Screencasting Workshop with Chrissy Shelley

Design Document:

   I.   **Summary**

This workshop was designed in fulfillment of the course EDPC 664– institute in Education. This workshop is deliverable as an in-person workshop with self-paced components. Participants will be guided through strategies to enhance their instruction including the use of Google Classroom, Screencastify, and Google Drive. Upon completion of each lesson, students will have an opportunity for individual and group feedback.

   II.   **New York State Professional Development Standards and Indicators:**

1. Designing Professional Development: Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

2. Content Knowledge and Quality Teaching: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

3. Research-based Professional Learning: Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.

4. Collaboration: Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. Parent, Family and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

8. Data-driven Professional Practice: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

9. Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

10.Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

II. New York State Computer Science and Digital Fluency Standards addressed:

Digital Literacy

The standards of digital literacy are addressed in this workshop through the use of technology to actively seek out relative information in a specified system.

a. Digital Use– Communicate and work with others using digital tools to share knowledge and convey ideas.

Computational Thinking:

a. Networks and System Design- Describe and navigate to various locations where information can be stored.

III. **Learner Analysis**

The target audience for this workshop is Grade 3- 12 teachers in Visual Arts OR any teacher looking to use technology to encourage self pacing in a subject area that typically involves heavy focus on technique demonstrations. The in-person approach with supplemental course materials in a google classroom serves as an example of how to handle a classroom of students who work in a variety of ways and paces. The target audience may also feel that other PD sessions have not addressed their specific disciplines. I would like to make this a welcoming place for all educators, especially those teaching specials such as Visual Arts.

IV. **Course Learning Objectives**

Upon completion of this course the learner will be able to:

Assess previous teaching strategies for opportunities to improve instruction and student self pacing.

Decide what aspects of instruction are best fit for adding to a digital collection.

Use Screencastify to record video instructions of a technique or process.

Use google classroom to organize learning materials so students can access the information as they need it.

Design check-ins so students keep track of their progress and pacing.

V. **Lesson Content Analysis**

Lesson 1: Screencastify as Time/Life/Voice Saver (40 minutes)

Content: Using Screencastify and Google Drive

Technology: Participants will be able to create a short video in screencastify, locate it in their Google Drive and share it with the instructor.

Procedure and Participant Engagement: Participants will take part in a live lesson demonstrating how to use Screencastify. A "reminder" video and instructions will be posted in Google classroom for questions or in case someone needs a refresher.

Assessment: Participants will share a screencastify video with their instructor.

Instructional Resources and other Supporting Materials: Videos in Google Classroom related to Screencastify, Webcam and/or Microphone.

Lesson 2: Google Classroom (20 Minutes)

Content: Setting up assignments and materials in Google Classroom

Technology: Participants will be able to create assignments and include materials such as videos related to their work in the Google Classroom.

Procedure and Participant Engagement: Participants will either learn how to, or be refreshed on how to add assignments and videos to Google Classroom.

Assessment: Participants will demonstrate their understanding by visual check in.

Instructional Resources and other Supporting Materials: Videos in Google Classroom explaining the procedure.

Lesson 3: Editing for content/speed/attention (60 minutes)

Content: Speeding up video, adding titles, and overdubbing instructions.

Technology: Participants will use editing tools such as Movie Maker or iMovie to bring refinement and focus to their educational videos.

Procedure and Participant Engagement: Participants will use editing software to emphasize relevant points of their video and speed up parts that need to move faster. They will upload it to Google Drive and add it to their Google Classroom.

Assessment: Participants will share their enhanced video in their Google Classroom and receive peer feedback.

Instructional Resources and other Supporting Materials: Videos in Google Classroom explaining the procedure, access to imovie, Movie Maker, or similar software.

Lesson 4: Practice With Your Own Content (No time restriction)

Content: Combine the previous lessons to create relevant content for your teaching practice.

Technology: Participants will use screencastify, editing software, and Google Classroom to create video tutorials for their intended audience.

Procedure and Participant Engagement: Participants will record, edit, and post video content related to their assignments.

Assessment: Participants will share their assignments and videos in Google Classroom.

Instructional Resources and other Supporting Materials: Videos in Google Classroom related to Screencastify, Webcam and/or Microphone. Videos in Google Classroom explaining the procedure, access to imovie, Movie Maker, or similar software.

VII Final Feedback and Attendance

Participants will complete and submit a form to track attendance and also provide post workshop feedback.

Google Classroom Code: dodpg4w