**Chapter 28: Audio Communication Across Multiple Delivery Platforms: Broadcasting, Streaming, Video, Social Media, Podcasting, & Beyond …**

**Overview:**

Chapter 28 is a "how to" for creating an online presence for your radio station and the personnel. It's all about new and innovative ways of cross-promotion, and the challenges with the rapid changes in habits and technology. While some aspects are constantly changing, other key elements of developing and serving and audience remain constant. This chapter introduces the student to the following topics: Avoid useless chatter; sifting and refining; Your audience is multi-tasking; Using the audience; "this way to the show…"; Offer more; Backpack journalists for digital media; Driving the hit counter up: "Come see the half-naked lady"; Use digital media to grow your audience; If you are streaming…; Creating your website; Safety measures to protect privacy; Revenge of the pod people; The blog; Personal, not private; Short, but sweet; Reaching your goals; Social media tips.

**Student objectives:**

After reading this chapter, the students should be able to:

- Identify the aspects of various delivery methods for content distributed via the internet and social media (multi-platform).
- Describe how online presence can cross-promote individuals and media outlets, and supplement what is broadcast by posting additional content online.
- Explain the various aspects of engaging and involving an audience outside of a broadcast program, show or station via an online presence to strengthen their listenership.

**Instructor objectives: Key Lecture Points**

1. The delivery method, or the "how" isn't as important as the "what" of the content, even though new media allows for it to be instantly delivered into the world in many ways.
2. Involving the audience is still the key to growing it. Your cross-platform content must be powerfully communicated in a way that informs, entertains, inspires, persuades, or connects with people.
3. Discuss the many new and developing platforms with the class, especially those that are viable for use by your station. (See Class Activity and Assignment below.)
4. Especially important in a student environment is paying close attention to safety measures and the protection of privacy of the student staff of the station regarding an online presence. The reputation of the station also needs protection when individual staffers upload online content.
5. "Concise is King" still applies with multi-platform content. A great "tweet" can be prepared to a great "talk-up" of an intro to a song – the limitations force us to be very creative in spite of the confines.

**Discussion topics:**

- Having an online presence is important for self promotion and promotion of the station. Poll the class to see how many have social media pages. If your station does not have a website, discuss the elements in the chapter and poll the class again for their preferences of what they believe would be important elements of the station's online presence. Have a prepared list of a sampling of local radio stations' website to compare and contrast with the class on the LCD projector or overhead. Ask the class which of the elements on those websites they believe is important to include on your station's website, and make a list on the whiteboard. If your station does have a website, highlight the elements it does not but should have incorporated.

- In addition to a station website, adding a station Facebook page for listeners to "Like" and find "online only" opportunities, like advanced concert ticket sales or listener bargains. Just as discussed in the chapter, there will need to be designated persons to manage the content and update it daily or every class meeting, at least.

- As per the "Social Media Tips" from the RTNDA, discuss with the students the potential repercussions of posting "shock value" photos online on their personal social media pages. Anything online is "forever" – when it's out, it will always be "out there". Many employers of potential employees check Facebook and other pages, as they check the references on a resume. If you have photos depicting "outrageous" behavior (fill in the blanks), it could be the deciding factor against you for hiring. Also consider that one day, you just might be "famous", and those photos of things you did at a wild party may come back to haunt you in a very public (and embarrassing) way.

Please Note: Check with your educational institution, school district and county office of education for the policy and guidelines regarding posting images and video of minors (under age 18) online. In most cases, a photographic/video release must be signed by a parent or guardian prior to posting. (Usually these are downloadable or available from the district.) It's a good idea to obtain a signed form from students who are over age 18 as well.

**Key words:**

Multi-platform distribution
Usage imaging
P-1s and P-2s
Portable People Meter (PPM)
Impressions
Mobile experience
Monetization

Podcast

Blog

New Media

Branded content

**Class Activity:**

"Creating/Enhancing the Station Website":

Every station website has room for improvement. Whether your student station has one or not, the students should be the driving force in your station's online presence – it's part of the "ownership" discussed at the beginning of this Instructor's Manual. With the list garnered from polling the class, use the desired elements of a website as a blueprint to retool the current station website, or to design a new one.

NOTE: The Assignment for this chapter involves creating content for the station website. If there isn't one in existence yet, the students may "upload" their work to an "intranet" site you create in the interim (a beta version of what will actually be online one day). If the items necessary, such as digital photo and video cameras or phones, editing software and hard disk space for rendering, etc., are not readily available to the students, you will need to devise a method to make them available for the projects. (If your institution's audio visual resources do not include them, this is another opportunity for your students to locate a donation of either "rental" or acquisition from a local business or video production business.)

**Assignment:**

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**Beyond Powerful Radio: Chapter 28** **Reading and Web Content Assignment**

*DIRECTIONS:  Read pages 315 to 340. For this assignment, you may need video recording and capturing devices. Please check with the instructor for availability of these items for check-out.*

Using the suggestions and guidelines contained in the reading, you are to create powerful content for your station's website. This can range from a photo montage/slideshow of station events and/or air staff and day-to-day station operation, to uploading a video of you doing a new music or concert reviews, "celebrity gossip report", or the station's latest live remote broadcast or other event to YouTube for inclusion on the station website. (Check with the instructor regarding "Photo/Video Releases" for any staffer whose likeness will be posted online, especially yours.)