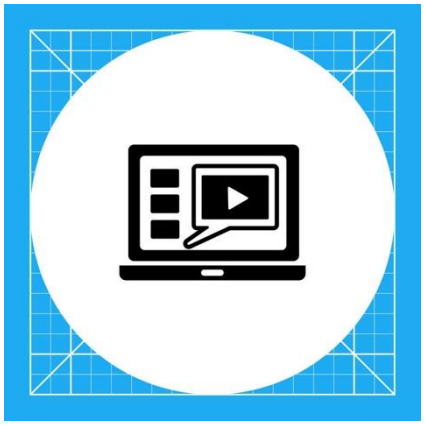
Video, Screencast, and Podcast Planning



Videos, screencasts, and podcasts are audio and/or visual recordings in which teachers may provide direct instruction to students while also differentiating learning opportunities to meet individual student needs.

Students may use videos, screencasts, and/or podcasts to learn or reinforce a skill or concept. These recordings are a powerful tool for presenting information to auditory and/or visual learners.

Videos, screencasts, and podcasts allow teachers to capture lessons and demonstrations for students to use when they are ready to engage in the learning. This teacher "clone" permits the teacher to move about the classroom facilitating learning among students.

Both teachers and students may create videos, screencasts, and podcasts. The teacher may call upon a student who has demonstrated mastery of a skill or concept to create a recording for his/her classmates.

Videos can be used to capture a demonstration or lesson essential for student learning or practice. Videos are used when it is necessary for the students to visually observe actions.

Screencasts are recordings that capture the screen of a computer or tablet along with audio and/or the video from a webcam and microphone. Once the recording is started, anything that takes place on the screen of the device is recorded. This narrated visual disseminates information to the students at the moment they need it, allowing them to repeat and re-watch the recording as necessary.

Podcasts are audio recordings. However, depending on the technology used, they may also include a still image. Podcasts should only focus on a specific skill or narrow set of skills, in a limited time frame. It is beneficial to include a visual aid or reference sheet to accompany the podcast.

Creating a recording requires a device with a microphone and a camera. Network connectivity is also very useful and will make the process much faster. Keep your recordings short and focused. A collection of short, related recordings is much easier to create and use than one long recording.

Once the recording is created, it can be played back on many types of devices, and if stored online "in the cloud," can be accessed by students at school, at home, possibly anywhere!

Use the following activity to design a video, screencast, or podcast.

Step 1: Identify a narrow learning objective. (Keep recordings short and focused. It is easier to create and use a collection of short recordings than a single long recording.)

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Step 2: Identify the instructional focus. How will students use this recording as a resource?

Instructional Focus	Yes or No
Promote group discussion	
Explain directions for an activity	
Ask or respond to questions	
Learn a new skill or concept	
Review prior learning	
Present a benchmark lesson	
Provide a record of a *small-group mini-lesson*	
Provide auditory accompaniment of text	
Other:	
Other:	
Other:	

Step 3: Select a platform to create your recording. Some options have been provided below.

- Screencastify
- Screencast-o-matic
- Podcast Generator
- Educreations
- Vidyard

Step 4: If you are creating a screencast, first create a presentation using a PowerPoint, Google Slides, Prezi, or another presentation application.

Step 5: Plan your instruction. Identify resources and visuals needed for the lesson. Visual representations allow students to make connections between what they hear and see. This aids in the retention of new information. Use text to highlight important vocabulary and key phrases.

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Step 6: Develop your talking points and create a draft of what you will say and do during the recording. Your draft may be in the form of an outline, script, etc. (Use a separate sheet of paper, if necessary.) Include a closing in which you summarize key points. If you are creating a screencast, you would create a series of talking points that correlate with each slide of the presentation.

Step 7: As the students engage with the video/screencast/podcast, it is important that they "do" something with the knowledge they are attaining. Provide a way for students to interact with the tool. Design a resource to complement the recording. Choose from the list below or develop a new idea.

Suggested Complementary Resources	Your Ideas
• Graphic organizer • Reflection or response sheet • Journal entry • Exit card	• • • •

Step 8: Determine how you will share the recording with students. For example, you may have students scan a QR code to access a link to the recording or you may embed the video in a class webpage.

Step 9: Finally, identify next steps for your students. How will you connect this resource to other learning and practice activities? How does it connect to the *authentic learning unit* in general?

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