***Sketch Casting definition:***

In my Ecmp 355 class I was introduced to the internet tool called Sketch Casting which I think t is a wonderful tool. Using a micro phone and a drawing tablet you can create a online visual lesson. Basically, this tool allows you to write or draw (kind of like using paint) and while you are doing this drawing or writing you can talk in the background and then collaborate it into a video. Then you can upload complete video onto the web on a blog or youtube and have it accessible to your students or others.

I think that this tool is a very useful tool that can be used in any classroom. One of its uses is if in your classes you have difficult concepts, you could simply present those concepts in plain text. However, this could very easily confuse your students so instead I suggest using Sketch Casting. You could present the same concept but having it in a animated and interesting way You might be able to keep students attention longer as well as reach different types of learners. Hence, Sketch Casting is a great tool for visual learners.

Another great use of Sketch Casting is to be able to help your students after school hours with questions. It can be hard to explain things over email or text blogging especially in math education because there is so many symbols and unconventional formatting. Hence, Sketch Casting is a perfect tool to give your students the help that they need. You can go over any math equation just as if they were beside you at the blackboard because they can see each step as you go through it and hear you talk and explain each of those steps.

In summary, I think Sketch Casting is a wonderful addition to any classroom. It is a great tool that gives us teacher’s a chance to reach more students through a different technique. I definitely recommend it for helping math students but it would be a useful addition to any kind of classroom.

Sketchcasting

Sketchcasting is a web tool used to provide visual clues (pictures or words on a white board) while one speaks.

***1.Resources and links:***

YouTube Introduction to Sketchcasting

How to Sketchcast

Items needed (based on How to Sketchcast YouTube Video):

a microphone

screencasting recorder (software that records mouse movements and activities on desktop as avi file or flash movie)

Drawing – art rage (free version – full version is $25)

YouTube or any other video hosting site

Tablet PC – difficult to write with a mouse

Steps:

Draw

Record program

Save to .avi

Upload to YouTube

Point to video on blog

How to make it more effective

Keep it less than 4 minutes

No editing (keep it flowing)

No um’s and ah’s

Keep writing (no pauses)

(Items needed, steps and ways to make more effective are from: http://www.youtube.com/watch?v=6c6f-FYSNPY)

*2.Show analiys:*

 Strengths

Can easily be shared via YouTube, an existing blog or a web page

Free to use; must register to log in

Easy to use, once the user has the appropriate requirements downloaded to computer

A visual and voice representation of something

Can be used by multiple users with the microphone

Can create a Sketchcast with or without voice recording

***Weaknesses***

 Must have certain things: microphone, screencasting recorder, drawing software, Tablet PC

Opportunities

Can be used for tutorials

Can be used to show a formula works (math, science)

Can be used to describe cultural information for a world language class or for English-language learners

Can be used to tell a story with pictures

Can be shared with others

***Threats***

 Not all Sketchcasts that are posted might be appropriate for students

***3. Ideas for the classroom:***

 Summarize a lesson that was taught and post to class web site (particularly if there were steps needed to accomplish something)

Students can describe something (can be used to review previously-learned material)

***Animation introducation:***

Childhood has changed rapidly over the past few years – and the methods that we use as teachers and educators of children and young people should reflect these changes.

Children learn best and most when they enjoy what they are doing. Using animation as a tool to encourage and develop children’s learning is not only fun but effective! By using animation children develop skills competencies in:

* Story telling
* Visual communication
* Cognition, emotional, ethic and aesthetic aspects
* Observation and sensory aspects
* Concentration
* Problem-solving and innovative aspects

At the Animation as a Learning Tool module, animation is being used in the sense of bringing character to life. The module is designed for students who wish to study in Denmark and use animation as a pedagogical tool in their professional work with children and youngsters.

***Aims:***

* To explore the possibilities of animation as a method of learning to develop childrens and your peoples skills and competencies.
* To acquire skills in using ICT/multimedia in pedagogical learning .
* To develop an understanding for aesthetic, alternative and inclusive learning methods and didactics.
* To learn to work in groups and develop personal and professional skills in cooperation.
* To acquire basic animation skills and learn the processes behind an animated film.
* To obtain experience in the pedagogical uses of animation through fieldwork – observations, interviews, data collection and analysis.
* To widen the theoretical knowledge of educational and learning approaches.

***Learning aspects:***

* The Danish welfare system
* Education in the Scandinavian context
* Visiting school and institutions
* Danish art and culture
* Danish language course

***Animation:***

 Introduction to different animation techniques (All subjects are basic at beginner’s level) :

* Pixilation
* Claymation
* Cutout
* Drawn animation
* Visual Communication
* Composition
* Backgrounds
* Character design
* Storyboard
* Storytelling
* Film language
* Sound
* Film analysis
* Nonverbal communication.

The above written subjects are taught through practical work:

The students will work in different groups and produce approx. 4 short films, based on assignments given on all the above written subjects.

At the end of the semester each student will produce a final film and a written portfolio, describing the work process of the final film.

***Language development***

* Language acquisition – an overview
* Children’s use of language
* Language and aesthetic learning processes
* Child culture and play culture
* Language and narratives

***Learning and working together:***

* Learning theories
* Aesthetic learning processes
* Learning in groups
* The role of the teacher
* Inclusion and education
* Didactic theory

***Field work:***

* Working with children and young people
* Animation as a learning tool
* Didactics in practice
* Reflecting theory and practice
* How to observe children

During a two week fieldwork at a Danish school/kindergarten, the student will help/ guide the children produce short animations.

Field work is completed with a written report focusing on learning processes, didactics and the language development of children.

The practical experience of the field work and the theoretical elements are compared in the report, which also includes reflections on Animation as a Learning Tool.

***Learning Outcomes:***

 Students will have acquired:

* Basic knowledge of how to produce an animated film using different techniques, such as Claymation, cutout and pixilation.
* Knowledge of how to use metaphors, symbols and contrasts in animation and how to stimulate children´s development and learning.
* Improved skills in using basic computer software and different animation techniques, as a method to develop children’s language competencies.
* Basic knowledge of film language, composition, backgrounds and character design.
* Awareness of language development through aesthetic learning processes and how these relate to other learning processes.
* Understanding of the processes related to animation and how these stimulate children´s cognitive, social, emotional and motor development.
* Understanding of how to apply theories in a teaching and learning situation.
* Educational tools to use in inclusive teaching.
* Explore the possibilities of using Animation as a Learning Tool in a pedagogical context.
* Ability to work collaboratively in group-based activities. The module content is balanced between theoretical studies and practical activities, so students will experience not only the WHY of learning, but also the HOW