the campaign based on engagement metrics and audience interactions.

Team Outreach to Friends and Acquaintances:

Team members actively shared the podcast link with their personal networks, including friends and acquaintances.

Leveraged personal connections to increase organic reach and encourage word-of-mouth promotion.

Results and Impact:

The LinkedIn advertising campaign contributed to increased visibility, with the podcast gaining traction among professionals interested in AI and education.

Team members' outreach to friends and acquaintances led to organic growth, broadening the podcast's reach through personal networks.

Engagement Metrics:

Monitored engagement metrics on LinkedIn, including likes, shares, comments, and click-through rates.

Assessed the impact of team member outreach by tracking referral sources and listener demographics.

Darja Tšerenkova (Integrated Arts, Music and Multimedia)

Throughout the project, I played a pivotal role in shaping our podcast's aesthetics and ensuring a good production process. Managing recording times and locations was challenging yet rewarding, as it set the tone for the podcast's atmosphere. The responsibility of designing and producing the portfolio increased my organizational and creative skills, contributing to the polished look of our project.

Post-production tasks, including editing and integrating music/effects, were both technically demanding and artistically satisfying. Juggling these aspects ensured the podcast's professional quality. Overseeing portfolio control added an extra layer of responsibility, enhancing my project management skills.

The achievement of our project goals is evident in the podcast's appealing design, engaging voice acting, and optimal length. This experience enriched my understanding of multimedia production, providing a strong foundation for future content creation and project management.

Erik Gordejev (Integrated Arts, Music and Multimedia)

My engagement in the project, particularly in crafting the podcast's visual and auditory aspects, has been a rewarding journey. As the person responsible for choosing the recording style and environments, I found myself immersed in creating the perfect ambiance for our discussions. Setting up the recording apparatus deepened my technical skills.

In podcast design and production, my tasks extended to script editing and enhancement, refining the content for maximum impact. The post-production phase demanded an audio editing, including the addition of effects and music, ensuring a good final product. Equalising voices and crafting ambiance contributed to the professional quality of our podcast.

The success of our project, evident in the podcast's appealing design and engaging content, reflects the seamless integration of my contributions. This experience has not only enriched my skills in audio production but also affirmed my passion for creating captivating multimedia content.

Ahmed Pasha Faisal (Digital Learning Games)

As a regular podcast listener and also an Audiobook listener, I really wanted to experience the production process first hand and this project has given me the opportunity. Although my expectations were that I would be involved in the full process of the production, I couldn't because of my skill set and engagements in other courses in the University.

I was responsible for researching the topic that we have chosen, Chat GPT in education. I also generated a questionnaire for the interviewer so that the general direction of the interview seems flawless. The group was cross functional and we collaborated in messenger groups regularly.

I have learnt quite a few things from this project.

- I have learnt the value of team project and project management specially when the team is from different backgrounds.
- I have learnt in depth about the topic that we have chosen, the impact of AI in education in general.
- I have learnt how the audio production works both in production and post production phases

The main difficulty was the recording arrangement. Our interviewer was not in Tallinn and that's why we had to arrange the whole process differently. I wish we could have a spontaneous interview face to face on this topic.

This LIFE project was a very interesting experience in this stage of my career as now I know the value and process of working with people from various backgrounds.

Viktor Baidiuk (German Language and Culture)

During this project, I embarked on a fascinating journey that combined my passion for ChatGPT and my enthusiasm for group tasks. As the manager responsible for finding an interviewee and creating systems and plans for project management, I gained invaluable insights. Firstly, I honed my skills in team system management, learning to streamline processes efficiently. Secondly, the art of conducting interviews became a newfound expertise, enhancing my communication and interpersonal skills. Lastly, delving into podcast creation broadened my horizons on content development and storytelling.

The project not only met its goals but exceeded them by providing me with hands-on experience in real-world applications of AI. Witnessing the impact of input language and grammatical correctness on ChatGPT's responses was enlightening. This experience expanded my knowledge base, making this project a fulfilling and enriching learning skills.

Polina Tsarjova (International Law)

I joined the project driven by my deep interest in podcasts and the prospect of engaging in meaningful group discussions on a unique topic – artificial intelligence and ChatGPT. The team dynamics were fantastic, united by a shared enthusiasm for the subject. Our collaboration was smooth, with initial disagreements ironed out as we delved into the topic. My role involved guiding the team, creating a pivotal presentation, and fostering a collaborative spirit.

Despite challenges in researching a technology-centric topic outside my specialty, the project proved immensely rewarding. I learned about podcast production and effective communication within a group. In future endeavors, I'd prioritize more direct communication within the group during projects.

This project enriched my knowledge, offering insights into podcast creation and efficient communication. The camaraderie within the team and the learning curve on a novel topic were highlights. I recommend periodic group meetings for all teams to share experiences and seek advice, fostering a supportive learning environment within the LIFE course.

Märt-Juhan Eiskop (History)

I joined because I was curious about how podcasts were made. Also the topic on ChatGPT in schools was especially relevant to me. Since I am a history student and planning on becoming a teacher. The topic touched on issues I might have to face in the future. One of the expectations for this course was getting involved in the practical making of the podcast. That expectation was fulfilled as I got to record the podcast with my teammates.

My role in the team was to write the script for the episode and do the necessary research. Later on I was also involved in the recording of the podcast. The group worked well, in part because everyone were always available on the Messenger app, so any problems could be solved quickly and efficiently. No big conflicts emerged. I experienced "writer's block" at some point in writing the script, but when I approached my team members about it, everything got resolved. I was able to finish all my tasks even though my teammates helped finish them. Overall the team functioned well and when I had the opportunity to return the favor, I did my part. Everyone were supporting each other in this team and that is why it succeeded.

During the project I learned, that even though I am familiar with writing text for an essay or a presentation, it is different with a podcast. Writing for such a format is difficult and that is also why writing was split between multiple team members. I did the research part, other members did the discussion part and the interview. I learned that writing for

such a format requires teamwork also. As I reached “writer’s block”, taking in ideas from others helped to make the script better. In the future I would definitely involve other people in the writing process, especially if I feel out of ideas.

The project progressed mostly without hiccup. I found the topic interesting and writing process mostly enjoyable. I did experience difficulties in that process, but taking in ideas from others helped finish my tasks to a satisfactory level. Overall, I’m glad everything worked out the way it was supposed to. I learned that writing in a team is a more effective way of creating a script or any text for that matter and I will definitely take that approach with me. For the supervisors I would recommend making individual tasks more clear and remind them that they can split tasks between them and not necessarily do the whole task themselves, if it is slightly bigger than expected. The course was definitely a new experience with practical tasks that I don’t experience in university very often. I would recommend other students get involved in a LIFE project.