



PADCASTER IN EDUCATION

VIDEO PRODUCTION EQUIPMENT FOR SCHOOLS FROM PADCASTER

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For every **classroom**.
For every **student**.



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Padcaster allows you to produce high quality video content on phones and iPads. Padcaster's full product line includes solutions for the flagship Padcaster for iPads; Verse for mobile phones; Parrot for teleprompters; and a full line of branded accessories. Padcaster is dedicated to making mobile content creation and video equipment more accessible, cost-effective and easy to use for schools around the world.

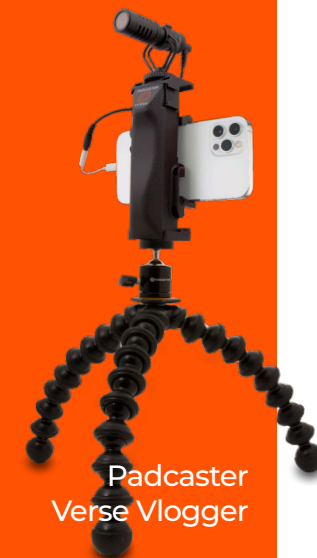
Whether you're in the traditional classroom or teaching online, Padcaster can solve your video production needs. Padcaster equipment makes it easy for you to create video content, so that you can focus on what's most important; educating your students.



Padcaster Studio



Padcaster Parrot Teleprompter Kit



Padcaster Verse Vlogger



Padcaster Starter Kit



Padcaster Base Station

PADCASTER IN EDUCATION

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01

MEDIA EDUCATION

Media education is becoming increasingly important in the ever changing education landscape. Whether you're teaching digital citizenship or trying to transform your library to meet the 21st century, Padcaster is a must when it comes to digital media.



BRIDGEDALE ACADEMY

Using Padcaster On The Hockey Rink, The Classroom & Beyond

The students at Bridgedale Academy all have one unique thing in common - they're all competitive Ice Hockey players. Bridgedale Academy has recently started to use the Padcaster, both in the classroom and on the ice. We spoke with Headmaster Michael McPartlin about how the school has benefitted from the Padcaster.

How are you using the Padcaster for Hockey?

I am using the Padcaster in a handful of ways. First, I'll take videos and photos of our on-ice and off-ice athletic sessions. For the on-ice videos, I set up the tripod near the top of the seating area so I can look down upon the ice. I'll pan in and out depending on circumstances and always use the wide-angle lens.

How are you using the Padcaster in the classroom?

I've set up the Padcaster on the tripod to take in-classroom videos and photos. For example, recently, our 7th and 8th graders gave some poem/speech recitations and we set up the tripod in a stationary location and had the kids move into view when it was their turn. And the kids, naturally, love the set up and think it's "cool" and they love being the subject/focus of the videos and photos we've been taking.

How are you using the Padcaster as an administrator?

I have used the videos I've shot in the classroom and on the ice to produce some promo videos for the schools (see right). I've also set up the tripod on a table in my office where I have a Bridgedale Academy backdrop. Here I've taken mainly still photos, although I am planning on doing some videos (probably of teachers and coaches but possibly of some students), and also possibly some podcasts eventually.

Which of these things has the Padcaster allowed you to do that you couldn't do before?

The truth is that the Padcaster makes everything so quick, convenient and efficient that by comparison I'd have to say that ALL of these things I couldn't do before (not at least without some difficulty).



RYAN CORRIS

Digital Learning Specialist On
Visual Learning

Padcaster was fortunate enough to sit down with dedicated technology educator Ryan Corris of Lakota High School for an interview about his work with the Padcaster Studio and how he's using video production across multiple subjects. Taking advantage of his own passion for visual learning, Mr. Corris has utilized the Padcaster Studio to create professional development tools for teachers as well as projects that help connect students across grades levels.



Tell us a little background about yourself and how you've ended up in your current role?

I am finishing up my 28th year in education. I hold a Bachelor's Degree in Education from Bowling Green State University, and a Master's Degree in Education from Miami University. When I began teaching, I did not even have an email address...personal or professional. After teaching 5th grade for a few years, I purchased my first computer. It was an Apple LC III with a 20 MB hard drive. Yes the entire hard drive was 20 MB not GB! That Apple computer ignited my passion for using technology in education. Initially it using for myself, which quickly turned into training other teachers, and over time using it with students in class as more computers started showing up in classrooms. Since buying that first computer, I have taught 4th and 5th grade, 8th grade science, spent a few

years as a technology coordinator, and taught math and science part-time at a branch campus of Miami University. Due to my love of technology and its uses in education I have spent the last five years as a Digital Learning Specialist evolving into an Innovation Specialist for the Lakota Local School District in Southwest, Ohio.

As an Innovation Specialist, what is your main focus, what are your goals, and who do you primarily work with?

My main focus as an Innovation Specialist is working with teachers and assisting them with integrating technology purposefully, personalizing learning for students, and helping to make sure our students are Future Ready. My responsibilities include creating and offering professional development, modeling lessons in

classrooms, planning with teachers, developing engaging activities, assisting students and teachers in our Innovation Hub, and doing my best to offer strong strategies for authentic learning.

Why is integrating technology into learning so important? How does one do it purposely?

Students are growing up in a world filled with technology, but that does not mean they know how to use it for educational purposes. The more experiences they can have with various types of technology through learning processes may give them advantages as they progress in their lives. Before using the Padcasters in our Innovation Hub, most of our students had never created a green screen video or used an actual video editing tool before. Now, on a regular basis students are creating

videos that look like they are visiting anywhere in the world (sometimes universe) and cropping segments, adding clip art, including captions and titles, and continuing to come up with new ways to make their videos unique. In regards to a purposeful use of technology, it is important that the tech is supporting the learning and not the focus of the learning. Our students are not just making videos to make videos. They are sharing their knowledge and their learning in creative ways while also working on soft skills, such as planning, collaboration, and time management. A tool is just a tool. What you do with the tool is what makes the difference!

How were you first introduced to Padcaster?

This past January our high school Media Centers evolved into Innovation Hubs with flexible furniture, adjusted spaces,

and some new equipment, including the Padcasters. Personally, I had never used a Padcaster before January, but I knew it was something I wanted to learn. After exploring the ins and outs of Padcasters over a few days, a teacher came into the Innovation Hub and decided she wanted her American Sign Language classes to make videos. The ASL classes tend to make several videos throughout the year, but the ability to use green screen and edit the videos would definitely step things up a few notches. So, the Padcasters got broken in quickly at Lakota East High School. Word spread, and the Padcasters became one of the most popular items in the Innovation Hub.

How do you think utilizing video can aid in teaching visual learners?

Well, if YouTube was available when I was in school, maybe my own grades would have been a little better. The ability for students to explore course content with the opportunity to rewatch it, pause it and reflect on it, walk away when frustrated and come back to it later, and learn anywhere at any time is amazing! And that is just consuming videos. The ability for students to create their own videos allows for an outlet of creativity and infinite ways for students to show off their talents, enhance their voice, and share their ideas with the world. If a picture is worth a thousand words, imagine how many words are incorporated into a video. And with these words also comes student voice!

Can you tell us more about your school's Innovation Hub? How does it work?

Our Innovation Hub is available for students, teachers, classes, meetings, gatherings, after school events, etc. I look at the Innovation Hub as the "Room of Requirement" from the Harry Potter Series. It is there and will be what you need it to be. You can explore French culture using Google Earth on the VR systems, collaborate on a group project, peer critique artwork on the monitors at the collaboration tables, Skype to communicate with an expert or work with other students throughout the district, and create some great videos too. Students stop in to work before, during, and after school for a variety of tasks, projects, meetings, clubs, and studying.

How do you use the Padcaster as a tool for professional development for adults?

It has been a great opportunity for the teachers to learn about the Padcasters right alongside the students. As students increase their own skills they have taught the teachers and as the teachers learn more, they feel more comfortable when helping students and planning future activities and projects. Since the Padcasters are relatively new in our building, we are bouncing around some ideas for professional development, but maybe those ideas are better left for another time.



You mentioned an exciting project you did with an American Sign Language Class. Tell us more about that. What was the most rewarding part of the project?

Our American Sign Language (ASL) classes have been frequent flyers in the Hub with the Padcasters. One of my favorite projects of the ASL students is their song videos. Students chose some children's songs (ie. days of the week, seasons, colors, and even Baby Shark). Once again, they did not just "make" the videos. The intent was to actually share these videos with elementary students in the district. The elementary teachers would decide when their students would need a brain break and share the videos with their classes. The first part of the videos teaches the signs that are

used in the songs, and then the song is played. The elementary students can watch the high school students perform the signs during the songs and follow along. The videos were such a hit with the elementary classes that the high school students began doing some live performances via Skype. This gave the elementary students an opportunity to interact with some of the people they had been watching in the videos as well as ask questions and learn new signs that they wanted to learn.

I am having a difficult time finding only one rewarding thing about this project, so I am going to share three. First, it was watching the high school students create the videos using the Padcasters and seeing how much fun they were having. They were working

on something for a truly authentic audience and it was evident that they were enjoying the project. Second, the technology was being learned, but it was NOT the focus of the learning. Every ASL student in the school knows how to use the Padcasters, but the planning, creating, deciding which signs to teach and use, and how to present to their audience was key to the learning. The third rewarding part of this project has to be the excited faces and engagement of the elementary students during the Skype sessions after they had watched some of the videos first. I have a feeling some of these young elementary students are already looking forward to some of the fun projects that they will be able to experience when they get to high school.

groups while students that had not experienced the Padcasters yet began their experiences.

Some Examples:

ECONOMICS | Students worked in groups to create a product that would solve a problem. Students created videos using the Padcaster that introduced and marketed the product.

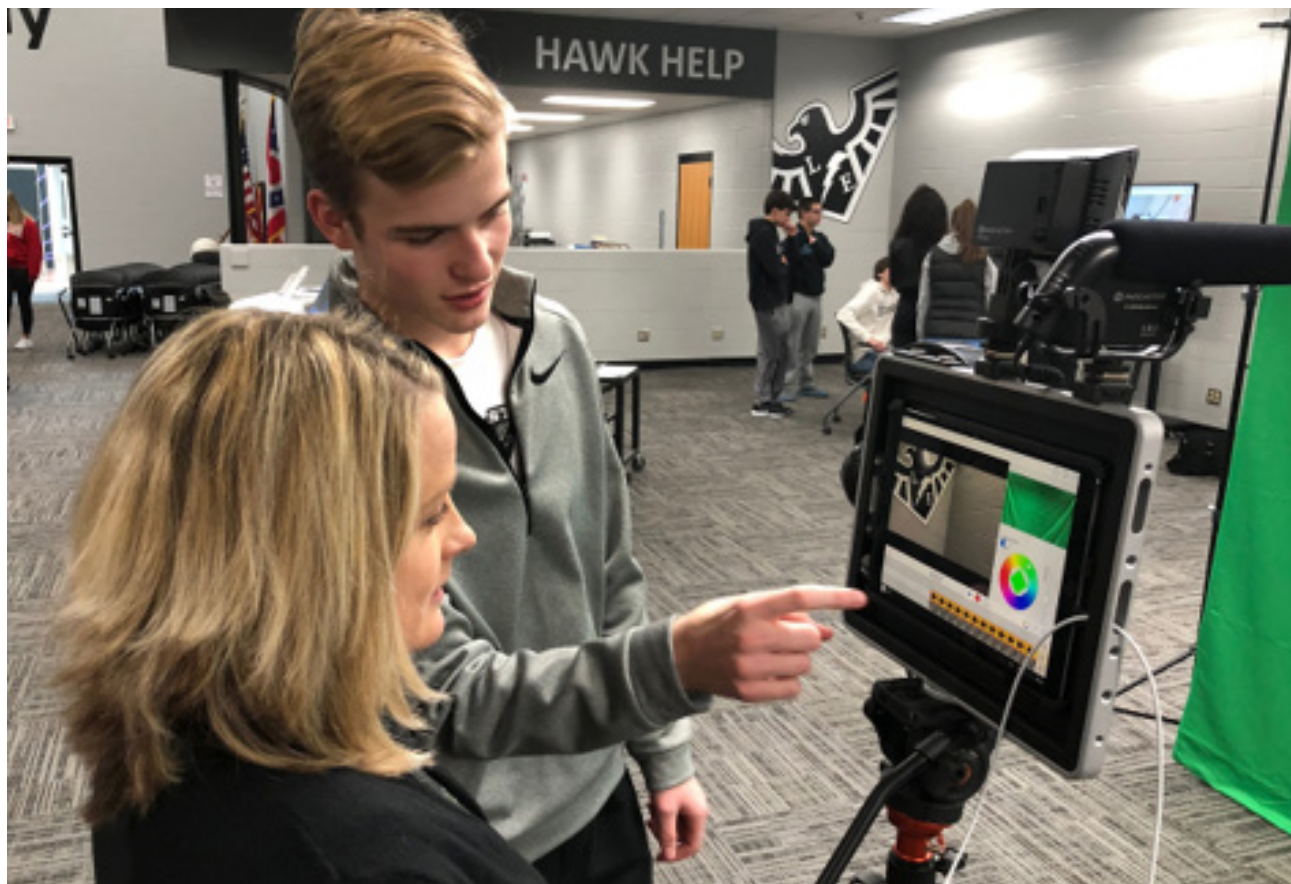
LATIN | While students had some choices on how to present, many of the groups shared videos of their retellings created using the Padcasters.

ASL | Students created videos to show why they feel signing is so important. #whyWESign (The W and E are both capitalized to represent our West and East high schools.) Students studied either a famous or historical deaf person. Videos were created using various backgrounds within each video. Students then customized a Google Drawing template to make a Time Magazine cover of their individual. The magazine covers included QR codes. The Time Magazine covers were posted in the auxiliary gym where a gallery walk took place for staff and students to learn about the famous and historical deaf individuals. A topic that some of the ASL students sign about was driver's ed. Instead of just creating videos of the students telling driver's ed stories, a driver's license template was created. Student could adjust some of the details, but where the photo would normally go on the driver's license was the student's video where they signed their story.

SCIENCE | As the culminating activity for the Evolution Unit students presented a passion project. In this passion project, they explored the evolutionary history of an organism of their choice. To finalize the learning, a product of choice was created and shared with their peers on the last day of the quarter. A popular choice among students

What were some of the other projects you've worked on with Padcaster? Which ones had the biggest impacts? Why do you think this is?

I would have a difficult time saying that one of these was more impactful than another project. Being from so many different content areas, so many different concepts were being explored. All of the activities were impactful because they were authentic and purposeful. I would say that there was some impact in the overlap of the students though. Since all of the students in ASL classes have had experience with the Padcasters, we started to see some of the ASL students come to the Hub for projects in other classes as well. They were able to help other students in and out of their own



was using the Padcasters to create a video. Throughout the year, a chemistry teacher has run a CSI type investigation of the untimely death of an individual. The students have gained knowledge and insight throughout the year. Now it is time for the students to attempt to solve the murder based of evidence they have collected. They will be creating videos using the Padcasters to state their case and attempt to solve the mystery.

You mentioned having teachers create videos detailing the subjects of their courses, how did this project turn out?

This year, a task for our teachers was to create videos to introduce each content area course. The videos were used for students to get a preview of courses prior to signing up for next year’s schedules. Several teachers decided to use the Padcasters and green screens to create their course videos. This was great for the teachers because it not only gave them the stage to share their courses, but to also personalize their message and give the students an opportunity to get to know the teachers as well.

ESL Our ESL students had a cultural fair to help people at our school understand their cultures better. This was part of an extended Project Based Learning (PBL) project. At the cultural fair, the ESL students set up a “photo booth” using the Padcasters. Backgrounds were chosen from specific countries. People that attended the cultural fair could have their picture taken as though they were visiting that country. Some people even dressed up in clothing to make the scene more realistic.

ENGLISH Students were studying the Renaissance in English class. A culminating project was to have students use the Padcasters to create videos to show their knowledge of the Time Period.

PHOTOGRAPHY Students integrated their own photographs of personal objects as backgrounds. Using the Padcasters and green screens, they explored scale and added themselves to their own images making their personal items larger than life.

What do you think is the most valuable lesson students can learn from creating their own videos?

Many of the students that come to the Hub to create videos have never used a video editor like Do Ink or WeVideo. Now, a good percentage of students in our building of over 2,000 have experience with using a video editor during or after recording with the Padcasters. You may say I am contradicting myself because this statement is all about the tools. However, because they used these “tools”, students have now looked at the content they are learning differently, hopefully dove a little deeper into the content to find out what was most important to include in the videos, problem solved, collaborated with others, managed their time, evaluated their project to see what needed to be kept or redone, and so many other soft skills that seem to be in such high demand from universities and businesses these days.

What upcoming projects are you planning with students or teachers?

We are coming to the end of our school year, but the Padcasters are basically in use up to the last days of the school year. So, we are not necessarily working on new projects for this year, but the teachers that have used the Padcasters

with their students are thinking about how the projects can be tweaked to make them better for next year as well as brainstorming about how the Padcasters can be used to enhance learning for other parts of their courses.

What is the biggest piece of advice you can give to other educators who are teaching media production?

I am a big proponent of giving students some guidelines and requirements

and letting the creative juices flow. Don’t tell them exactly what should be in the video and how it should look. Even give the student the opportunity to choose what type of genre their video will be. Using the exact same topic to begin with, one group might make a documentary, another creates a newscast, while another group might even make a short sitcom. Allow as much choice as possible, include your non-negotiables, and let them go!





JR RENNA

Ed Tech Coordinator On How His District Uses Video

Can you start by telling us a little bit about your district and your goals as a district?

The Parkland School District is located in the semi-metropolitan region known as the Lehigh Valley in eastern Pennsylvania. We serve almost 9,400 students over 11 buildings, where we focus our attention on academics, arts, and athletics; educating the whole child.

What is one of your primary goals as a Coordinator of Ed Tech?

One of my primary goals this year has been to support student voice and creativity with authentic projects. Students take ownership and become not just engaged, but invested in learning when they can have a say in what they're learning, how they're learning it, and how they express it.

When you give them the opportunity to share their work on the internet, the quality of their work goes through the roof. Dr. Howard Pitler said, "If students



are sharing their work with their teacher, they want it to be good enough. If they are sharing it with the world they want it to be GREAT." We find that to be true as well.

What is the most rewarding part of your job? The most challenging?

My role is focused on connecting amazing students and teachers with the latest and greatest technology and pedagogy to facilitate learner-centric classrooms. I help teachers use technology to transform their lessons to provide experiences that weren't possible before. Every day my work is directly impacting the way our

classrooms look and feel, ultimately preparing our students to navigate the digital workplace they'll enter into after school. That's incredibly rewarding.

This is my first year at Parkland, and the most challenging aspect has been to try and build meaningful connections with as many faculty as possible - a challenge with over 1,300 staff!

Why do you think it's important to use video in schools?

We see social media sites like Facebook, Twitter, Instagram, & Snapchat making a huge push into video, including live video. As social becomes a primary way our community stays informed,

it's important for us to move along with them at the forefront of content delivery. Which we're happy to do by the way, because it's a wonderfully engaging and creative medium. Video pushed via social media is a much better way to connect with parents than asking them to visit the district website.

How did you first find out about Padcaster?

I saw Padcaster at the ISTE conference a while back. I have kept it in mind as a resource, and used it in both my previous districts, and when I arrived at Parkland, and would be working with our Trojan Tech Teams, I knew it would be a perfect fit!

How is Padcaster helping you to achieve your goals as a district?

Our goal this year centered around telling our school's story. There's a conversation going on about your school and it's your choice whether or not you'd like to participate. After a visit last summer from Dr. Tony Sinanis, co-author of the book *Hacking Leadership*, our school principals made it a goal to actively participate, never missing an opportunity to share something positive going on in our schools.

Our student-led "Trojan Tech Teams" have used Padcasters (one per building) to help tell that story. Students have captured photos and videos with the Padcaster, sometimes editing using

the Memories feature in Apple Photos or iMovie, and then AirDropping content to the principal for posting to the school's Twitter account.

They have also told their story through live broadcasting on Periscope, capturing concerts, sporting events, assemblies, festivals and classroom activities LIVE (they work with adults to ensure guidelines for posting to social media are followed). Parents and relatives from out of the area loved being able to tune in and participate.

What do you find to be the biggest benefit of using Padcaster over traditional cameras?

The ability to capture, edit, and publish from one lightweight and portable device helps us capture our schools' stories in many contexts where we previously wouldn't have considered it.

How have the students responded to using Padcaster?

Our students' interest has been intense! They're excited. They picked it up quickly, and now are thinking about what outside the box applications they could use it in.

What is the most exciting use of Padcaster you've seen?

Our tech teams brought their Padcasters to the Apple Store for a field trip where they learned how to use them to do stop motion animation! I



found that the process of creating stop motion was super simple, and brought a level of creativity and expression out of even my more reserved team members. The Apple Store staff found our Padcasters to be pretty impressive as well.

All students got a certificate and a sweet T-shirt from Apple too! It was a great experience.

Specifically with regards to video, what are some of your plans for the future?

We'd like to add mini mixer boards and multiple mics for capturing some live events with better fidelity and wireless lavalier microphones for flexibility. We're also interested in exploring 360 video.



AYELET SEGAL

Ed Tech Coordinator
Talks Interactive Video

Ayelet leads the educational mission at TouchCast, working with thousands of schools to facilitate hands-on learning in their classroom through TouchCast's interactive video learning experiences. Dr. Segal is an international speaker, a published author and an expert on how students learn with video. She has devoted the last 25 years exploring problems in the realm of Cognitive Psychology, Education and HCI both in academia and industry. Prior to joining TouchCast, she earned a Master's and PhD in Cognitive Psychology, Education and Technology from Teachers College, Columbia University in NYC as well as a Master of Arts in Interactive Media from Middlesex University in London, UK. She published the first research on children learning with the iPad and has been honored with several international awards.



What is your role within touchcast and how long have you been with TouchCast?

TouchCast launched in June 2013. I have been with TouchCast since November 2013 and am now the Head of Education.

How would you summarize TouchCast in a few sentences?

TouchCast is Smart Video that you can insert supplemental materials into, such as websites, videos and polls that the viewer can interact with. It also allows you to have a professional TV studio using your iPad, including green screen technology.

Why did schools first start using TouchCast? Was TouchCast originally intended for education?

TouchCast was intended for media, enterprise and education. Many flipped classroom educators adopted TouchCast initially. We now have

over two million educators that have downloaded the app, and over 52 thousand classrooms that are using it daily. Our social mission at TouchCast is to support educators and provide them with the TouchCast app completely free. We have been doing that from the beginning and will continue to support them in this way.

What do you see as the greatest value of video, and interactive video, in schools?

Schools use interactive video for engaging communication with students, faculty and parents. They also use it to collaborate with other schools around the world. Students create presentations across topics and grades and having fun doing it, while learning 21st century skills. Teachers use it for flipped learning videos that are engaging and prepare students ahead of time for the class work. This allows students to work on hands-on projects in the classroom.

What is the most rewarding part of your job at TouchCast?

I love working with our ambassadors, who are the most innovative teachers I have ever met, and care so much about their students and the meaningful learning happening in their classrooms.

What is your favorite example of a project students have created with TouchCast?

There are so many examples. We have a few very special initiatives such as the GlobalCoLab project where students collaborate around the world working on science projects together and providing peer reviews to one another.

Where do you see the future going for TouchCast?

Everyone will be using video for communication and collaboration. This generation is the YouTube generation and they are already making videos for fun, so why not use video for learning? Video will grow and become a standard/common use case.

What are some of your personal goals for the future?

I aim to keep supporting the reform of public education, and to help educators implement more active learning in their classrooms with hands-on activities where every student has a voice and can be a broadcaster, a presenter and an activist.



WHY VIDEO PRODUCTION IS NOT COMPLETE WITHOUT ONLINE VIDEO SHARING

It's no secret that video is already a huge part of students' lives but also their parents' and educators' lives as well. Many schools already have some form of media education or video production program in place, but (what is the next step in utilizing student compelling content?) How can schools and districts make these programs even more advantageous to their students? The answer lies with shareability and utilizing the internet is the perfect solution for it. Creating a YouTube channel, or using a video hosting site like SchoolTube is, not only an easy and free solution for showcasing student created videos, but it can also be a great way to tell your school's story, disseminate important information, and provide new ways to involve your local community.

Whether you're creating a weekly school news broadcast or utilizing video for a specific classroom assignment, it takes a lot of work to produce a decent video and those projects should be shared. Students will undoubtedly want to show off what they have created and featuring projects on an easily shareable platform is key. Having the option to publish videos online will also help motivate them to create the highest quality work possible as mentioned by EdTech Coordinator JR Renna in his

“When you give [students] the opportunity to share their work on the internet, the quality of their work goes through the roof. Dr. Howard Pitler said, ‘If students are sharing their work with their teacher, they want it to be good enough. If they are sharing it with the world they want it to be GREAT.’ We find that to be true as well.”
- JR Renna

interview with Padcaster. Not only will they be able to send these projects to their peers and families but the world at large has a chance to see them.

Beyond school projects, sharing your school's culture of your school and telling its story is instrumental. Posting a video of a school event or live streaming an important game only helps to increase school spirit



and shows potential students what it's like to be a member of your student body. Promoting your story helps boost attendance at fundraisers or even grow your campus's notoriety in the local community. By creating a strong and distinct personality for your school you can also control its narrative, always putting its best foot forward to parents and the community. Having a YouTube channel or a playlist on SchoolTube will make these important video representations of your school's story easily shareable and accessible to all.

Creating videos and taking advantage of these online resources is also a fun and engaging way to circulate information to both students and their parents. Teachers, administrators or students can create video content outlining rules, updates or advertising school events and then upload them

online for distribution. From there, the videos can be easily posted on social media, embedded into e-newsletters, featured on a school's web page or sent out via email.

If your school is looking to increase engagement with your local community through video, making them easily accessible is the perfect solution. A great example of a school using video and the internet to connect with their community is the students of East Pennsboro Area School District and their student production team EP Media. The team of student filmmakers worked together with their adviser Erick Hanson to create a short commercial for a local business. Since YouTube is so user friendly and universally used, both the students and the business were able to share the video with ease and promote themselves. Knowing

their project would be accessed by not just their teacher, but the client and also the community, gave the students a real-world peak into what it's like to work in digital marketing and advertising.

If you are looking for a more school focused video platform, SchoolTube offers K-12 focused free, video hosting supported by school-safe ads and sponsors. SchoolTube's proprietary process relies on teachers to act as moderators to review and approve student video uploads. This moderation process enables SchoolTube to be "whitelisted" on school networks. School media departments, teachers and student producers can create shareable

channels and playlists to share their videos. SchoolTube will also offer live streaming and ad-free packages beginning in 2020. For more information, read the Guide to Getting Started with SchoolTube.

Sharing your school and student videos online, through YouTube or a platform like SchoolTube is a crucial step in further educating students in video production by giving them the chance to publicly share their work. Sharing videos online is surprisingly easy, typically free, and provides schools and educators with a new and powerful platform to engage families and their community.



GREEN SCREEN

Green Screen technology is both engaging and educational. Educators all over the world are using Padcaster for creative green screen projects to captivate and inform their students.





VIOLET CHRISTENSEN

Learning Technology Coach On Teaching Video Production

This March Padcaster had the opportunity to sit down with Violet Christensen, a Learning and Technology Coach in the St. Vrain Valley School District in Longmont, CO, to learn all about how she utilizes Padcaster in her district. Violet's career in EdTech centers around technology integration, instructional learning, cognitive coaching, modeling, and co-teaching. She teaches video production and green screen technology to students of all ages as well as other educators and administrators.

Tell us a little background about St Vrain Valley School District's dedication to technology in education and your involvement.

St. Vrain has committed to a long term strategic plan for technology implementation and integration. This district is a pillar in public education and innovation. In August 2018 I was hired as an Elementary LTC (Learning Technology Coache). I knew from the first phone interview this would be a dynamic position where I would be pushed to grow, learn, and innovate everyday! As an LTC I help with cognitive coaching cycles, video coaching cycles, modeling, co-teaching, technology integration and so much more.

As a Learning Technology Coach who exactly are you coaching?

As an LTC, my role affords me the opportunity to work with teachers, students, administrators, district technologists, the Office of Professional Development, paras, specialists and any district employee within the school network who needs my support. Additionally, I collaborate with a network of Learning Technology Coaches, Instructional Technology Coordinators, and STEM Coordinators to elevate best practices for teaching and learning across the St. Vrain Valley School district.



Why do you think it's important to teach technology, especially video production, to young students?

I believe it can heighten the educational experience immensely when we teach children a skill base in technology and video production throughout their formative years. This helps to prepare them for a future workforce that is most likely hard for us to even conceive at this moment in time. The key to learning is the content, not the technology. The technology is a dynamic tool that can enhance the experience of learning the content and also a means to integrate creation along the way. Students of today are digital natives and have the amazing ability to pick up innovative tools and gain mastery in no time at all. The moment the Padcaster is rolled into a room the learners get excited about what they will launch into creating and designing today! Students are invested in their video production projects because they are all about their student voice and being able to share it with real and authentic audiences.

When I watch Kindergarteners starting in video production it makes me sit back and think about what are the skills and content these students might be able to master by the time they are at the high school level. I am proud to work in a district that truly provides innovative options for students throughout their educational career. I love knowing that no matter how far I push the little ones in their learning that they will continue to be pushed all the way through their academic career in St. Vrain. I can not

wait to see what marvels these little learners create in their lifetimes! I cannot even conceive how they will change our world!

How were you first introduced to Padcaster and green screen?

I was introduced to the Padcaster and green screen shortly after I joined the St. Vrain Learning Technology Coaches in our Office of Professional Development. Upon being hired, I asked my new principals if there was anything I could do to prepare for the coming year. I was told that a Padcaster system had been purchased for each elementary school and I should familiarize myself.

The more time I invested into the Padcaster and green screen the more I realized the power of these tools in the classroom and beyond throughout the district to benefit educators and students alike. I have formulated professional development around this tool, led it, and integrated it with teachers and students.

I also had the opportunity to train our district technologist team around the Padcaster tool so that they can better support teachers throughout the district with their usage. St Vrain has even purchased a Padcaster for our Professional Development Department to produce high quality interviews, and be able to film educators for various purposes.

You had mentioned that you create green screen projects with students

in K-5. What is it like teaching over such a wide range of ages?

I spent a decade teaching third grade prior to finding this tremendous educational position. I will always hold that age group close to my heart, but it has been such a fun adventure exploring green screen projects with various grade levels. It is incredible to see the progression of learning and the building up of this skillset over time. One thing I truly love about small group projects with video production is that everyone can shine and contribute in the way they want to and feel comfortable. If everyone wants to be filmed, they can. If some students want to focus more behind or in front of the camera, that is okay too. They are all working together towards a common goal of producing a quality product. I think video production is an incredibly powerful tool to teach these skills.

What was it like introducing green screen technology to such young students? How did they react?

Most Kindergarteners are nervous the first time and then act like pros by round two. They can clearly infer that the Padcaster is an adult technology tool. Most feel privileged and excited to use this tool. The younger students love to feel like they have such an important job to create a movie. When we build in and scaffold their learning over time so that they can be successful, they truly can create powerful video productions. I also love that we can create these quality productions to share with their

families or the community.

What areas of video production do you focus on with the different age groups?

In the primary years I really focus on students learning the basics of filming and deeply integrating oral presentation skills. I make sure they have a basic understanding of the Padcaster tool and the iPad for filming. One consideration with our wee media producers is that we as coaches have to help them work on eye contact, speaking clearly, and keeping their thoughts aligned with what they want to share. I believe that if we start presenting more frequently at a younger age then less students would be so fearful of oral presentation in later years.

In the intermediate grades, we work to enhance and refine our filming and oral presentation skills as well as develop scripts or storylines further than in younger grades. The learners also spend more time on script development, refining and developing how you or your team presents a story or information, and how to work as a cast and crew. The ownership of all aspects of media production can be transferred to student hands, and usually faster than an educator might expect. They are empowered with voice and choice on how they want to do this work.

What were the challenges and rewards of teaching green screen

tech and video production to kindergartners vs. older students?

I think both groups of students are rewarding to work with. I have the ability to collaborate with students to make their visions into realities, and I get to teach them to use the tools to make it these things happen - **this is my dream job.**

With intermediate learners, the hardest part about this process is deciding on a group vision for the students' production and being able to manage all of the students' dynamic ideas and contributions. For instance we utilized the Padcaster to film a professionally edited rap video of the human skeletal system!

The highlight for me came when the class viewed the finished video together for the first time; the sense of comradery that fell over everyone in the classroom was palpable! Ultimately, this student-created video would go on to receive over a thousand likes and retweets on Twitter.

In a Kindergarten class, the scaffolding of the process takes longer to build up and the students require more monitoring within the process, but they can create their own masterpieces too! I find that it is best to have them practice with recording movies first and then watching their playback tapes. The Padcaster can be a huge help since the little ones have shaky hands. With one of our Kinder projects we were able to put them within their own hand drawn weather forecasts. There

is nothing better than watching back a production with a younger student. They are so enamored with themselves!

What is your focus when coaching adults in media technology?

My main focus when coaching adults in media technology is to honor where they are as a learner. You need to grow from where they are to build a steady foundation in technology integration. I always want to be mindful of them as learners and then I try to flex my teaching and coaching to meet their needs. We have to start with the why. We need to know what the objective or learning target is first, and then build backwards from there. We want the learning to be focused on the content and then naturally align technology tools to enhance the learning experience.

The most important aspect of technology learning to me is to let people get their hands on the tech and try it out themselves. If they learn to drive the technology then they are more apt to utilize it in the future and dive deeper with its capabilities.

Do you have any advice for other media educators interested in incorporating video production into their curriculum?

My biggest advice for other media educators is to trust the potential and budding capabilities of the students. Do not feel like you need all of the know how or the technical skills. If you have a

problem or question, the resources are likely within the students in your room to guide you through it. Empower your students with the tools and be amazed at what they try, tinker with, create, and produce. It is about how as educators we can invigorate the spark for learning in every child that passes through our classrooms.

I feel like the instructional content is the foundation, and the technology tools, such as the Padcaster, are the means to engage and invigorate the learning of that content. Make it about the learning objectives and success indicators first. Then when the backwards design process is being utilized, you try to keep the tech tools you have in mind to shake up, deepen and extend that learning in meaningful ways.

Do you have any future media projects that will involve the Padcaster Studio? If so what are they?

I am so lucky to have the opportunity to teach about the power of media technology and engagement this summer at St. Vrain's Camp EmpowerED Event that will be taking place in late May. There, I will be able to teach educators from our district and around the state with the help of a teammate, Courtney Groskin, to help invigorating teaching practices around green screen and Padcaster Technology.

Beyond that...I know that I do have future media projects, but I do not think I can tell you specifics, as they



are still being dreamed up in the minds of students and teachers. I have projects and video coaching cycles on the books with teachers at Legacy Elementary, Centennial Elementary and Prairie Ridge Elementary. I have to shout out to the amazing educators and school leaders at these schools and within our district who trust me with their students daily. They are the ones who provide the opportunities for students to use green screen technology and video production. They make this learning possible for their students and I simply assist!





DEB ATCHISON

**Education Technology Consultant
Talks Green Screen Projects**

Deb Atchison is an engaging and enthusiastic education technology consultant who has worked in education for over 25 years. Deb gives presentations at conferences all over the world. One of these is called, “Green Screen Appventures,” where she uses Padcaster to help teach educators about green screen videos.

How did you first become interested in green screen video?

I’ve always been interested in video editing and creating fun and exciting videos. In the past I trained teachers on using green screen video to get their students engaged in the content they were teaching. I found green screen video was not only fun but it also captured a sense of adventure in the teachers and students using it. I mean, really, who wouldn’t want to transport themselves to another time and place at some point in their life!

I taught video editing on a college level and in various K-12 environments. It always seemed people wanted to take their videos to the next level and green screen technology made it so easy to do. Check out this video (video is on the right) created by my Emeritus students (age 65+) at Richland College. What fun that was creating. If these guys, that didn’t grow up with technology, can create great green screen videos like that and have fun doing it, you can too!

What is your favorite green screen project you’ve ever done?

One of my favorite projects was one I did with art teachers. We used green screen technology to make the art and paintings they were studying come to life. We would dress the teachers or students up to be the characters in the art work. Then we would record a video of the characters speaking parts they thought the art would say if it could talk, so the art came to life right before our very eyes. One of my favorites was

when we made the painting, “A Sunday Afternoon on The Island of La Grande Jatte” by Georges Seurat come to life.

Why did you decide to use an iPad for your green screen videos?

When I started out, I was using desktop computers and elaborate software programs like Premiere and Final Cut Pro. However, most schools only had access to that high end software in the high school design classes. I wanted to teach green screen video to teachers of all grade levels, not just those in secondary classes whose focus was design and editing. Around this time, iPads started becoming mainstream in a lot of schools and classrooms, so it was the perfect time to figure this out using iPads.

Your presentation, “Green Screen Appventures,” has been extremely popular at various conferences. Which apps do you discuss in that presentation, and why?

My “Green Screen Appventures” class is one of my favorite conference presentations. We get really hands on in this session and have a blast. My two favorite apps are Do Ink and Veescape Live.

I love both of these apps so much and the people behind the apps are just as awesome as their products. The companies have both been very supportive of my presentations and have shared resources, videos, tips & tricks and even free app codes for door

prizes! Both of these apps are high quality and kids and teachers of all ages find them to be easy to use but full of rich features. DoInk has three video tracks which makes layering different pieces seamless. Veescape records 4K video and takes 12 megapixel photos. Students love using the weather maps in Veescape to create their own newscasts.

What tips do you have for people starting to experiment with Green Screen?

I'd say just jump in! Grab your iPad, download the apps and just start experimenting. At first the apps may seem complicated, but they really are simple to use. Watch some tutorials, look at the resources in my presentation handout and go for it. Experiment and play, because that's how you'll learn. I'm also always available to deliver "Green Screen Appventures" for you, your school or district too if you need extra help!

How did you first get introduced to Padcaster?

I first met Padcaster when they were just starting out at an EdTech conference. I spoke with (Padcaster founder) Josh Apter and was so excited to see their product and told him then that I wanted to use it in future presentations. I was blown away when I first saw it and knew there was nothing else like it on the market, and there still isn't today!

How does Padcaster enhance what you are doing?

The Padcaster makes my training and the creation of green screen videos so easy to do. It enhances everything about green screen video production! I've used the Padcaster in presentations at the ISTE (International Society for Technology in Education) conference and TCEA (Texas Computer Education Association). The Padcaster is an all in one solution. At my last conference presentation, I used the whole Padcaster Ultimate Studio, and it was incredible! It had everything we needed to make high quality green screen videos all tucked nicely into a padded backpack which made traveling with it so easy.

The biggest problem with students in school creating video is that they often don't speak loud enough, or there is a lot of background noise interference. The Padcaster Ultimate Studio takes care of that with three microphones that all connect or attach to the padcaster. Not to mention most videographers of any age have trouble holding the iPad still while recording - and nobody likes to watch shaky video. The Padcaster eliminates this distraction! The other issue most schools face is adequate lighting, which the Padcaster also supplies. And, who could forget the mini teleprompter! It is so useful and the kids love it!

What plans do you have for the future?

I have started my own consulting



business, Deb Atchison Consulting, LLC. The business is going well and I've been blessed to travel and train teachers and students all over the World. I will continue to present at state, national and international technology and education conferences across the world. Along with training educators, I also give keynote speeches on how technology helps to make the world a smaller place.

Aside from my business, I'm also one of the cofounders of EdChange Global and EdChange Global Classrooms, both

24 hour online learning experiences for teachers and students around the globe. Our next event, EdChange Global, is coming up July 28, 2017. You can find out more information about this great learning opportunity, how to participate, facilitate a session or sponsor the event here. You can also watch my ISTE Ignite Session from last year. I hope to see you in a classroom, district, conference stage or #ECG2017 soon!

Find Deb online & on Twitter at [@debatchison](https://twitter.com/debatchison). She invites you to reach out anytime.



JESSICA REDCAY

Second Grade Teacher & College Adjunct Talks Green Screen Across Content Areas

Award winning elementary school educator and college adjunct Jessica Redcay found her passion for teaching at a young age. Ever since then Ms. Redcay has dedicated her life to help sparking that love of learning in students through finding best method of instruction for them. This led her to green screen technology and media production as a way to inspire students to not only be lifelong learners but also to be responsible digital citizens. Read more about her journey and current practices on the next page.

When did you first know you wanted to work in education?

When I was in school, I loved learning! However, my older brother's interest would fluctuate depending on his teacher. Some teachers found a way to spark his interest and curiosity. My brother is incredibly creative, but some teachers did not provide him with an opportunity to demonstrate his learning in various ways. As I watched my brother spend countless hours working-on a school project that engaged him, I decided that I wanted to be a teacher. I wanted to figure out how I could engage EVERY student! I wanted to find ways to provide students with various ways to learn. More importantly, I wanted to find ways to help students LOVE learning!

What is the most rewarding part of your job?

I love the moments when I see a new spark of passion or interest in my students. It is amazing to see students make a shift in their mindset. Some students start the year with a lot of self-doubt, and it is exciting to see their confidence grow. I get excited to hear that the students go home, and they continue to try things out that we learned in class. For example, one mom told me that her son came home from school to set-up his own little green-screen studio in his room. I loved learning that my students were internalizing their learning. Further, this boy was becoming interested in doing schoolwork outside of school - on his

own! When students are provided with a lot of choices and experiences then they develop their own passion.

What led you to start experimenting with green screens? What was your first green screen project?

I have always loved movies. I worked full-time as a manager at Blockbuster throughout college. I had the chance to go to California to learn how movies were made. In 2018, I was selected to attend the PAECT's Keystone Technology Innovator's Summit, and in the Summer of '18, I learned how to use green screens. After the Summit, I played with green screens. At the beginning of the school year, I created my first green picture with my students in bubbles. It took a lot of app smashing, but I enjoyed creating this image. I saw that Eric Verno posted the background, and he gave me permission to use it in my image. I envision surrounding my students in bubbles of love as they enter my classroom. I was able to share that visualization using a green screen.

What is your favorite green screen project?

My favorite green screen project was when I was able to shrink my students so they could walk around a little neighborhood that they built out of shoeboxes. Here is an example of one of the projects: [Shoe Box Project](#).

Also, I love that we can capture a photograph to use a writing prompt after using a VR field trip. For example,



we used a Google Expedition VR field trip to explore the pollution in oceans. Of course, the students loved having the chance to go in a virtual shark cage. We had fun recreating this experience using our green screen. Students were more engaged to write about pollution when it was enhanced with a VR and Green Screen Image. Plus, these experiences help students increase their academic vocabulary because they were actually experiencing the content firsthand.

How do the students react to green screen work and video projects in general?

The students feel empowered when they use green screens. Initially, we partnered with older students so they could teach my second graders how to use green screens. As the year progressed, my students were using the green screens with ease. Then they

had the opportunity to act as leaders because they showed kindergarten and first grade friends how to use green screens too. The students love to create! They are constantly coming up with new ways to express and share their ideas.

Further, students are becoming digital citizens. At ISTE19, I learned that ISTE is re-defining what it means to be a digital citizen. As early as second grade, I teach the students that their work is their intellectual property, and they need to respect the work of others. The students are not able to use background images without ensuring that they have permission to do so.

Many schools are using green screen in a more traditional filmmaking setting - morning announcements, filmmaking clubs, journalism, etc. How did you decide to incorporate green screen into other subject areas, such as English, where green screen might not be such an obvious fit?

Since I teach elementary school, I teach all of the different content areas. I wanted to use green screens in the classrooms, but I had to find a way to integrate this tool into what I was already teaching. Green screens are versatile. After students learn how to use this tool then students have an unlimited number of possibilities for creating. The best part about using green screens is that sometimes I see my students shine in a new way. I learned about a different

aspect of some students as I watched the video or images that they created to respond to literature. My students are able to take the center stage! I love the moments that I fade-away, and I am just there to support them in their learning journey.

You recently had the chance to present at ISTE 2019. What was your session about? Can you tell us about your experience presenting?

At ISTE19, I was thrilled to present about 10 Ways to Use Green Screens to Teach ELA at an Elementary Level. I had a great time preparing for the conference, and we had a wonderful turn-out. I had stations set-up for everyone to explore and create. Padcaster set-up two studios for taking green screen pictures too.

My presentation had prizes and support from FlipGrid, Nearpod, Padcaster, DolnkTweets, ChatterPix,

CreationCrate, and RoboKind. We had a great time! The best thing (for me) was that people were still connecting with me after my presentation. I was so happy to hear about how they are using green screens in their classrooms.

Also, at ISTE, I had the chance to meet the creators of Dolnk and the creator of Padcaster. These are some of my favorite green screen tools so it was an amazing opportunity. Dolnk is easy for students to use in the classroom. The creator of Padcaster, Josh Apter, has a background in creating movies so he created a quality tool that is easy to use. Of course, I had to check-out the Marvel exhibit that was at the Franklin Institute. I love the green screen tricks that are used in their movies. I had to play with the filters using Apple Clips, and transform into a comic book character too. Obviously, I had a blast at ISTE! It was so great to have so many wonderful people in my home state #ISTEinPA!





KELSEY MEANS

Library Media Specialist Talks Creating A 21st Century Library

Padcaster recently sat down with Library Media Specialist Kelsey Means to answer the questions, “what does it take to create a 21st century library media program?” and “how can it prepare students for the workplace?” Ms. Means uses video creation to instill a love of literacy in her students while also exposing them to 21st-Century technology. She has pioneered numerous video production projects across multiple grades to encourage creativity, digital citizenship, and information literacy skills. Whether through morning announcements, zoo animal projects, weather reports or publishing videos to share with other classrooms around the World, Ms. Means is dedicated to ensuring her students’ success through media production.



Tell us a little background about yourself and what you do as a Library Media Specialist with the Eastern Lancaster County School District

I can't remember a time before I knew I wanted to be a librarian! I am so blessed to be able to live my dream everyday! I hold a Bachelors of Library Science in Education from Kutztown University. Prior to my position, I was Assistant Director of the ELANCO Public library in New Holland, PA. I started my career with ELANCO School District, at Brecknock Elementary, in January of 2017. Next school year (2019-2020) I will be moving to our secondary campus and working with students in grades 7-12.

As a library media specialist at the elementary level, I instruct 28 different classes of kindergarten to sixth grade students weekly. Along with library media instruction, I have the unique opportunity every third week to work with teachers in my building and

collaborate by taking library skills and teaching them within classroom curriculum.

In your eyes, what does a 21st century library media program look like? How do you use media to encourage a love literacy and digital citizenship?

Literacy and a love of reading will forever be the bedrock of library media programs. Today, library media specialists are preparing 21st century learners for a world that is forever changing. A 21st century library media program prepares students by teaching digital citizenship, information literacy, and technology skills. Students need to be able to be safe and responsible on the Internet, find authoritative information, spot different kinds of bias, and be confident with technology.

When we discuss the topic of literacy in a 21st century program, it goes way beyond reading words on a page.

Literacy is feeling confident with technology, knowing how to navigate different online databases, and understanding how to access different types of digital content. My goal with my students has always been to make learning fun and to encourage them to become lifelong learners. To facilitate this kind of learning environment I use student choice. Whenever possible I allow students to choose research topics, which digital resources they use, and what type of technology they want to use to showcase their work. Along with choice I try to teach in a way that gets students engaged in their learning. Recently I have used escape rooms, virtual reality creation, and of course, green screen video creation to get my students excited.

What made you decide to pursue video as a means to facilitate media education?

I want my students to have opportunities to learn how to be independent with all kinds of technology; recording and video editing wasn't something our Brecknock Elementary students were exposed to. I collaborated with my colleague third grade teacher Wendy Blankley to write a grant to our educational foundation, the Spartan Foundation, for a Padcaster Studio. The Padcaster Studio is now being used by almost all grade levels in our building through library classes and collaboration with classroom teachers.

What was the first video project you facilitated? How did the students react?

The first project I facilitated was the project Wendy and I wrote in the grant. As part of our 3rd grade curriculum, students study the weather and create their own weather reports. We wanted our students to be able to record their weather report using the green screen and pretend to be real meteorologists.

In preparation for this project, we skyped with Millersville University Weather Center Director, Eric Horst. Eric really gave students a great overview of what a career in meteorology is like and students were able to ask him questions about his job.

Students practiced reporting the weather daily for a couple weeks and when it came time to record using the green screen they really knocked it out of the park! Not only did we get the recording in only a couple of takes, but our 3rd graders edited the video themselves; picking the backgrounds and animations using the DoInk application. We completed the whole video in just one class period! Once students started editing their video I could see their excitement grow! I had explained how a green screen worked but once they actually got to see it first hand, they really rolled with the idea and I'm amazed at what they were able to create! Listening to them collaborate and make changes during the editing process was really inspiring.

What was it like teaching kindergarteners video production with the Padcaster Studio? What did you focus on with the younger students?

Teaching kindergarteners video production was a ton of fun! Our kindergarteners complete a zoo animal research project every spring and I have been so fortunate to collaborate with my colleague Bonnie Brier on this project for two years now. Students had already done their research and we just wanted to capture them saying their facts and then put their animals behind them in their videos. Each group decided who was going to say each fact and introduced themselves. Some students were shy around the camera, but they really did a great job while we were recording! Our afternoon kindergarten class really impressed us when each group did their recording in only one take!

With kindergarten students I focused on the presentation during recording. We had the layout of the video predetermined for them. Students had to memorize their facts, look at the camera, and speak into the microphone. Each student got to pick what picture they wanted to superimpose behind them when they said their fact, and students helped me complete the editing so everyone got input.

With kindergarten students I focused on the presentation during recording. We had the layout of the video

predetermined for them; students had to memorize their facts, look at the camera, and speak into the microphone. Each student got to pick what picture they wanted to superimpose behind them when they said their fact, and students helped me complete the editing so everyone got input.

Why do you think it's important that students start becoming digital citizens at a young age?

The students I am teaching now will be entering jobs that haven't even been created yet; we have no idea what the world will look like when our students are entering the workforce. The earlier





students learn to be independent digital citizens, the more prepared they will be for the real world. My goal with my elementary students is for them to become confident in the digital

world and learn how to be responsible with technology and ethically use information. I have found that the simplest way to build these skills is to start young.

Do you have any projects in mind that you want to implement with the middle school & high school students?

I'm hoping to give my secondary students a chance to just be creative with different types of technology, while collaborating with classroom teachers to incorporate technology into what they are already doing. I've found at the elementary level it is really simple to take a project that is already in place and add a technology piece. I plan to build a Teen Advisory Board of students in grades 7-12 who can help with book orders, library programming and video (green screen!) tutorials on new technology. We also do not have televised announcements at the middle school level, so I would like to start a club that would utilize the green screen every morning.

What do you think is the biggest roadblock when it comes to teaching video production? How has Padcaster helped you overcome that?

I think one of the big roadblocks when it comes to teaching video production is finding technology that is kid-friendly, especially for elementary students. When I tell students we are going to be recording video they assume I am going to be doing the recording/editing, as if it is too complicated for them to do independently. I love that I can reassure them that they don't need my help at all! Because the Padcaster essentially turns an iPad into a professional recording device, we can use kid-friendly applications to make green

screen recording/editing super simple for our students.

What insight can you give to other teachers about teaching students video production when they've never encountered it before?

With any new technology, just let students try it out! I have found that it is so effective to say to students "This technology is new to me too! Let's figure it out together". Students will learn very quickly when given time to simply explore. When I got our Padcaster all set up I told my after school club we were just going to take an afternoon and try it out! Some of the best moments in my job are when my students teach me how to do something new! Never be afraid to try something new with your students, and when it comes to video production, you will be surprised what they come up with!

Do you have any advice for other media educators interested in incorporating video production into their curriculum?

Have fun with it and share what you and your students are creating! Collaboration is the key to really getting green screen projects off the ground! Start with one teacher and see how quickly others will want to use the green screen too. In these last couple weeks of school, I have seen a HUGE demand for the Padcaster Studio; to the extent that I just had to make a schedule for the equipment so everyone could get a turn!

03

MORNING ANNOUNCEMENTS

The days of the principal reading morning announcements over the intercom are long gone. Student-led morning announcements give students the opportunity to explore journalism education while capturing the attention of their peers to more effectively get information across.





ERICK HANSON

Secondary Media Specialist On Starting A Morning News Program

For more than 15 years Erick Hanson has been a dedicated educator, spending the first 12 as a high school Social Studies teacher. While in this position, he quickly began pushing the envelope and taking risks in technology education. As his reputation for trying new things grew, East Pennsboro School District soon placed him in their middle and high school libraries as a technology coach. From there he realized that in order to create the largest impact possible he was going to need to build a video production program from the ground up. Starting with almost no resources, Mr. Hanson went on to found EP Media and the EP Media YouTube channel, an almost entirely student run media production program. In this program Mr. Hanson focuses on quality over quantity, giving students access to high quality film tech, allowing them to learn from their mistakes and gain confidence by sharing their videos with the world. Read more on the next page about Mr. Hanson's dedication to helping his students succeed through media education.

Tell us a little about your work as an educator. What led you to start focusing on teaching technology and media production?

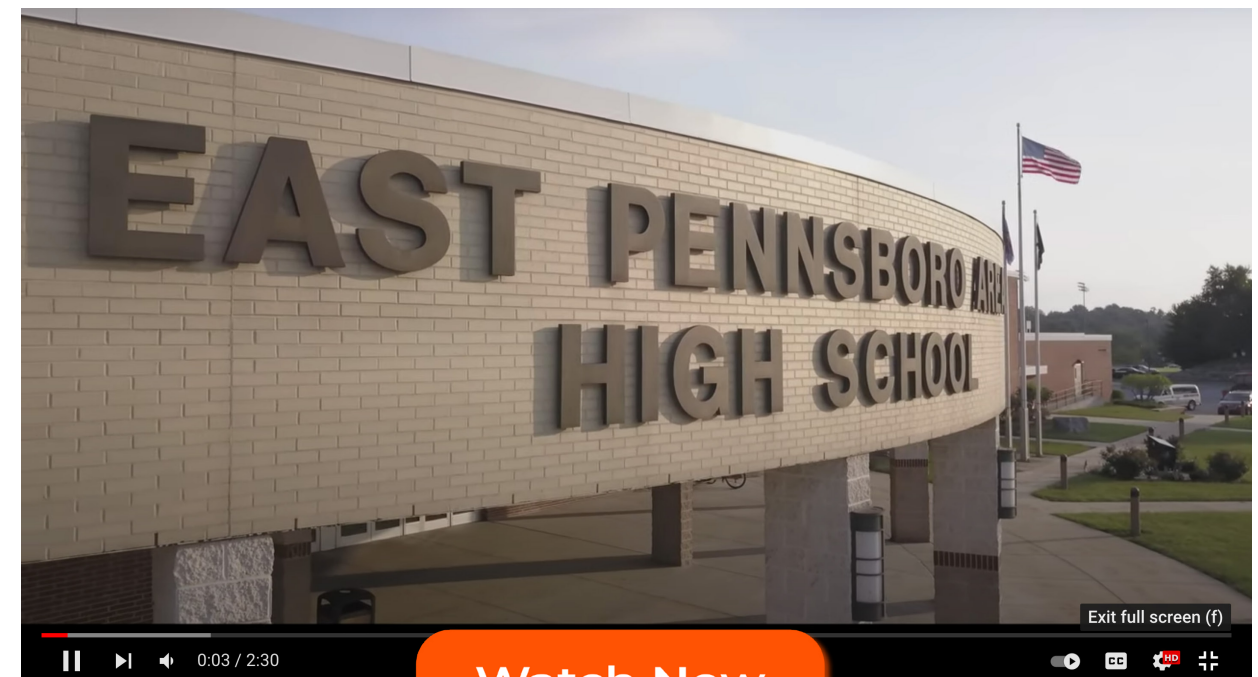
As a high school history teacher, the content was always secondary to pedagogy and helping kids figure out who they are and how they learn. So, as a history teacher, I was always compelled to find ways to inspire and empower my students. I think that you can make a lot of progress toward these two goals by focusing on who each student is as an individual and then, empowering them to contribute their skills and talents. In the past five or six years, this meant employing YouTube, both as a source for information and as a platform for communication, more as a tool in my classroom.

What is EP Media? Who is involved in it and how?

EP Media is the brand we've given to our video production program at our school. Any student in our middle or high schools can get involved and the degree of their involvement can be as little or as much as they want. In that way, it is a kind of library resource and/or club - it's always there for students to take advantage of.

When starting the program, what do you think was the most important element to the budding media program?

The most important element of our budding media program was ensuring that it remained student-led. By this, I mean that students make decisions



Watch Now

not only on the projects they are taking on, but also on the means by which we raise and spend money to grow our program. Since students are convinced that this is their program, not a teacher's, they work to produce excellent content.

What were your first projects you created with students? What worked and what would you have done differently?

Our first projects focused on celebrating our school and some of the cool stuff that's happening that, perhaps, our community was unaware



of. As we took on projects like this, I began to push projects at the students that served the goals of the buildings and district. It didn't take long before I saw the students' efforts shift, as they were being asked to create projects for someone else. This is how I learned that allowing this program to be in the creative hands of our students was a non-negotiable.

How did you get the community outside of East Pennsboro Schools involved with EP media?

I was able to articulate my vision for this program to the members of the East Pennsboro Education Foundation - they trusted me with a grant to get this program off the ground and have been incredible partners with us along the way as we have grown. As we have grown, we intentionally looked for ways to reach out to local small business owners and our local historic society. These key stakeholders have been advocates for us - we couldn't have had the impact we have had so far without their support.

What projects have you created within the community? In what ways have your students benefited from working with people outside of the school district?

Our middle school students created an ad for a local ice cream shop. This project started with my relationship with the shop owner. I knew she was a huge advocate for providing opportunities



for East Pennsboro students, so we pitched the idea to do an ad for her, free of charge. Our students had to contact her, set schedules, meet deadlines, and produce a final product. The kinds of lessons they learned by doing authentic work in the community are some of the best examples of how our video program is about so much more than the technology components.

What projects do you feel have been most beneficial for students and EP media?

The projects that have most benefited my students have been the ones that I have had the least amount of involvement in producing. That said, careful thought had been placed in establishing a learning environment in which students felt empowered to be creative and try new things



without fear of penalty. Students have reflected back to me that they learned so much about project management, interviewing techniques, lighting and sound, teamwork and collaboration - so many things that they hadn't anticipated before taking on a project

Why did you decide to create a YouTube channel and what benefits have you seen?

To me, using YouTube as a publishing platform is a crucial component of our program. The stakes are raised when student work is presented to a global audience. They know that their friends, out-of-town relatives, and prospective college admission personnel can access their work with the click of a link and watch it on their phones or 4K TVs at home. The ubiquitous nature of

YouTube allows us to bridge the divide between the classroom and the "real world".

Have you seen a growth in interest in video production among the student body since starting EP Media? Why do you think that is? Was there a particular project that increased involvement?

Since starting EP Media, I have seen an uptick in interest in video production and I think it's because we have eased the learning curve for students. Students now know that if they decide to get involved, they will enter a team that is happy to share what we've learned and contribute to other students' projects. Some of our more creative projects, such as our EP Hot Ones series, where a student interviews a teacher or administrator while eating increasingly

spicy hot wings, have caused some of our students to tap into their creativity and try to make something fun.

What projects are on the horizon for EP Media in the 2019/2020 School year?

We are planning to put our spin on the morning announcements - something that we've put off for a while now. We knew that if we were going to take this on, we needed it to be excellent, so there has been significant work done to prepare for this new project. We hope to hit the ground running with our "morning news" show at the start of the school year.

What advice do you have for other educators that are trying to start a video production program from scratch?

Focus on the students. Keep their inspiration and empowerment as your top priority. Allow them to learn from their mistakes and avoid the temptation of fixing their problems. You'll be surprised how many lessons are learned apart from the technology. Encourage your students to analyze the video content they like the most - have them deconstruct it and try to rebuild it their own way, piece by piece. Be patient and celebrate their accomplishments.





GIVING VIDEO A GO IN THE CLASSROOM

Lessons Learned
by Lee Poerio

Zee Ann Poerio, quite possibly the first educator to ever bring Padcaster into her classroom, shares the lessons she's learned over the years teaching video to students of all ages and starting a morning news program from scratch. She is currently the K-9 Computer and STREAM Teacher at St. Louise de Marillac School, in Pittsburgh, PA and has won numerous awards,

including the 2014 PAECT Teacher of the Year and 2017 LLP NCEA Award. In the article, Zee gives tips for various production roles, including anchor, lighting crew, camera person, sound engineer and editor. She also gives pro-tips on everything from what type of chair your anchors should sit in to how to guarantee they're looking at the camera.

There is nothing worse than recording a great segment or show only to learn later that the microphone was not plugged in properly and there was no sound being recorded. Have you ever had a project that needed multiple takes and you ran out of space on your iPad? As a teacher who has been using video in the Classroom for over seven years, here are some of the tips, tricks, and advice so that you don't have to learn these lessons the hard way.

CHOOSING A LOCATION

The first step is choosing a location. Find a quiet area or corner of a room away from the noise of an air-conditioner or heater, as those sounds can be picked up by microphones and recording devices. And don't forget, regardless of where you're shooting, you should always use a microphone! You should also avoid recording in front of windows. Once you find a good location for daily recording, keep everything set up in the space if possible or tape the floor where the camera, lights, and microphone work best to save time for future recordings. I have a studio set up and ready to go in

a designated area of our makerspace, plus a mobile studio packed up and ready to move for location shots.

Below I'm going to break down what the students doing various jobs will need to keep in mind. Assign each student a job, and you can rotate them through the jobs if you would like!

ON SCREEN TALENT Practice Beforehand

Always practice the script. Have the students read it aloud and have other students listening for errors. Make sure the students can pronounce all of the words. Mark them phonetically, underline words to emphasize, and insert breaks and pauses on the script itself. Copy all of this onto a teleprompter so that the students won't be looking down at their scripts. Practice reading the script on the teleprompter so that you can get the speed right. Discuss the Gestures you will use for cues or use Signs. Use a dry erase whiteboard to write messages to the on-screen talent. "Louder" - "Smile", etc.

Appearance and Wardrobe for on screen talent or anchors

Students should not wear any distracting clothing or logos. Ask them not to wear busy prints or wild patterns. (Have a mirror or for talent to check themselves for fly-away hair, lipstick on

teeth, etc.) Headbands and hair ribbons should be simple and solid in color. Student should not wear jewelry that is distracting. No dangling bracelets, large earrings, or necklaces that are too large. Do not wear bright nail polish. Make sure all buttons are buttoned and collars and ties are straight. Do not wear green or blue clothing or accessories if that is your background for your chroma key. Reflective jewelry can also be an issue with Green Screen work. Take notice of eyeglasses that may have green tones as the color may key out with the green screen.

Make sure they're sitting in a stable chair with four legs on the ground instead of a chair that has wheels or that turns. Twisting, turning, and rocking are distracting to viewers. Have the students sit on the edge of the chair so they are sitting up straight. If they are standing, remind them not to shuffle or rock from side to side.

On-Camera Tips

The most important thing is that they're looking at the camera while speaking. It is helpful to put a sticker or an arrow that points to the camera lens so that the student knows where to look. If there are two anchors, the student not speaking should always remember that they are still on camera. They should look at the camera or look at the other student speaking so they appear

interested. Students should never be looking down or anywhere else in the room. Look happy! Show some energy!



make sure the iPad is charged. Use a tripod - make sure the tripod is level and everything is mounted and secured. Never stop monitoring the shot. Be aware that reflections in glass, windows, mirrors, or computer screens could appear to the viewers if they are in your shot. When framing the shot, teach the students about the rule of thirds:

Rule of Thirds



The 'Rule of Thirds' is a basic photography and videography guideline. When placing a 3x3 grid over the image, the rule states that the main action should take place along one of these lines. While it might seem more intuitive to put the action in the middle of the frame, placing the focus along one of these lines leads to a more balanced shot. Most camera apps have a grid feature that will apply the lines automatically, so the students can frame the shot according to those lines.

The camera person should give the students on screen a countdown to start. 3, 2, 1 and point to indicate ACTION if you are live. If you are doing a recording, ROLL the camera early before giving the count down and you can edit those cues out. Leave a little empty space in front and at the end of each clip. Give everyone an all CLEAR (especially if you are doing a live show) when you are done filming. Say: "ALL CLEAR." Say, "Cut" and stop or pause the camera when you need to do a retake. Rehearse these cues so everyone knows

when to do what. Last but not least, check for background activity and keep an eye out for photo bombers!

LIGHTING CREW

If you are shooting in a room with windows and using the natural light, find a time of day when the room has the most light and open the blinds if you have them. You should not film in front of the windows with the windows behind. The light from the outdoors should shine IN on your talent and they should be facing the light. If you are using Green Screens, you should use additional lights to light the screen, talent, etc. Look for examples of 3 point lighting setups or test whatever you have available to use and choose what looks the best. If you are using light stands, check the cords for tripping hazards! Tape cords and cables down if you are in a studio without rack lighting.

SOUND ENGINEER

The sound engineer should test the microphone in advance. Make sure the microphone is on, check that cables are plugged in securely to the port on the iPad, and if it requires batteries, bring back ups. Use an app that allows you to monitor your sound as you record, and watch the sound levels on the app to make sure sound is being recorded. If you are not monitoring the sound, do a



test and listen to it to make sure it is loud enough and there is no background noise that needs adjusted.

EDITOR

When editing, listen for background conversations if filming in a room with background noise. If you can hear side conversations, edit those sections out or pre-record. Use simple transitions or a cross fade between segments. Don't try to show that you used every type of transition - less is more!

IT'S A WRAP

Celebrate your success and share what you have done with the school, families, and community!

NOTE: One of the best lessons I learned after purchasing and trying different equipment when I was getting started, was that Padcaster Studio is the best! I tried multiple devices and different equipment before I "discovered" the Padcaster. It was designed by a professional filmmaker! It's a complete studio, so you don't have to go multiple places to find what you need. You save time from trying to piece items together and you save on shipping from different vendors. It's mobile, so you can use it in your studio space or take it anywhere - even outside! It's professional equipment that gives the students a great experience to prepare them for 21st Century skills and makes them want to do their best work.



-Zee Ann Poerio
@MagistraZee
K-9 Computer/STREAM Teacher
Pittsburgh, PA

CONSISTENCY IS KEY

THE ART OF MORNING ANNOUNCEMENTS



WEATHER REPORT

Turn your students into meteorologists! Use a green screen to do a daily or weekly weather report. This one is probably best live, but you can also record the day before.

QUOTE OF THE DAY

This is a great way to begin or end your broadcast. You can use famous quotes or gather quotes from teachers and students. Oftentimes schools put a still frame on screen for 30 seconds or so to give people time to tune in. You can use the quote of the day on the still frame to spice it up!

FEATURED TEACHER

Highlight one teacher each week. Ask them about how they chose to teach in their respective subjects and give students an insight into different fields. This will shed light on a side of them that doesn't typically come across during class.

QUESTION

Have students choose a question to go out and ask students during lunch. For example, "What is your favorite thing about this school?" "What is your best study tip?" or "What is the highlight of your day?". Use an upbeat question to spread some positive energy around school.

SPORTS RECAP

Recreate Sports Center with a weekly recap. One way to do this is to have the anchors talk and overlay clips from recent games. You can also interview athletes directly after the game and include short sound bites in your report. Make sure to cover all sports, as you never know where the interesting story lies.

PRINCIPAL NOTE

A guiding rule for good broadcasts is to include as many voices as possible. Instead of having the anchors give all the news, give the mic to the principal or some other administrator. You can even mix it up each week. Find a way to include humor into the message to keep it entertaining.



CINDY GONZALES

K-4 Technology Teacher On Media Education In The Elementary Classroom

Cindy Gonzales has devoted over 20 years to her career in education technology at Gulliver Academy in South Florida. Each day, using Padcaster, Gonzales produces a news broadcast that is aired to all K-4 classrooms. All 4th grade students assist as newscasters throughout the year, arriving early at school to film the show that airs the following day. Currently, her lower school newscast program, Early Bird Broadcast, is designed to give each child the chance to experience broadcasting and gain the foundation for future media and broadcast opportunities. Read more about Ms. Gonzales, Early Bird Broadcast and some of her other favorite media projects.

When and how did you first decide that you wanted to become an educator?

As far as I can remember, I have always wanted to be a teacher. I have a passion to help others. I am always looking to broaden my knowledge and discover ways to make learning as fun as possible.

Tell us a little bit about your background as a teacher.

I studied inclusive education and special education at Syracuse University. I have always focused on ways to differentiate instruction, based on academic needs and/or technology integration possibilities. I received my Masters in

Educational Technology from Barry University a few years into my teaching career.

How did you first become interested in technology? In Video Production?

I have always been interested in making learning fun and integrating technology into my classroom and lesson planning. As an early adopter of technology and media, I was often the teacher who was tagged to try out, test and model new technologies. I was quick to realize that a camera can bring instant “fun” to a lesson. With that discovery, I began to explore ways to integrate video and other technologies. I shared this passion with colleagues, as well. In



time, my role emerged into working with students and teachers from kinder-third grade, in finding ways to best integrate technology and computer science into the curriculum, in addition to expanding my knowledge of broadcast journalism for lower school students.

Why do you think starting to teach broadcast journalism in lower school is beneficial for young students?

Broadcast journalism provides young students with many skills. I believe one of the most important skills is an opportunity to build their confidence. Students who are shy and quiet may not have ever tried broadcast journalism but with the way our program is setup, all fourth graders are given the opportunity to try it out. Once they enter our small broadcast studio and observe the routine, they feel more comfortable and are willing to give reporting on camera a try and discover their voice. Students also learn to understand their audience, to present the information and to use creativity to share it.

Tell us about your news broadcast, 'Early Bird Broadcast'?

Each week five 4th grade students are assigned to be part of the Early Bird Broadcast Team. They arrive before the school day to write short scripts, rehearse and record for the following day's broadcast. At the culmination of the year, all 120 fourth grade students have

the opportunity to experience broadcast journalism.

How else are you integrating video production into your curriculum at the classroom level?

I have supported several grade level teams by using the Padcaster for video production. For example, our 2nd grade students wrote biographies on selected famous people. As part of their assessment, each student came to my studio to record a video about their famous person. We used the green screen effect which allowed each student to "report" from a place representing their biography. This project integrated social studies, writing and technology.

Another example is the 4th grade Florida Day diorama project. Fourth graders researched different Native American tribes located in Florida. They worked together to design and build a diorama representing their tribe. The fourth graders came to the green recording studio to record facts about their tribes while using the green screen magic to make them appear inside their diorama. The students "walked" and interacted inside their diorama. Since we have a very small green recording studio, we were thankful to have the Padcaster with the wide angle lens. This lens allowed us to be able to film a larger area which made the videos turn out amazing. The microphones attached with the Padcaster also allowed us to have quality

sound in the video without all of the outside noise.

What feedback from students have you gotten about the Padcaster?

There isn't a day that goes by where a student does not stop me in the hall to ask when I will be returning to their class to film again. My after school video creation team loves using the Padcaster to film news segments around the school. The Padcaster allows them to travel around the campus with an all in one unit and makes them feel professional.

What advice would you tell a teacher first starting to experiment with video?

Consider purchasing the wheels for the Padcaster. Moving the Padcaster around can be quite challenging without the wheels for my younger students. I also recommend using the lens if filming in a small space with limited amount of distance.



04

HIGHER EDUCATION

Padcaster is widely used by Colleges and Universities around the world in a variety of creative ways. If your institution is looking for a livestreaming solution for lectures, expanding its online course catalog or incorporating video into extracurricular activities, Padcaster has everything you need to make virtual learning simple for your professors and easily accessible for your students.





GALEN CLAVIO

Indiana University
Sports Media Director

Galen Clavio has recently incorporated Padcaster into his Sports Media curriculum at Indiana University. Read about how Padcaster has helped him and his students capture high quality on-the-fly video at the University level.

Can you give me a little background about you and your program?

I've been a college professor for a decade, and before that I was a sports broadcaster for several years. I run the Indiana University Sports Media program, which helps students develop skills and knowledge for careers in the sports media industry. Our students engage in a wide variety of activities, from on-air broadcasting to production to social media.

How do you integrate Padcaster into your curriculum?

Padcaster works as a mobile shooting and editing solution for our broadcasting classes, allowing our students to get out into the field quickly and capture sound and video for sports stories in a variety of venues. We also use it in our non-

classroom student media pursuits, with students capturing and editing content on the fly.

What's the most exciting thing you and your students have done with Padcaster?

We just received the Padcasters in August, but we have been able to use them so far to go out and get video and audio for rapidly developing stories, much faster than we would've been able to with our traditional broadcast camera setup.

What are the benefits of using mobile devices over traditional cameras?

Ease of transport and setup, primarily. Plus the ability to edit on the device itself with the proper software.

What are some of your future goals with your program? With Padcaster?

We hope to fully integrate Padcaster into our newsgathering operations, using it for fast mobile news operations and capturing of sound at press conferences and in locker room settings. We're looking forward to further instructing our students about how to edit on-the-fly with Padcaster, allowing for faster news production in the field. We look at Padcaster as a key weapon in our newsgathering arsenal of the future.

ERIK KELLER

Freelance Video Production Consultant On Filming College Lectures

Erik Keller is a freelance video production consultant who has dedicated his time and business to filming lectures and teaching video production to both students and professors. He is a part of a larger trend of higher education institutions making their classes accessible by video. Not only is this crucial for posterity's sake, but it also helps students create a personalized learning experience where they can learn at their own pace. Students unable to attend lectures in person due to health or personal reasons no longer have to miss lectures and can watch them from the comfort of their own home. Not to mention the added value of being able to stop, jump ahead or restart videos to enhance their understanding. Mr. Keller also takes advantage of the accessibility and high production value of mobile devices to teach others how easy it can be to film a lecture. Read more about Mr. Keller's career both teaching and filming in higher education.

How did you get your start as a freelance video production consultant? Who are your primary clients?

I used to work at an Apple dealership and came into contact with digital video quite a while ago. I wanted to use my experience to help institutions create the best videos possible for the students. Primary clients are hard to pin down, though. I'm available for the whole production, or sometimes just parts of it and sometimes it's just someone in need of a better workflow.

Why did you choose to get involved in the education sector and how do you think institutions can benefit from recording their lectures?

I chose to get involved in education because recording some or all of the lectures allows students to learn at their own pace, or revisit a lecture and review certain topics. This is something I dreamed of when I was in their situation. I also find teaching staff and students to create their own recordings is very rewarding.

Another important aspect would be inclusion. I heard from one student, who was unable to attend lectures due to health issues, that watching the recording allowed her to keep pace with the rest of the class. Don't get me wrong here, though, I think it's important to be

present during the lectures if possible, but being able to "rewind" later and watch again during exam preparations makes a huge difference.

Tell us about your experience recording the lecture series "Women Thinkers in Antiquity and the Middle Ages" on the Padcaster.

In that case, I was the "team." So I needed to simplify the workflow as much as possible to get from acquisition to edit to release in the shortest amount of time. Setup and teardown were extremely quick. The Padcaster shotgun microphone worked extremely well.

What challenges did you run into while recording the lecture? how did you overcome them?

Well, a makeshift green screen "studio," three LEDs and a blueish room light, combined with a noisy hallway posed some challenges. Time constraints were another issue. Filmic Pro allowed me to "calibrate" the colors in a way that the result required just minimal grading while keying the shots. After a quick test, I opted to use the Padcaster shotgun microphone instead of a lavalier. The lavalier picked up noises in the hallway behind me while the shotgun rarely recorded them. So cleaning up the audio, besides the usual work on dialogs, was straightforward.



Who watches these videos? How has the response been?

The videos are used in a lecture running in two countries at the same time. The response was, as far as I know, very good.

Do you think more higher education institutions will be moving more in the direction of recording their lectures?

This is happening already. Some institutions move faster than others, but most institutions will get there eventually.

When teaching others how to create a video, what do you find people struggle most with?

Mostly anxiety to do something “wrong” when using a professional camera. Using the mobile device people are used to anyway removes this tension quite a bit. People are put at ease and can concentrate on creativity. There are students that are “naturals” when framing a shot, whereas others need some guidance, but this is definitely a situation where shooting as much as possible trains the eye.

What are some other benefits of

shooting on a mobile device like an iPad?

First and foremost, the equipment can be transported in a backpack. Given the recent advancements in the camera-technology built into iPads, very good results are possible without stretching the budget. Size is another advantage. Shooting in labs or other space-constrained locations can be very tedious or even impossible when using a full-blown camera. Using the iPad screen allows students to judge the image much better than if they were using a small monitor found on most cameras. It’s like having a 10” monitor on your rig.

What is the most rewarding part of this work for you?

Let me give you an example: I gave a short lecture about shooting and editing video to students during a workshop with high-profile scientists. I told the students that most of them are equipped with a camera already and we ended up with a lot of great interviews the next morning. I wanted them to give shooting videos a shot and was thrilled to see the outcome.

case study

ELECTION NIGHT with Stony Brook University School of Journalism

Stony Brook is the only undergraduate school of journalism in the state of New York's public higher education system. SBUJ's vision is to advance the public interest in a dramatically-changing world by educating journalists, public communicators and news consumers to value and transmit information that adheres to the highest standards of clarity, accuracy and reliability.

Established in 2006, the Stony Brook University School of Journalism (SBUJ) offers one of the most comprehensive, hands-on journalism programs in the country. Padcaster is highly integrated into the program, allowing students to distribute regular news coverage, produce special reports and broadcast breaking news. The goal of the program is to provide students with real-world newsroom experience.

Most recently, Stony Brook journalism students used Padcaster to produce a two-hour live broadcast of the November 6th, 2018 local and national midterm elections. This involved capturing live interviews from remote locations, relaying the feeds back to the newsroom, and broadcasting live on a local news channel. Watch the video to learn more about how the students executed the election coverage with Padcaster.

“Stony Brook is the only undergraduate school of journalism in the state of New York's public higher education system. SBUJ's vision is to advance the public interest in a dramatically-changing world by educating journalists, public communicators and news consumers to value and transmit information that adheres to the highest standards of clarity, accuracy and reliability.”

-Rachel Eyler
SBU Student Journalist

Stony Brook University
School of Journalism
Control Room

[Watch Now](#)

05

CURRICULUM IDEAS

In this section we detail just a few of the many ways Padcaster can be used in schools, from fun green screen projects for kindergarteners to the high school foreign language classroom.



Bringing Video Production Into Every Classroom

FOREIGN LANGUAGE

The possibilities for using video in foreign language classes are endless. Acting out virtually any scenario can help with whichever topic you are studying, including both vocabulary and grammar. For example, if you're learning the past tense, have students record themselves telling a specific story, like the time they lost their first tooth. For the future tense, have them talk about their weekend plans. This is also a great project for assessments as a substitute for a test. Of course, students don't only need to learn how to write in a new language, but also how to speak it.

ENGLISH

Have students act out the plot of books, taking the idea of the reader's theater to the next level. This doesn't just work for early readers, but even high school students, acting out the works of Shakespeare, for example. One advantage of doing this as opposed to acting the scene out as a class with just

a few people acting as characters is that by splitting into groups everyone gets to be involved.



SOCIAL STUDIES

Social Studies is all about stories. For younger students, use a green screen to travel back to a different time and place.

When studying historical figures, students can "interview" figures from the past, anyone from the Biblical Abraham to Abraham Lincoln. Another application to the interview video is social movements. For example, have someone act as a first wave feminist and another as a second-wave feminist, and have them answer questions about their goals and ideologies to compare and contrast.

SCIENCE

One teacher told us she used the Padcaster for her middle school science class when they were studying planets. The students made travel advertisements encouraging people to go visit their planet using a green screen, broadcasting from the planet. They talked about the various properties of their assigned planet, including weather patterns, resources, etc.

This idea can be applied to various topics in science. Other examples include selling a type of animal as a pet for elementary life sciences, or an element for chemistry.

MATH

Acting out word problems is a great way for students to conceptualize them. For example, speed, time, and distance problems can be acted out. Two students can walk towards each other and actually see how long it will take them to collide. Not only will actually making the video help them think through the problem visually but watching the videos later can help as a study tactic as well.



ANTHONY STIRPE

High school English Teacher On Video In the English Classroom

How long have you been teaching and how did you decide to go into teaching?

I have been teaching for close to 16 years. Honestly, it was not my plan. I have always been drawn to production management, and my mother told me to get my certificate. I did not ever want to be a teacher, but I figured why not get the certificate! To tell you the truth, I don't think that there is much in me that "naturally" tells me to be a teacher, but that might be one of my greatest strengths. I don't think I am a kid person, teaching is not in my blood, and bureaucracy drives me insane. That said, I think these facts make me look at the system in a different way. While every fish is swimming one way, I am absolutely swimming the other. I believe that this is the space where programs like mine are born. While some see what is expected, I see what is missing and my instinct is to do something about it.

What initially inspired you to start incorporating video into your curriculum?

Like I said, I have an ability to see what is missing, and I always act to fill in, for lack of a better phrase, the blanks. New Rochelle is one of the largest and most diverse districts in the Westchester area. I was always flabbergasted that we did not have a mainstream program in our school that addressed film and theatre. The fact is, especially in the New York area, this is a huge source of jobs. I had already been teaching a course that I created, called "Film as Narrative," that taught students how to take short stories and pitch them as movies.

So, it was a natural fit when the administration came to me to fill a theatre position in the PAVE program, a "Fame" like school program that exists within our school, and I jumped at the chance. And, in addition to that class, the administration asked me to teach a scriptwriting class. Although the class had already been in existence, the administration had hoped for a change. I then had the idea to not just explore theatre acting but film acting as well.

Obviously, a film program was expensive, and although the Principal was very supportive, there were voices within the district that were not. Again, it became my job to find what was missing from the whole scenario, and what we were missing is that kids already were

carrying around the very objects we needed, cameras. This became the inspiration for what we are now, and there has been no looking back.

How are you incorporating video production into your curriculum?

There are so many ways that video production fits into our curriculum.

First, my acting students all write and film original movies. Each film is based on a poem, and the students not only hone and explore the world of films through these projects, they also explore English Language Arts.

In addition, the students have both a club that produces films and an interview series. The interview series is called "Be The Teacher" and it has become very popular. Even the Chancellor of Education for New York State, Dr. Betty Rosa (video below), as well as Carl Heastie, Speaker of the New York State Assembly, came to our school to find out more about our program and series.

Finally, I now have a new class that is more of an introductory class. The students in this class learn about editing, narrative films, documentaries, and other film arts.

What made you decide to use phones and iPads to make videos? What are the benefits?

This was the easiest way to provide a camera for every student. These devices provide a school with an opportunity to create a film program that can range from basic to complex.

That said, what I like most is how the device democratizes the experience. The fact is, a traditional camera can be intimidating, especially for kids, and not every child or school has access to a camera. A Smartphone and Smart tablet, however, allows access for all. Furthermore, these devices have been become synonymous with “bad” teenage choices. From SnapChat to WorldStar, students are making negative choices when it comes to these devices. This class teaches kids to create works of substance with their mobile devices. I am always so excited when a student runs in, especially after the class has ended, and the student has a film to share or a video story to tell. The fact that the learning and working continues after the bells have rung and the grades have been given is the greatest “benefit” from choosing the “non-traditional” mobile device instead of the “traditional” camera.

What do you think your students enjoy most about the process?

What is most interesting for me is that the students do not know that they are studying English, both reading and writing. I know this does not answer

your question directly, but it does tie in. The kids feel like they are in “summer camp,” so they learn without knowing they are learning, which they probably appreciate the most. In fact, the number of messages, emails, and testimonials that students create after the fact, each recounting the profound impact that this new study has had on their education and careers, is humbling. The students become better readers, writers, critical thinkers, critical readers (which is different)... But the students also become better project managers, artists, storytellers, citizens, etc...

So, I think in the moment the students would say they have fun, but after the fact I think they would appreciate that they experienced personal growth by having a true educational opportunity to think outside the box.

How did you discover Padcaster and what made you decide to use it?

I found Padcaster on the Kickstarter website. This happened at the exact moment when I was pitching the class. What is always funny to me is that when I pitched the class I did not know if an “iPad film class” was even possible.

So, that Kickstater moment will always be that moment when the clouds parted and the sun shone down.

I immediately reached out to Padcaster. Padcaster had become our most



significant ally in this process, and no one has been more supportive. The fact is, their support has created a loyal admirer, and even when they have encouraged us to experiment and try other devices, the dedication they have given to this art form and their attention to detail has made them the greatest resource for any teacher or school who is hoping to incorporate this level of innovation in their classroom.

How does Padcaster impact the filmmaking process and the final product?

It is simply a quality product. As the kids say... “Dead Ass.” Can I say that? (laughs)

I have so many different products that we have explored in our class. There is no question that the Padcaster is just the best product. The versatility and quality of the project allow a teacher or filmmaker to think outside the box.

I have used it as a steady cam rig, to

attach sound equipment, with my go pro, with my camera, with multiple cameras, etc. It is a versatile product, and as the technology has changed the product has remained useable and relevant.

Your program has been so successful. What are some of your goals moving forward?

I have said so much, but I have a simple answer for this question. I hope other teachers and administrators see this article and learn about our program and I hope those teachers and administrators take a risk on a similar program.

Creating Content JPS Students Explore Video Through iPads

By Jordan Patterson

Jordan Patterson of The Post Journal does an indepth dive into Jamestown Public Schools integration of Padcaster Studios into their curriculum. Interviewing educators and admin alike, Patterson finds out why they love the Padcaster and think it will be a success. You can also find the article on The Post Journal's website.

Jamestown Public Schools is using iPads to not only consume content, but to create a product too.

Each month, Washington Middle School students interview a staff member to introduce over the morning announcements. This week, two of Danielle Ellis' students interviewed a fellow Washington teacher with an iPad using a Padcaster device that helps mimic professional video audio. With three additional microphones and a mobile stand, the iPad can be used for various purposes.

Jason Kathman, JPS technology integration specialist, said the Padcaster devices were only recently ordered yet teachers have already signed them out, like Ellis.

"One of the great things I like about it is the idea that people are now using the iPad for creating content more than just consuming it," he said.

Kathman noted that the iPad and the new device can potentially even be used to video record lessons for students who are absent and upload instruction online. The devices can be used for any public speaking event or for students tasked with conducting an interview. The district is already using the combined devices to interview teachers at Washington and record basketball games.

"It's pretty limitless to what we can do," Kathman said.

Inside Washington on Wednesday, Ellis and her two seventh-grade students Alex Lozada and Brenna Phelix interviewed Jennifer Lachajczyk, sixth grade teacher. Ellis said the interviews are in association with a "staff of the month" contest that was created last year. However this year, Ellis said the video component was added into the mix.

Now, her students are interviewing a range of teachers throughout the school to introduce them to the rest of

the building. The students create their own questions to ask each teacher. Each interview is aired on the morning announcements.

"A lot of kids didn't know some of the teachers," Ellis said as the inspiration of broadcasting the interviews.

The program is not an official course, but is in association with the Positive Behavioral Interventions and Supports program, also known as the PBIS program.

"A lot of kids have loved the teacher videos," Ellis said. "They get to know more about their teacher and my students and I come up with these fun questions ask them. They think it's a lot of fun."

Ellis hopes the Padcaster can be used to promote more games and general events around the school.

Kathman said three of the five devices are already being used with little promotion, and with a plethora of uses for the devices he was confident more teachers will be reaching out.

"I have no doubt they'll be in more classrooms," Kathman said.



Using Video In The Foreign Language Classroom

Practice makes Perfect! It's widely known that one of the most effective ways to learn a foreign language is to practice. This is why video lends itself very nicely to the foreign language classroom. No matter the project, video can help get students excited about speaking the language. Here are five ideas of how you can incorporate video into your foreign language curriculum.

ACT OUT SCENES

Have students write a script for a scene in the language and act it out. First, they'll be learning through writing and perfecting the script. Next, they'll be speaking the language. In order to create the best video possible students will likely have to take more than one take, meaning more practice!

Help keep students focused by assigning a specific topic related to your current unit. For example, when you're learning about foods, have students create a restaurant scenario. One student is the waiter and the others are the patrons.

CONDUCT INTERVIEWS

Similar to acting out narrative scenes, conducting interviews is a natural way to get students practicing the language. The difference here is that the interview isn't scripted. One student can write the questions and the other has to answer them on the spot, recording their answers. The students can be answering questions as themselves, a fictional character from a story you read in class, or a famous figure.

TRAVEL VLOG

This is a great project to incorporate green screen into your foreign language classroom. Have students 'visit' a country that speaks the language and create a travel vlog. Many vlogs are actually done with selfie videos and only one

person, so this project is appropriate for students to do individually or with a group. This project teaches language and culture simultaneously.

You can also add in stock footage with a voiceover. Remember the student doesn't need to be in the shot the entire time!

ALTERNATIVE ASSESSMENT

Giving students the ability to demonstrate their knowledge in ways other than exams can be effective, fun and motivating for students. Set up a Padcaster outside or in the hallway and have students go one at a time to record themselves with the Padcaster. Give students a list of questions, either beforehand or on the spot, and have them answer the questions in front of the camera. The benefit of doing this on video instead of one-on-one with the teacher is that you can replay the video to point out any mistakes and rewatch it with the student at any time.

SKYPE

It's crucial that students hear the language from speakers other than just the teacher. Skype in native speakers from countries that speak the language! These can be adults or other students the same age. The students can ask questions about what it's like to live in another country and have a conversation in real-time.



Bringing Excitement & Engagement To Social Studies With Video & Green Screen

For some students, learning about the past can be a tedious subject full of seemingly endless memorization. Video and green screen tech can be great tools to bring Social Studies to life while keeping students engaged and helping them learn. All of these ideas require extensive research from the students, so the learning will not be lost in the fun. Here are five green screen projects you can utilize in your classroom to get your students excited about the past!

NEWSCAST FROM THE PAST

A fun way to explore an important event in history is to have students approach it like a modern-day new story. Students can research each aspect of the event including who was involved, where it took place, clothing, etc and apply them to different news segments. Create breaking news stories on events such as the start of the Revolutionary War or even a weather report on the ash raining down in Pompeii. Once students have completed their research and written their scripts, they can use green screen tech to bring their newscasts to life. They can then share their projects with the class to effectively teach their classmates about their assigned history topic while gaining a better understanding of it themselves.

INTERVIEWS WITH FAMOUS HISTORICAL FIGURES

Students can create interviews modeled after modern interview shows like 60 Minutes and Dateline or something more lighthearted like the Hot Ones YouTube show or Late Night with Conan O'Brien. Students can choose to work with a green screen and have an interview in a historical setting or just use a simple interview set up without a digital background. These short video interviews can help students take a deeper dive into the lives of famous historical figures or take a closer look at their involvement in a particular time period or event. This project allows students to put themselves in the shoes of their subjects and begin to understand the human implications of what they're studying.

HISTORICAL REENACTMENTS

Reenacting famous events from history can be an engaging way to immerse your students in pivotal moments from the past. Doing this as a live presentation can be great but creating a short film using a green screen is an even better way to get students involved! Students can research costumes, settings and even appropriate music of the time to authentically recreate a monumental event. This would be a perfect application for topics like the signing of the Declaration of Independence, the moon landing, and the discovery of gravity by Sir Issac Newton.

IN-DEPTH VIDEO REPORTS ON THE HISTORY OF COUNTRY OR PLACE

This green screen project is perfect for students to take a closer look at physical places of historical significance. Ideas include famous historical sites like ancient Rome, Medieval England, or specific landmarks like the Statue of Liberty. Students can compile photos and videos to play behind them on the green screen while they present on their chosen topic. This assignment can easily be done in the style of a documentary or a more traditional report and is great for single students or for groups.

PARODY MUSIC VIDEO OF A HISTORICAL EVENT

A fun take on the video history report is creating a music video by parodying a popular song. Students can change the lyrics of a song of their choosing to describe a particular historical event or person. They can then design the music video around the facts they gathered in their research. This kind of assignment is great for creating mnemonic devices to help your class remember an important fact or sequence of events. This project is definitely suited for groups of students and can be a great addition to a large project or a fun assignment to do before a school's open house or a parents' night.

THE GIFT OF VIDEO TO EXPRESS GRATITUDE

The 21st Century Macaroni Necklace



Creating gifts to express gratitude is a timeless classroom activity. We've all heard of (or even tried) styrofoam snowmen, painted rocks, bookmarks, pinecones and of course the dependable macaroni necklace. Well, now there's a new gift in town that's more personal than all of the above and costs nothing to make,

as long as you have the Padcaster & an iPad. Here are some ideas for videos your students can make to give to family, friends, support staff, volunteers, administrators, teachers, and anyone else that makes an impact in your students' lives.

REENACT VALUES

Have students pick a value that someone has taught them and make a video about it for that person showing that value in practice. For example, if a parent taught them forgiveness, they can act out a scenario in which a friend makes a mistake and they have to forgive that friend. If a particularly hard-working support staff member taught them dedication, they can make a video about being dedicated to their sport. Because the recipient and the value are both entirely up to the student, the videos will be genuine and authentic.

CREATE A MUSIC VIDEO

Green Screen is a great addition to this project because it allows the students to create whatever set they want without limitations. The possibilities truly are endless. Not only will the recipient be touched by the gesture, but they'll get some good entertainment out of it as well!

Expressing gratitude isn't just about giving someone something, but giving a gift that articulates why that person is appreciated. Creating any of these videos is a great classroom activity for anytime, or can be used specifically around Holidays like Valentine's Day, Thanksgiving or Teacher Appreciation Week.

WRITE & PERFORM A POEM

Poetry is a great way to make video gifts educational. Have students pick a formal style of poetry (haiku, limerick, etc.) and write a poem expressing appreciation following the parameters of the poetry style. The students can voice record themselves reciting the poem and film whatever visuals they want to accompany the audio. This is a meaningful gift to give to family or anyone in the community.

Thank You Coach

*Because of you I always try hard
To be the fastest kid in the yard
But I know if I don't succeed
Worrying is not a need
So consider this your thank you card*



Dear Mom

*Mom always shows me how to love
My hand fits in hers like a glove
She gives me wings to fly
Teaches me not to be shy
So someday I'll fly away like a dove*

8 WAYS Padcaster Can Be Utilized In Education



Padcaster turns the iPad into a dynamic learning tool that teaches valuable media production skills while giving students the freedom to explore the world around them through video technology. Video projects can be utilized across a wide range of subjects and are only limited by the

imagination of the individual behind the camera. There are an endless number of activities, assignments and programs that can be enhanced by incorporating video. Capture, create and share compelling digital content that enriches your entire educational ecosystem.



MORNING ANNOUNCEMENTS

Many schools are moving towards student-produced video announcements, opting to leave stale loudspeaker announcements and printed bulletins in the past. Each student can take ownership of a different aspect of the show such as writing scripts, filming, editing, and reading copy as on camera talent. By letting students produce their own visual morning announcements they will not only improve their engagement with the school but also learn about media production. The students participating will gain valuable experience producing their own morning show, while other students are much more likely to pay attention.

FLIPPED LEARNING

Not all students can always be in one place at the same time. Whether it's due to a health concern, travel or other extenuating circumstances, the strain of a student's absence can be alleviated when the teacher records a video of their lecture. These lectures could be put into a database accessible to students to look back on for extra help or to prepare for an upcoming exam. Some schools are even using Padcaster to fully flip their classrooms, meaning teachers create instructional videos for all students to watch at home, so that they can spend classroom time working directly with students instead of lecturing.



STEM

Science, Technology, Engineering and Math are pillars of 21st century education. Video can be integrated nicely into all of these subjects, especially when production is simplified by Padcaster. Students can show off their knowledge by filming visual reports on topics, not only helping their classmates learn more but also by gaining a deeper understanding for themselves. Plus, students who might not be naturally drawn to STEM can get involved through the video

medium. By using the Padcaster and its green screen, students can create dynamic presentations that are both informative and visually creative, whether it's watching a volcano erupt or narrating over a video of how they solved a complex math problem.

MAKERSPACE

The maker movement is all about empowering students to create instead of just consume. Padcaster is the perfect addition to any makerspace. In addition to specific video production projects, students can be tasked with recording various makerspace projects to demonstrate their learning and share the project with others.

DIGITAL STORYTELLING

Digital storytelling, the practice of telling stories using computer-based tools such as video, can be incorporated into the curriculum of Language

Arts, Foreign Language, Social Studies, History, Humanities and more. Telling stories through video provides a more visual alternative to traditional learning. In this video's example, sixth grade students reenact the story of Pandora's Box in their classics class.

PRINCIPAL'S MESSAGE

Oftentimes a principal or other

administrator needs to address their community. Instead of sending an email, the administrator can create a short video to spread the word with a more engaging, personalized touch. For larger schools this can provide a great visibility opportunity to the administration to help them connect better with students and parents and be more of a presence in their day-to-day lives. Recording an uplifting message or important announcement to share with the students can be a quick and easy process down from the comfort of their desk on iPad or their own mobile device. Plus, with the Parrot Teleprompter, there's no need to memorize any lines or have cue cards.

THEATER

Theater is just one of the many extracurricular activities that can benefit from Padcaster. Not only can Padcaster help film performances, but it can also be used as a teaching tool by recording rehearsals. Students watching back their practices and identifying where they can improve is an invaluable learning experience. Schools can also choose to live stream shows so that family or friends that may live far away can still enjoy the experience of seeing their loved ones perform.

STUDENT NEWSCASTS

In addition to using Padcaster for morning announcements to send out to the entire school, students can demonstrate their knowledge through short newscasts in a variety of classes. Students can get their first taste of what it would be like to be a broadcast journalist by researching stories and then reporting on them with their all-student news team. Newscasts also don't have to be limited to what's going on in the modern day but can have a creative twist and report on major historical events from the past.



06

DISTANCE LEARNING

When you're unable to be in the physical classroom, Padcaster is here to help you and your students stay connected. Padcaster's virtual classroom tools allow you to communicate with your students effectively over video and create high-quality instructional content.





ERIKA SANDSTROM

Digital Media Educator On Remote Teaching & Mindfulness

Digital Media Educator Erika Sandstrom has been a dedicated teacher for over 29 years, focusing on using video production and green screen technology to help her students succeed. With the onset of COVID-19, Ms. Sandstrom has taken remote teaching in stride, relying on her skills with green screen technology, video production, and a deep passion for teaching empathy to help her students and colleagues cope with the new educational landscape. Padcaster spoke with Ms. Sandstrom about her transition into remote learning, her advice to fellow educators, and how dedicating time for mindfulness education is now more important *than ever*.

Did you have any background in remote learning before COVID-19?

Yes! I teach online courses for adults, mostly about green screen tech. My current adult online class is called "How To Become A Green Screen Guru", and I've also taught video production courses as well. As far as teaching my students remotely, no I had not.

For my online green screen courses, I currently teach using ZOOM, FLIPgrid, Google Classroom, a private group on Facebook, and Padlet to interact with my students and be involved throughout their journey and as support! These courses plus several more will be posted soon on a platform such as Teachable or Kujabi for all to be able to participate globally.

To check out a sample of one of Ms. Sandstrom's courses click [here](#).

What is the primary difference between teaching adults vs. young students remotely?

Just getting kids to show up is a big issue. It's been very difficult for teachers across the nation and it's not because we're not planning fun things. I think there are, actually, a number of different reasons for why we're having trouble with attendance. Sometimes you just don't know what the technology situation is, as in if there's one device in the house and another family member is using it. Sometimes the family will have four kids with one

device or they don't have devices at all. That's a huge problem. Some kids are trying to learn remotely on their phones and sometimes students are just teenagers and don't want to. I think some teenagers thought school was just canceled, but now they're realizing it was not.

I have noticed how important it is to engage students, especially this generation, about every few minutes or else you'll lose them. I end up using the chatbox instead of having them speak out loud to help them focus. So yes, attention is a challenge but I'm finding ways to work with them and keep them engaged.

Can you briefly break down how you are currently utilizing remote education strategies?

I am using both synchronous and asynchronous teaching strategies. I am having students use household items to create "green screen" chroma-key creations that don't even have to be green. Like our YOGA MAT lesson plan where students use any color mat to take themselves to a dream place. I've been encouraging the De-Clutter Challenge for self-care and learning time-lapse photography and video production using WeVideo to produce it with music, video effects, text, etc. Use a household item that is green to create some fun and spread some love using Doink App animation library!

Time management has also been an important strategy, so our school made a schedule for students to either work on classwork or show up for live classes during their actual block time. I also hold live classes at least once a week and have office hours on Fridays or during their class block time, plus invite your family to a game-time to stay connected.

What do you see as the benefits and drawbacks of teaching live vs. pre-recorded?

I think it is important to mix it up, but recorded tutorials are a must as a follow up for students for reference and for deeper learning. We are not allowed to record our class sessions with students for security purposes, but I have recorded my screen and edited the video to make sure no student names or faces are shown as a helpful reference for students who missed the class. The live streams are more about checking in and keeping our relationship going for trust levels and their social-emotional well-being. They are so distracted during live meets because they are seeing all of their friends from school, I find that for instruction I have them turn off the cameras, but for checking in and games, etc. we turn the cameras on.

Many teens do not want to turn on their cameras, especially the girls. I have to be careful as they may not want to show their homes either so I instruct them

to find a blank wall or corner of a room with nothing behind them if possible. I also ask students to sit up and not be laying down for class and they have been instructed to create a proper learning environment. They are asked to find a space where there aren't other distractions like someone cooking in the kitchen or watching TV near them. One of our first assignments was to make a video or write a blurb sharing their created working space that is conducive to distance learning.

It's important that I say I do really like remote teaching. I think there is a magical combination of remote and in-classroom learning when done correctly. There are schools that are already doing this worldwide which means there is an answer out there to how this can work. There is a huge space for remote learning in the future, even after things go back to normal.

One of my favorite tips for teaching remotely live is to put a picture of your actual classroom behind you on a green screen. That way the kids, especially the little ones, can feel some familiarity.

Daily Schedule

DAILY TIME SLOT	DAY 1	DAY 2
9:00 - 9:45	A	E
9:45 - 10:30	B	F
10:30 - 11:15	C	G
11:15 - 12:00	D	Mindfulness

Example of distance learning schedule.

Are there benefits to teaching online instead of in person, even when it's an option to teach in person?

I think the benefit of teaching online is that I have more of an opportunity to teach independence and responsibility to reinforce and extend in-person learning in more creative ways than traditional homework. Students can do so many things to apply their learning out in the real world or even through innovative technology that is now available. If you want them to learn Spanish, they should have a peer across the world they can remotely work with, converse with, tutor, or be tutored by. It would be super powerful to have time for remote learning where our teens could even work with elementary-aged students in Europe to learn English/Spanish together! Pen pals in modern times. Classrooms could meet to work together too, play games, and share lessons. I am working with a teacher in Spain now collaborating on green screen projects between our students! Remote learning could provide more of these opportunities and promote unity across cultures that we do not currently have the time for in a regular classroom setting. Also, dealing with time zone differences is possible now with remote learning as we can go online at 10 am to meet our new friends in Spain where it is 4 pm, etc. Since we are all at home that is possible! At school, my PLN teacher friend in Spain I met on Twitter and I have struggled to work

with the kids together due to time zone constrictions. Remote learning has changed that for the better! Personally, I would love to have a new future of Hybrid learning for all of education.

I also think one of the biggest benefits is getting rid of the commuting, for teachers as well as students. I also don't miss the packed schedule. I often had classes back to back and no time in between classes, remote teaching has given me a nice break from that.

How do you think the students' experience with distance learning will help them in the future?

It will teach them empathy, especially with some guidance from parents, teachers and if they focus on practicing the Mindfulness Mirror:

- Responsibility
- Self-reliance
- Self-motivation
- Self-reflection

Distance learning will help students hone their empathy and compassion for the world around them. It will help them have gratitude for the little things and it will give them a break from the drama, stress, and anxiety of the teenage world.

What programs have you been using for distance learning and communicating with your students?

I've been using everything from Google Meet to Zoom to group us together, I mean there are a million programs out there. Oh, and I use Seesaw for the little ones.

The best way to communicate with students is to find one program, one major tool that works, that your kids are familiar with or they could get familiar with very easily and use that. If you have too many things going on, too many different websites, it can really stress the kids out.

What resources do you recommend for teaching remotely?

For resources, I could recommend so many, but to name a few that are incredible for video and interactive activities and organizational platforms that create and promote community similar to Facebook, etc. for your schools and classrooms:

- Doink APPS
- WeVideo
- Class Dojo
- SeeSaw
- Wakelet
- Google Classroom
- FlipGrid

What have you found to be the most valuable tool when it comes to remote learning?

I do believe some type of green screen is powerful for any teachers using Zoom. The virtual backgrounds provide more creativity and visual representation during lessons, but most importantly they can provide some comfort to the students by putting a photo of their classroom behind the teacher! The green screen virtual backgrounds keep the students engaged as well and it looks more like a professional classroom versus us sitting on our couch or at the kitchen table.

I also think that green screen tech is a great tool for making remote learning fun. For example, if I'm going to teach something new for Spanish class I can be running with the bulls. For teaching about weather patterns, I could fly across the room with a storm. It's really fun.

What advice can you offer to educators who are new to the remote-learning landscape?

My advice is to be patient with yourself as you are learning too! Try to keep things simple, the world is very complicated right now for both teachers and students. Focus more on relationships with your students to keep



Ms. Sandstrom's workspace. To watch her video about how student's can make their own click [here](#).



Padcaster Green Screen

their social-emotional well-being your number one priority. Self-care for you - which includes starting or building on your own mindfulness practice. There are incredible free self-care resources out there for teachers such as Headspace, Insight Timer and CALM. Also, encourage your students to start a practice with apps such as Smiling Mind. My favorite Dalai Lama quote says it all... "If every 8 year old is taught meditation, we will eliminate violence from the world within one generation." I truly believe in the power of meditation and think it is so important to find a way that works for you! For example, I love the walking meditations on headspace.com or even just taking a two-minute mindfulness break on websites like [donothingfor2minutes.com](#).

When it comes to distance and hybrid learning programs, what role do you think the district level should play? Should they be more involved?

Yes, and I'm really glad you asked that because I'm pushing for more of it from my own district. A lot of districts around the nation have digital, they call them different things, but they are essentially digital learning coaches. Schools need technology coaches at every level too, especially for elementary, because a lot of devices are not necessarily at home with little ones.

Everyone should be doing asynchronous teaching and blended learning. To do that there needs to be professional development galore for



teachers to be able to do this. What the current situation has shown us, is how important it is and what a great tool it can be.

I've been doing my green screen workshops for a while now, but now people really need it and they really want to learn it. I've noticed that a lot of

the fear that surrounds learning a new technology is being overcome, and I'm really, really proud of the teachers who are working hard at trying something new. This was scary for me but it has also been my dream to have an opportunity to share this knowledge.

What's your advice to other educators who are maybe struggling with this new remote and hybrid learning landscape?

I think the advice I have is it really starts with you. If people have a fear of technology and trying alternative teaching methods, just give stuff a try, and don't forget to celebrate your wins No matter what they are and give yourself some credit. Don't be afraid to reach out for help, there are lots of teachers that are willing to share. To definitely take time for you and of course, don't give up.

You need to have a plan in place before you try to do remote learning. You also have to make sure to keep up with the students' social-emotional learning. I would definitely say checking in on

people first is more important than anything else. We're in an emergency. They're not going to learn all their math facts. You know they'll get it at some point, but right now it's not about that.

So getting everybody on the same page is really important. I wish that we had taken a week just to have a plan put in place before we even thought about remote learning. It's been crazy. I would say my final piece of advice is to stay away from the negativity. This is your new reality, your new normal for now and just mindfulness works better than anything.



SIX TIPS

For Designing Distance & Hybrid Learning Strategies for Online

School districts around the world are facing a fall semester unlike any other, and many educators are turning to distance and hybrid learning as a solution. Although the beginning of the school year is likely to look different for each district, it's becoming increasingly apparent that schools will likely have to prepare to pivot between in-class and distance learning. Creating a distance friendly learning strategy will help you face the academic challenges of the fall in addition to preparing you to support your students. Here are six tips to help you succeed in the new learning landscape.

Design a Flexible Curriculum

Whether your school is entirely remote or implementing a hybrid learning structure, your flexibility is imperative. As the past few months have shown us, safety guidelines can change quickly, and having a curriculum that can support both distance and in-person learning will be crucial. It will save you and your students' valuable learning time and help you to avoid stress if you need to quickly pivot. Making some simple decisions in advance, such as: deciding on a platform to stream/post lectures, making sure you have the right equipment, and establishing methods to quickly contact students. Extend that flexibility to your students as they will likely not be able to concentrate on school work in the same form as they were previously. Take some extra time to make sure your assignments' instructions are simple and easy to follow. Consider creating FAQ sheets for lessons as some students may end up watching lectures at different times and could have similar questions.

Even At Home, Location Matters

As the previous months in quarantine

have shown us, having a dedicated workspace at home is crucial. Many students, especially the younger ones, may not realize how important this is to their success. Create, or collaborate with your students to create a simple guide to designing the “perfect” remote learning space. These don’t have to be fancy, although encouraging some decoration can be a fun at-home activity, they just need to fit the student’s needs as best they can. The ideal at-home workspace should have plenty of good light, a comfortable place to sit upright, and of course minimal distractions. You can check out how Digital Media Educator Erika Sandstrom encourages her students to create their focus area by setting up her own perfect remote workspace here.

Have an Easily Accessible Library of Lectures

The key to a successful hybrid learning semester comes down to stress management and a great way to do just that is with easily accessible resources. Having a library of past lectures will not only help your students but it could also help your colleagues. If you’re remote teaching, don’t forget to record your lessons and post them in easily accessible areas, and let students and parents know that they can access them at any point. It’s also a great idea to record your lectures even if you’re teaching from your traditional classroom for future use. SchoolTube.com is a great place to post your recorded classes or as a source of additional video lectures for

your students to watch. Don’t forget to research your district’s privacy policies and blur out your students’ names or faces if you need to.

Connect With Other Teachers Online

Don’t be afraid to ask for help or grow your teacher community. Social media is a great place for sharing resources or just connecting with others in your field. Join a teacher-focused Facebook group such as TeachWithTech, Technology Teacher Talk With Brittany Washburn or even the Fitness For Teachers group who are focused on self-care. There are also a number of education-focused hashtags on Twitter to check out such as #EdTechChat, #distancelearning, #blendedlearning, and #hybridlearning to name a few. Online communities are great places to share curriculum ideas, popular education technology, tips for keeping up student morale or just talking to fellow educators from around the globe.

Make Sure to Check in With Students & Parents

Communication with your students and their families is now more crucial than ever. It is important to understand the barriers your students may face when it comes to distance learning. Encourage collaboration between you, your student, and their parents to solve any issues that the student may be facing, whether that’s the number of devices in the household or finding a productive learning space.

Commit to a schedule of check-ins with both students and parents. Both will appreciate the structure and it will make it easy for everyone to have a clear idea of expectations. Don’t forget to check in with individual students about their workload, as it may be harder to identify remotely if a student is struggling.

This is also an important time to employ social-emotional learning techniques to help students monitor their emotions in a healthy way. It can be as simple as encouraging positive self-talk or practicing cognitive reappraisal, a method of positively reframing potentially emotionally inciting events. If you help them break down their stressors into manageable challenges they will have more mental availability to learn. Stress and trauma can seriously affect a student’s ability to focus and succeed, so normalize seeking help from a school counselor if the situation calls for it. Check out CASEL.org for more information about SEL and techniques to help your students cope with the new educational landscape.

Use Live and Recorded Lessons Effectively

Video is a critical tool of both hybrid and remote teaching and now is the time to perfect the ways that you use it. Your first inclination may be to try and choose one option and stick to it but you’ll find it more beneficial to use a combination of both. Pre-recorded lectures are great for information-dense topics that students may need to pause or re-

visit for further study. It’s best to keep recorded lessons short and to the point to help students who struggle with concentrating, so consider breaking up complicated lessons into multiple short videos if you need to. Teaching live is great for a number of reasons; it gives your students structure, is a great opportunity to field questions and is good for their social well-being. Don’t forget that teaching live doesn’t always have to employ two-way communication, take advantage of the mute function will help your students focus more on what you’re teaching and less on distracting each other. Let them know beforehand that there will be specific times for questions and participation so they feel heard and acknowledged.

The school year ahead is likely to have many new challenges but there is so much opportunity within the distance and hybrid learning styles. These teaching methods can offer opportunities that traditional in-classroom instruction did not and can make your relationship with your students even stronger. As always, it is important to stay positive and ask for help when you need to and implore that your students do the same.



JAMES COLLIER

Math Teacher Talks Livestreaming Virtual Events

Due to the rise of remote learning, video and livestreaming have proved themselves to be absolutely crucial to both the social and academic well-being of a school ecosystem. At Greenup County High School in Lloyd, Kentucky, math teacher James Collier and a team of other dedicated educators have been increasingly looking to video as a means of enhancing sports, broadcasting programs, and school-wide events. Padcaster caught up with Mr. Collier to discuss his most recent projects, including making sure the Greenup County High School class of 2020 was given a proper graduation ceremony.

Can you tell me a bit about your background as an educator? What do you do with video and media and how did you get started in it?

I teach Pre-Calculus and Honors Algebra 2. I also have a background in broadcasting and have worked as a sports broadcaster. When I went back to get my teaching degree, I found some sports classes in broadcasting and sports journalism and absolutely fell in love. So that's what got me over to the video side of things. Last year I was at KYSTE, the ed-tech conference in Louisville, Kentucky, and I had been thinking of ways to put together a media class for my high school. I found the Padcaster booth and I thought, "wow, this is exactly what I was looking for without having to spend three or four thousand dollars for a camera set up and everything that we needed to go with it", especially just trying to get our foot in the door.

I got all the information and went back and I spoke with my principal and he said, "it's funny that you mentioned this because I had been trying to find a solution for live streaming events." So, we sat down and he said, "what do you need?"

That's so good to hear. What events are you livestreaming?

The first thing that we streamed live was the Veteran's Day program that our school hosted. We livestreamed the election and then started streaming

basketball games, eight basketball games total, and then we started doing the same thing with student news. Our student news program twice a week on YouTube.

What made you decide to do a virtual graduation?

We discussed several different options. We talked about a drive through graduation and about the possibility of postponing the graduation to possibly late June, July or early August, but we had seven members of our graduating class that will be leaving to the military June 1st. After looking at all the options, and taking into account our students going into the military, we found that virtual graduation was by far the best solution. It was the option that made a graduation ceremony a reality for most students.

What software do you use to put videos together?

My editing platform is WeVideo. We use that for everything that we do. When I put together the segments I placed a layer over the students with their name in our school colors.

For our graduation ceremony, each student was onscreen for about 30 seconds on average and then we transitioned off to the next student from there. Once that is completely finished up, I'll render it, then I'll export it in and drop it into YouTube. Once it has been uploaded to YouTube we will

share the link through all of our various social media channels throughout the school district. We want to make sure that our students and their families can, if they wish, watch the ceremony. Since it is online they will also have the opportunity to watch it whenever they want.

What equipment were you using to record the graduation ceremony?

First off this was a multiple camera operation, I had two Padcasters set up with one filming the center stage so when the graduates and the parents met that would be the main focal point of that spot. Then I had a Padcaster that was focused on the approach of the student once their name was

called and they walked up the right side of the ramp. From there I would transition from the side Padcaster to the front Padcaster. All of this was being controlled through the platform of Teradek. Teradek is what I primarily use for all of my multi-camera operations.

How are parents and students reacting to the virtual graduation, were people excited about it? What's been the reception with it, with what you and your team have done?

A lot of people that were involved, including the faculty, were very optimistic. But you will always have your pessimistic side there too saying "how are we going to pull this off and



make it seem like a real graduation?" You know, it's not easy to take it to take a gymnasium built to seat 4,000 people and put 10 people inside of it and make it seem authentic.

Do you think you will be live streaming or recording more events in the coming years?

Absolutely! Originally our media class was going to be responsible for streaming the events, had the school year gone off the way that it was supposed to. That was already a conversation that I had been having with my principal. When the pandemic hit he asked me if pulling off a virtual graduation was possible? I said, absolutely, we can pull

this off no problem. Hopefully in 2021, we will get to go back to normal and be able to do both an in-person graduation and a virtual graduation, just like some of the other livestreams we've done throughout the years already.

What would be your biggest piece of advice to other schools who are considering live streaming events in the future?

The first thing I would recommend is having a good collection of faculty members, district members, student council members, people that represent all parties involved and really find out



Mr. Collier's dual Padcaster setup for the Greenup Count High School graduation ceremony.

what the end goal is. You know, do you want this to look as authentic as a live event has looked in the past? Or is it something that is okay with looking a little different from previous events? If you want it to look different then let's make it look different. You then kind of have to work backward from there.

Try to really understand what you want your event to look like, then figure out the logistics of how to get it, and go from there.

Watch the Greenup County High School Class of 2020 Graduation Ceremony filmed by Padcasters on the following page.

Your browser can't play this video.
[Learn more](#)



5 TIPS

TO SMOOTHLY CONDUCT A VIRTUAL GRADUATION CEREMONY



Due to these unprecedented circumstances, many schools are turning to virtual options for graduation ceremonies for the first time. This may seem daunting at first, but with a little preparation and troubleshooting, you can seamlessly livestream graduation. Here are five tips to help you successfully livestream your commencement ceremony!

Create a Checklist

It's no secret that the more you prepare for an event the more smoothly it will go. We recommend you write down a checklist ahead of time to guide the preparation process. The following tips will help inform that checklist.

Prepare Your Audience

It is important to confirm that your audience is ready, particularly friends and family that may be less tech-savvy. Send out information well in advance so that everyone knows how things are

going to work beforehand. For some, this might be the first live stream they've ever tuned into, so they may need more thorough instructions and ample time to figure it out or ask for help.

The day of the event, we recommend you "Go Live" with a graphic before the ceremony is set to actually start. This way attendees will know that they've come to the right place before the ceremony starts. Most live streaming programs will allow you to upload an image that you can use as a title card, or if you're using Zoom or another video conferencing service you can go ahead and launch the meeting early and share your screen. See below for an example:



Don't Neglect Your Audio

Too often, creators focus largely on the image quality while ignoring audio. The reality is that oftentimes people have a higher tolerance for a bad picture than bad sound. Make sure that audio is at the forefront of your mind when planning your stream. Consider the kind of event you're streaming and ask yourself a few questions - what mic is best for what

I'm trying to do? Is one mic enough or do I need multiple mics and a mixer to control them individually? If I'm using an online program like Zoom, Skype, Google Hangouts or Facetime, is there a way to get consistently good sound from everyone? (Short answer is, yes). It's a lot to think about but you'll thank yourself later when everyone can hear clearly and easily. We've listed a few different microphone options below:

MICROPHONE RECOMMENDATIONS:

- **Unidirectional Mic:** This microphone is designed to pick up sounds in front of it while ignoring the sounds behind it. The ideal distance of this microphone is around four to six feet. This microphone is the perfect wireless solution in a studio situation, but may not be the best in an environment with a lot of background noise.
- **Stick Mic:** If you're in a noisier environment or your speaker is more than six feet away from the filming device you might consider using a stick microphone rather than a unidirectional microphone. The 12-foot cable will allow your speaker to be further away from you but still have the mic close to their mouth.
- **Lapel Mic:** A lavalier microphone is an omnidirectional microphone ideal for stage,

lecture halls, conference rooms, or any venue where an unobtrusive and lightweight mic is needed. At 22 feet long, the cable on the lavalier microphone is almost double the length of the cable on the stick microphone, so if you need your speaker to be very far away from the camera, this might be your best bet.

Consider Incorporating Pre-Recorded Content

Even if the bulk of the ceremony is live, you can still weave in pre-recorded segments. For example, play a short student-created video commemorating the year. This way you're seeing more students' faces on screen and students can create something they're truly proud of. A mix of live and pre-recorded content is a great way to keep your audience engaged.

To simplify things, it also might make sense to have certain speakers pre-record their presentations. Spend some time thinking about what makes sense to do live and what is more appropriate to pre-record.

Find A Way to Highlight Each Student

Graduation should feel like a personal experience for every student. Of course, how this is accomplished largely depends on the grade level and size of the graduating class. This can be done through a quick slideshow, for example

showing a photo of each student and a quote that they submitted, similar to a virtual yearbook. Consider having students submit their own slide that they design themselves. You can even have multiple students per slide if you're concerned about time.

If a large number of students are graduating, consider splitting them up. You can have one graduation ceremony with everyone, and later on have more personalized ceremonies in smaller groups. Try to find a natural way to divide students. For example, at the elementary school level, have one large ceremony, and then split everyone up based on classrooms.

TEST, TEST, TEST

The more work you can do in advance the better, and testing is no exception. When you test, make sure you're on the same wifi network that your event will ultimately be on - if you can't you run the risk of a great test where everything works perfectly, and the real livestream running into major unforeseen bandwidth problems, firewall problems, or other "ghosts in the machine" problems - we've arrived on sites to find that the venue "improved" their WiFi without telling us, and the same event that had run seamlessly for years suddenly had to be scrapped because of a problem we neither created nor one we could solve before the event was to go live. Have someone on a different wifi network view the test and confirm that it looks and sounds good. If you're having

multiple speakers during the ceremony, make sure to test everyone. A full run-through is appropriate whenever possible. Remember, even if it looks and sounds great at the livestream site, that's no guarantee that your viewers are seeing what you see or hearing what you hear. Testing a stream before the event and having people tune in on their computer or mobile device is the only way to truly check. The stream destination for your audience is the last link of the chain and it's vital that you can ensure that what you intend to stream is making it there successfully.

BEYOND ZOOM MEETINGS

**VIDEOS YOU CAN MAKE TO HELP
YOUR STUDENTS DURING
REMOTE LEARNING**

While many teachers are keeping their classrooms connected in real-time via video conferencing such as Zoom, pre-recorded video can also have a major positive impact on students. Here are three ways to incorporate pre-recorded video into your virtual multimedia 'classroom'.

Start each day with a short video message to your students

This is a great way to show your students that you are still there for them despite not physically attending school. Even if you already start with a class meeting via video conferencing, having a video message ready and waiting for students to wake up to shows them that you care, helps motivate them, and starts the day off on a high note. In this video, you can set the goals for the day, talk about what went well or what needs to be improved from the previous day, and offer some words of encouragement. You can also use this as an opportunity to give birthday

shout outs to students or make other important announcements! Starting the day with a smiling face may just make all the difference for someone feeling down.

Answer students' questions with a short video

Even as in-person classes come to a halt, your students' questions will not stop. Instead of providing a written or oral response over the phone, create a short video responding to their question! This does not have to be time-consuming - once you get the hang of it, it actually might be faster than typing out a response. This helps mimic the classroom experience with one-on-one personalized instruction, allowing students to re-watch the video however many times they need to whenever they need to.

Engage with your students on a personal level

Despite the lack of in-person contact, now is a great time to connect with your students on a more personal level given that you're inside your own home. Introduce your students to your spouse, kids or pets, teach students your favorite recipe or demonstrate any hobbies you're passionate about. You can also invite your students to follow suit as a sort of digital 'show and tell'!