

A Classroom... on Air

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Abstract: The art of the radio at school is a Proposal for a lesson-Broadcast. A teaching approach that uses aspects of broadcasting in education, as a way of developing creative thinking skills, and learning through the use of public social discourse. How can we put aspects of a radio show in school? Why would we teach like we are on the radio? Are the questions we try to analyze in this paper. Every lesson can become a radio show, if we apply the principles of producing a broadcast. As if we were setting up a radio show. The goal is to increase the interest of the students' for the subject and motivate them to actively participate in the learning process.

Key words: public communication, teaching, radio broadcast, learning process

1. Introduction

A day begins, like when you turn on the radio. Music is played and then a small spot “the title of today’s lesson...”. The announcer explains the topic of the radio show in a few words briefly. The presentation is done in a way that arouses curiosity, and attracts the attention of the listeners. The atmosphere is pleasant. The announcer’s words help to relax the class. We are on air ... We are in the classroom, or in a radio- show prepared by the students themselves.

We continue with our show. The announcer takes to the floor and introduces the teacher, as a special guest of the show, who will talk about the topic. The teacher begins to develop the topic through the questions of the student presenters. The show is structured in such a way as to unfold his knowledge on the subject of the course, which is also the subject of the show, with simple steps, small sections, each of which is introduced with a question. He then leaves it up to the students to organize the dialogue and to direct it to where it is of most interest to them. The children in the class are the listeners, they are the audience of the show. The teacher as well as the presenters, follow the rules of a radio announcer. They speak in simple and comprehensible words. The teacher explains in a way that is approachable, in a friendly and familiar atmosphere. The show has the format of a dialogue. It is a daily conversation with a friend, about a lesson that the teacher has turned into the subject of a radio show.

Let’s take a short break. Pauses on the radio are dressed up with music. We always need a break, a musical break, to give time to thinking, to process the messages and dress them up with images, for the imagination to work.

Our broadcast stream, or lesson, continues with live student initiated content. Reports, interviews, data from scientific research, on the topic of the course, that can be found in books, magazines, and on the internet.

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Furthermore, they put in their own information. A comment in a cheerful mood. A line from a movie. A proverb. Thus they manage maintain the interest of the listeners undiminished. Then using their creativity, they invent dialogues, tell jokes, make observations, bring in imaginary characters and make descriptions. Everything fits into a students-broadcast. Starting from the lesson, their imagination wanders to other places, other times, other situations. It becomes a guide for the journey of knowledge. The student presenters themselves now extend the topic, go beyond the textbooks and make connections with other subjects. The listeners express questions and objections, through a dialogue that develops live. The discussion on the content of the lesson can give pleasant notes of a daily conversation. The difficulty of some students to understand the lesson, can be expressed by the announcer, in a funny or even serious way, and thus the student is exonerated by finding an answer and overcoming the problem. The lesson, like a radio show, is done in the language of the students, so it is lively, enjoyable, and involves the students in the whole learning process.

The show ends with music always. The music and songs that express the theme, were chosen by the students. The research was done by other students in the role of a journalist. They observing all the rules of journalism, which were given in writing by the teacher, so that they learn to act responsibly of give information to listeners. The texts of the show were edited by the teacher together with all the students, on purpose to be able to develop critical thinking, and also develop their ability to express themselves correctly in their language. The presenters of the show had the opportunity to practice speaking. And also to realize what freedom of speech means. The texts were carefully discussed and written so that they are be complete and reliable be presented in public. The texts in a broadcast follow the rules of journalism, which determine what can and in what way one can say it, in a public discourse, respecting the freedom and rights of others.

2. How Can We Make the Lesson a Radio Broadcast?

The skeleton of a lesson-based show, as presented, could actually be a blueprint for a radio show, which, after being recorded, will be able to be broadcast on the radio. But it could also be a method of teaching a section of a school textbook, in any subject: Literature, Physics, Geography, History. Even subjects that have a purely scientific basis like Chemistry can be done in a radio broadcast format. By adapting the content to the rules of a radio show, we can make knowledge accessible to everyone, even people who were not lucky enough to go to school. We turn each part of the lesson into an expression of oral speech in everyday language. This proposal does not abolish the textbook. It is a teaching proposal that can engage the student and increase their interest in learning. To whom will it be addressed? First to the fellow students and then by opening the horizons through the radio waves to everyone. If we can access a radio station then the interest is greater. Can a topic or course be of interest to everyone? It can be done. It is enough to transform it from an academic text into an object of knowledge that will be a topic of a radio show, and which is no longer presented by a teacher but by a group of students, addressed personally to each one. As on the radio. We can turn the classroom into a studio. Technically this may be difficult, but practically to record and air our show, we can. To get out on air, to communicate with many is a very strong motivation for all students. How can we put the radio in schools? Everyday life knowledge has strange or interesting aspects that can stimulate the imagination to sharpen our thought and nourish it . Most of the topics discussed in elementary school textbooks up to high school can become the subject of a broadcast. Here's a suggestion: Every lesson can become a radio show. What is the role of the teacher? He will be the one who will prepare the texts, organize the presentation and be the expert who will talk about the topic and answer the students

as if in a live show. It is the producer who will assign the students with a role who will define the working groups. Using the textbook as a starting point, in order to make a show, we need to revisit and revise the roles of teacher and student and break free from the limitations of the classroom. The teacher provides the basic structure of the topic but the student can go further to find the source of the topic to investigate like a journalist the causes, effects and the ramifications. The material gathered by the students then needs to be selected for the needs of the show. Knowledge becomes action. In this way, it can spread to a circle of people who, as listeners, will communicate with the announcer but also with each other.

Our first radio show was made for the following reason: To be heard. For the listeners, not to be afraid of others no matter who they are! For all. For us! This is what our students told us when we asked them why we do radio? We converted a room in our school into a studio (without soundproofing of course, this possibility does not exist) We invited the local radio stations to join our effort, and they dared to do this. They responded We also dared to go out on air!!! The show was live. The students had prepared to discuss disability. The students worked on the expression of the disability. We had to inform our audience what disability is. We researched and discussed this subject and came up with short texts where each student explained in a few sentences, in a conversation with the teacher, what sensory , and motor disability meant... We found material on the internet with instructions on behavior towards the disabled. The big problem we faced was that our presenters (students with special educational needs) did not have the ability to speak, in some cases the speech was not comprehensible. We overcame this issue in a spirit of cooperation. Instead of students with speech difficulties becoming silent, and their classmates replacing them. We made the message the difficulty itself and gave the way to bypass it. Our students worked by complementing each other within the context of a dialogue that did not stop the flow of the show. At this point Student T... basically repeat what student N... had said, and agree or disagree with him .The result surprised us all, the show had a great impact in the local community. Since then (2015) the time of our first broadcast, the radio entered our school with informative, social broadcasts, and with collaborations with other schools, on "European School Radio" for broadcast. We believed that all the children showed the same enthusiasm. But also the senior high school students we worked with, responded very positively to a lesson radio-show. We realized that there was a great willingness among students to communicate with their environment through the radio. The magic and charm of the radio touched them even though most children did not listen to the radio at home.

School radio is a way to communicate with students just as the radio announcer communicated with their audience. In the role of announcer, or presenter, the teacher and the student follow the same principles of communication that are applied to a radio show where, since there is no image, our voice is the main thing. They express themselves with respect to their audience, with simple communicative language, and with meaningful dialogue.

3. Why Would We Teach Like We Are on the Radio?

Something that is commonly accepted by all educators is that in education, the most basic step is for the teacher to be able to involve the student in the learning process. As Jorge Bucay (2017) says the ideal student is one who actively participates, questioning and challenging his teachers, using his personal abilities until he manages to turn learning into a talent. Every teacher wants the ideal student. But how can an educational system that is so limiting for the teacher do that? Because the education system of each country has a set of knowledge

and skills with which it wants to equip its students. The teacher is obliged to adapt their methods to achieve this aim. He can hardly change it. But he has the ability to carve his own path with the methods he uses to educate his students.

The first issue we will pursue, through the creation of a show, is for the students to practice speaking. To learn the skills required for correct language expression. That is, to practice the way of expression that is the most effective, to say something, so that it is heard pleasantly. It is a skill that may not have academic value but in life it is very useful. For most of our lives what we have to say is in words. And our communication with those around us is mainly verbal. Regardless of how it has prevailed among the youth, the habit of communicating with messages. Among the youth the habit of communicating in text messages has meant more complex speech, writing is receding every day. The image as a means of communication is gaining more and more ground even in education. Mainly in education. But something that psychologists and psychiatrists have noticed is that in the daily life of people, especially young people, communication is missing. We don't talk and we don't listen to each other. Unfortunately. This phenomenon of the "easy" communication with messages, but also the silence of the image, or the intense invasion of our personal space by the video clip which, with the strong almost violent invasion of the space of perception, creates a matter of peace of mind. Of course, this is definitely a way to express ourselves. Children, especially young people, have become addicted to this way through games, music and television. So is it pointless to engage in children's education with speech as a personal and social expression and to deal with the emotional and communicative function of speech?

The school today, is oriented more and more towards the use of image and video and technology. We cannot overlook the help that this material offers to the teacher, but it distances him from the student. It takes away a powerful tool that teachers have had since ancient times. Reason. Perhaps today we can better understand the great ancient philosophers, who communicated their knowledge and thought through dialogues, as Plato did.

Educating children is a very difficult undertaking. In today's age of speed, and the abundance of stimuli. How can the teacher manage to gather the attention and interest of his students? The education system is usually rigid and is often unable to keep up with the rapid changes of the internet age. Many elements of the education system of earlier times have been lost and with them respect for the teacher. We even see phenomena of violence against teachers. These are things that are beyond us. They are out of control. What if we follow the times but in our own way? If instead of fighting and resisting a lifestyle full of rapid changes, (intense performances that leave no room for thinking), if we could find a way to get closer to the children. By learning to listen would help everyone.

Psychiatrist Oliver Sacks (2017) explains to us that intelligence, imagination, talent and creativity do not lead anywhere without a pre-existing base of knowledge and skills, and for this very reason the educational system must be adequately structured and focused. But an education that is too rigidly stereotyped, lacking in narrative inspiration, can deaden a child's energetic lively and inquisitive mind. Education must strike a balance between structure and freedom, and each child's needs can vary widely. Some children's minds expand and blossom with good teaching. Other children (including the most creative ones) may develop, a resistance to formal teaching. These children are essentially self-taught, eager to learn and explore on their own.

4. Principles of Radio — Public Speech

Some of the principles and values in public speaking that were established early on in radio continue to be

relevant. Even though television has taken the lead in information and communication. TV is a cold medium. As McLuhan (1967) describes it. It rejects anything hot intense that can “burn” the image. Persons opinions ideas expressions. Everything passes through the filter of the image The images on the television have elements that attract all the attention and take the dominant position in the mind of the television viewer. It is an invasion of the world of the senses. Opposite this is the warmth of communication through the safety of private listening. The message is not imposed on the listener. Room is left for his own judgment and his own way off thinking. Auditory perception is selective. It can work very differently for different people in different cultures. What makes radio so familiar? Is it a voice that accompanies us without absorbing us from what we are doing? Is it a sense of belonging somewhere? That we are part of a social group that shares our ideas, that we can identify with some of them, and that they mobilize us. Is it the tom-tom of the clan? As Marshall Mc Luhan (1967) puts it is the feeling addressed to us personally? It is that we feel that we communicate personally that makes us, whether we agree or disagree, feel that we are in this environment. We are in the radio environment. The radio has the dimension of reverberation, says Marshall McLuhan. C est quelque chose d inherent a la nature meme de ce medium, qui a le poivoir de transformer individualet la societe en une seule et meme cham. In ancient Greece, teachers needed the ability to speak in order to teach students. Aristotle considered that participation in political gathering in the Agora was the duty of all citizens. Because they needed to listen to everyone to feel that they are participating in the expression of ideas and opinions within the community to work together for the common good. The radio has the ability to coordinate an entire group, a society with the voice alone. How does he manage? Without the image the mind is free to form its own images belonging to its own universe. Communication exists on a personal level and on a group level at the same time. The radio announcer gives the impression that he is communicating with everyone personally, while everyone knows that he is addressing many. At the same time, it mobilizes with the same voice, a group, a heterogeneous crowd that unites and influences it.

Through the radio I feel that I communicate and at the same time I belong to a social group, a group that listens to the same things as me, shares ideas, and can include me. This not only does not negate the individual personal dimension of communication, but just manages to strengthen it. The question is whether the teacher can manage to reach this level of communication with his students. What makes radio talk attractive? The emotional and communicative function of speech is the aid to the teacher, a tool that we have not been able to a substitute for, in education despite the equipment used with computers and the use of images as a means of transmitting knowledge. The teacher continues to rely on the communicative function of speech to transmit knowledge. A conversation on a subject, even the most scientific, can fascinate us. The popularization of knowledge does not take away its value, it just shows to a great extent that whoever possesses it, is able to process it in his mind, and to express it simply.

The great teacher and archaeologist M. Andronikos (1976) says: “And not only the poet. Anyone who has something to express, scientist, philosopher, politician, teacher, in the language spoken by the people around him will say it, because when you want to say something, it’s for other people to listen to you, the same way when you write”: It is time to decide once and for all if we want to keep young people’s thinking alive, for it, to work creatively and effectively we must not bother it with sloppy and unskilled language tricks, but offer it the linguistic expression that will enable it to advance comfortably and armed in the paths of science and art in the paths of life.

With this article we propose that education should not be a storehouse of knowledge that is imparted to students in a gratuitous cold dry manner. Perhaps we can win over with speech today’s TV and Internet kids who

desperately communicate on social media through videos and messages. Where speech, this great characteristic of man becomes impoverished and covered by images the imagination is prevented from creating its own images.

So why do radio? Because as the students of our own school, a special education school, told us: To listen. Let them listen. Don't be afraid of man! For all. .. For us.

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