



# ENGAGING WITH THE YOUTUBE GENERATION

**TOUCHCAST** USAGE IN EDUCATION



AN INTRODUCTION

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**Thank you for your interest in TouchCast.**

This is our first attempt to capture some of the best practices that we have seen applied by educators around the world who have used TouchCast. In this living document, we will explore how to best utilize TouchCast to support and accelerate learning and student engagement. We look forward to your feedback and evolving this document as well as other resources in support of the educators community.

## AN OPPORTUNITY TO ENGAGE/



image: flickeringbad

Embrace their language.

Meeting our young learners in their world presents an amazing potential. Technology offers a wealth of tools to engage students, but discovering these tools that students find to be amazingly cool is not a trivial task. Most children have a sensor for what is considered educational software and immediately disregard it as something that is not organic to their ambitions. Finding a tool that channels their ambitions helps them to sustain the engagement and makes the learning experience meaningful and immersive. This emerging YouTube generation curates knowledge through video and communicates through broadcasting. In this world of social media that they were born into, anyone can be a broadcaster. Teachers can now use broadcasting tools to present information and to let their students evolve these critical communication skills that they already appreciate while also learning a broad range of subject matter in an experiential way. With TouchCast, students and educators around the world are easily creating comprehensive and engaging interactive video content and they are having fun doing it. All you need to do is look into the eyes of these kids as they say: 3,2,1, Action!

## WHAT IS TOUCHCAST?

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How do  
children  
communicate  
& learn today?

### **VISUAL SEARCH**

A long time ago, young learners used a textbook or an encyclopedia to find information and feed their curiosity. Students today turn to the web first and now they increasingly search on YouTube even before using Google search. The immediacy and huge fluidity of video content on almost every topic is quickly making it a primary medium for education and knowledge.

### **IMMEDIATE EXPLORATION**

Children have access to an almost infinite wealth of engaging online information to satisfy their curiosity.

### **SHARING 24/7**

Children express themselves through digital sharing. Today it seems that EVERYONE is a publisher/broadcaster.

### **POSITIVE SOCIAL FEEDBACK**

Children give each other virtual encouragement through 'Likes' (Facebook), 'Hearts' (Tumblr) and 'Favorites' (Twitter).

### **MULTIPLE INFORMATION LAYERS**

Children are engaging with many sources of information simultaneously.

### **DIGITAL ARTICULATION**

Children communicate in links, images and video. It appears that as we collectively evolve, more and more of our memory is stored on the cloud and not in our heads. This breeds a new form of cognitive learning process. The notion of retention of information changes and the notion of retrieval evolves.

## WHAT IS TOUCHCAST?

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What 21st century skills should we be teaching our children?

### INFORMATION LITERACY

- Access and Evaluate Information
- Access information efficiently (time) and effectively (sources).
  - Evaluate information critically and competently.

- Use and Manage Information
- Use information accurately and creatively for the issue or problem at hand.
  - Manage the flow of information from a wide variety of sources.

- Use Information from a Wide Variety of Sources that is Stored in One Place
- Users use various vAapps that could be stored, managed and accessed all in one place.

### TOUCHCAST ADVANTAGES

- Easy Access to Various Types of Information
- vApps of web pages, YouTube, Twitters, polls, etc.
  - The web INSIDE your video

- Use and Manage Information Creatively
- Users can role-play; use a green screen; collaborate or perform alone; broadcast a lecture, a debate, an interview, or a documentation process.

## WHAT IS TOUCHCAST?

MEDIA LITERACY	TOUCHCAST ADVANTAGES
<p>Create Media Products</p> <ul style="list-style-type: none"><li>• Understand and utilize the most appropriate media creation tools, characteristics, and conventions.</li><li>• A new form of learning is born when students produce media around a theme and learn by doing</li></ul>	<p>Create Interactive Video - Broadcast Products</p> <ul style="list-style-type: none"><li>• Allows active learning experiences by creating Media Products that require a production process with planning, organizing, and understanding technical procedures.</li></ul>
<p>INFORMATION, COMMUNICATION &amp; TECHNOLOGY LITERACY (ICT)</p> <p>Apply Technology Effectively</p> <ul style="list-style-type: none"><li>• Use technology as a tool to research, organize, evaluate, and communicate information.</li><li>• Use digital technologies communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.</li><li>• Become effective communicators of ideas and knowledge.</li></ul>	<p>Apply Technology Effectively</p> <ul style="list-style-type: none"><li>• Use TouchCast as a tool to research information for learning assignments, organizing the content, evaluating self and peers, and communicating information in the classroom and outside.</li><li>• Peer to peer learning through the video network.</li><li>• Use TouchCast to become an effective communicator of ideas and knowledge by creating broadcasts that require pre-production, writing scripts, editing, self-evaluation, and reflections.</li></ul>

SOURCE: Institute of Museum and Library Services 2012

## WHAT IS TOUCHCAST?



**TOUCHCAST FOR TEACHERS** TouchCast is a great content creation tool for teachers that takes the **flipped classroom** concept to a new place. Different from prior examples of flipped classroom lectures, a TouchCast is not just a static video of a lecture. A TouchCast—due to its very nature—is a primary format that has within it not just the video of the teacher, but a potential for a wealth of related content and interactivity. An educator can not only convey the subject matter in a compelling manner, but he/she can also include within the lecture a wealth of supplemental information. Furthermore, the educator can add interactive elements using TouchCast to further engage the students..

**FLIPPED CLASSROOM** Teachers may create lecture-based TouchCasts that are consumed by the student outside the classroom. This frees classroom time for group discussion and other types of active, two-way learning: including the opportunity for students to create TouchCasts in class.

# WHAT IS TOUCHCAST?



image:thequietlibrary

## Benefits of TouchCast for Teachers

### MEANINGFUL LEARNING EXPERIENCES

Allows teachers to easily incorporate active learning experiences in classroom and at home, leading to more meaningful learning experiences.

### ENGAGING STUDENTS

By speaking their students' language, using TouchCast allows teachers to author educational, yet highly engaging content that can also be used as a platform to give assignments to students.

### ASSESSMENT

Allows teachers to easily monitor and asses their students understanding of the subject matter by observing their output and "performances."

### DIGITAL LITERACY SKILLS

Teachers help develop media literacy skills in an unprecedented depth as the students and teachers go through a production process that has historically been the domain of professional producers only.

### EASY COMMUNICATION

Allows convenient and immediate communication in and outside the classroom environment with students and parents.

### EASY CONTENT ACCESSIBILITY AND STORAGE

Allows simple digital storage of student's and teacher's TouchCasts to easily access and share.

# WHAT IS TOUCHCAST?

## **BRIDGING THE GENERATION GAP**

Teachers connect and 'speak' the children's language. TouchCast is something students become incredibly passionate and excited about as it reflects their aspirations to improve as digital communicators.

## **EASY TO CREATE RICH CONTENT**

Teachers create content easily from various resources and different media formats. The ratio between time spent on creating the content and the educational value of that content as a resource is unprecedented. A five minute TouchCast can result in an hour long journey of discovery and learning as a result of embedding other resources into the TouchCast.

## EXAMPLES /

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Interactive  
video lectures  
& demos done  
by teachers

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## MATH /

### POSITIVE AND NEGATIVE NUMBERS

In this example, the teacher explains positive and negative numbers. He uses vApps to bring images that illustrate different examples of negative and positive number usage in the real world, such as a thermometer. He asks the students questions throughout the presentation (he could also used the quiz vApps for this purpose).

<http://www.touchcast.com/mrfoxbjs/23-Positive--Negative-numbers>



### MORE EXAMPLES

TOUCHCAST IS A GREAT TOOL FOR CONVEYING BASIC AND ADVANCE MATH CONCEPTS AS ILLUSTRATED BY THESE ADDITIONAL POSTS:

<http://www.touchcast.com/room9kids/Heres-How-to-Multiply-Double-Digits>

<http://www.touchcast.com/msbeebbe/Adding-Using-Groups-of-Ten>

[http://www.touchcast.com/pjh\\_78d/90b45f68cc](http://www.touchcast.com/pjh_78d/90b45f68cc)

<http://www.touchcast.com/ehernan3/Converting-Between-Fractions-and-Decimals>

<http://www.touchcast.com/teach2reach/RocketMath-in-practice>

## EXAMPLES / SCIENCE /

### THE FORMATION OF A RAINBOW

In this example, the teacher explains how a rainbow forms. She uses vApps throughout the presentation to present photos, diagrams drawings, and text. She also uses some sounds effects and the drawing tool.

[http://www.touchcast.com/dstanick/  
Formation-of-Rainbows](http://www.touchcast.com/dstanick/Formation-of-Rainbows)



### MORE EXAMPLES

<http://www.touchcast.com/hsteele/Speed--Velocity>  
[http://www.touchcast.com/uab\\_ebm/Reading-case-control-studies](http://www.touchcast.com/uab_ebm/Reading-case-control-studies)  
<http://www.touchcast.com/flipsci/scenario-2>  
<http://www.touchcast.com/flipsci/Welcome-to-Room-54>

## HISTORY /

### WORLD WAR I

In this example, the teacher narrates in the first person perspective events from World War I, using vApps to present photos , posters, and documents to illustrate and support the narrative.

[http://www.touchcast.com/middlebee/  
The-Latest-on-World-War-I](http://www.touchcast.com/middlebee/The-Latest-on-World-War-I)



### MORE EXAMPLES

<http://www.touchcast.com/packwoman/Early-Man-Lesson-1-Copy>  
<http://www.touchcast.com/middlebee/Report-on-President-Wilson>  
<http://www.touchcast.com/mypetfish/the-Red-scare-of-salem>

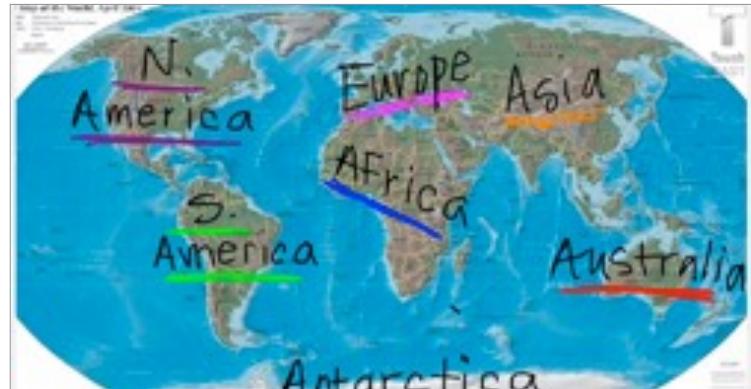
## EXAMPLES /

### GEOGRAPHY /

#### WHAT IS THE SCIENCE OF GEOGRAPHY

In this example, the teacher presents the students with a question at the beginning of the video. They are asked to pause the video while watching and to then answer the questions and submit them at the end. She uses vApps to present maps and photos. She also uses the drawing tools to write the names of the continents on the world map.

<http://www.touchcast.com/packwoman/Geography-Lesson-One>



### LITERATURE /

#### ASKING HIGHER ORDER QUESTIONS WHEN READING

In this example, the teacher refers to student's previous work regarding reading and asks "hot" questions. She explains "Bloom's taxonomy" and presents learning objectives using the whiteboard feature. She also uses vApps to present websites and asks the students to pause the video and take notes.

[http://www.touchcast.com/kr\\_el/a/Intro-to-HOT-questions](http://www.touchcast.com/kr_el/a/Intro-to-HOT-questions)



#### MORE EXAMPLES

[http://www.touchcast.com/mr\\_declercq/The-Road-Not-Taken-poetry-analysis-part-1](http://www.touchcast.com/mr_declercq/The-Road-Not-Taken-poetry-analysis-part-1)

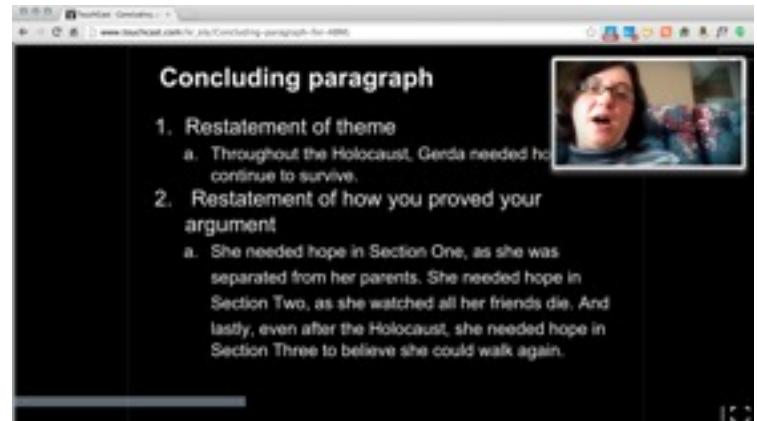
<http://www.touchcast.com/sayitrahshay/Review-of--The-Twelve-Tribes-of-Hattie-by-Ayana-Mathis>

## EXAMPLES / WRITING /

### HOW TO WRITE A CONCLUDING PARAGRAPH

In this example, the teacher stayed at home with her sick son and created a lecture for the class about "How to write a concluding paragraph." She explains the lesson objectives, and using the blackboard, she outlines the content and provides examples.

[http://www.touchcast.com/kr\\_elा/Concluding-paragraph-for-ABML](http://www.touchcast.com/kr_elा/Concluding-paragraph-for-ABML)



The screenshot shows a TouchCast video player window. At the top, it says "Concluding paragraph". Below the title is a video frame showing a woman with glasses speaking. To the right of the video frame is a list of points:

1. Restatement of theme
  - a. Throughout the Holocaust, Gerda needed hope to continue to survive.
2. Restatement of how you proved your argument
  - a. She needed hope in Section One, as she was separated from her parents. She needed hope in Section Two, as she watched all her friends die. And lastly, even after the Holocaust, she needed hope in Section Three to believe she could walk again.

### MORE EXAMPLES

[http://www.touchcast.com/kr\\_elा/Literary-Analysis-of-ABML](http://www.touchcast.com/kr_elा/Literary-Analysis-of-ABML)

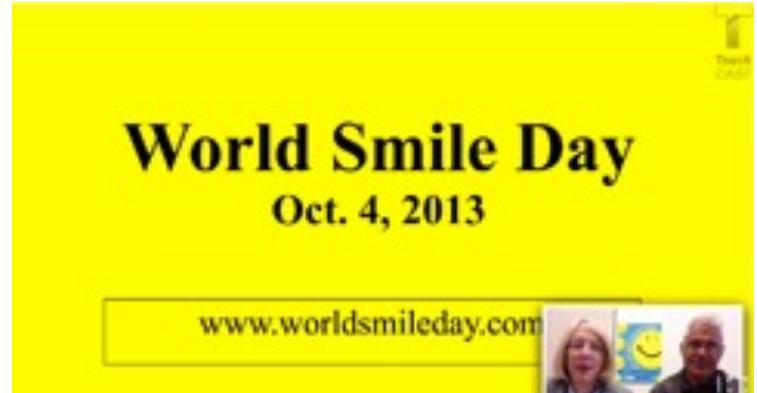
[http://www.touchcast.com/kr\\_elा/Writing-Inspirations](http://www.touchcast.com/kr_elा/Writing-Inspirations)

## COMMUNITY WORK /

### CELEBRATING WORLD SMILE DAY

In this example, the principal and the dean of school present information regarding the "world smile day" with interesting facts and images about the "smiley" symbol. They ask the students to perform an act of kindness. They post a weekly TouchCast to communicate announcements for students and teachers.

[http://www.touchcast.com/douglas\\_news/World-Smile-Day#](http://www.touchcast.com/douglas_news/World-Smile-Day#)



The screenshot shows a TouchCast video player window. The main title is "World Smile Day" in large, bold, black letters, with the date "Oct. 4, 2013" below it. In the bottom left corner, there is a URL "www.worldsmileday.com". In the bottom right corner, there is a small video frame showing two people smiling. Above the URL, there is a small graphic of a smiling sun-like face.

## EXAMPLES /

### TECHNOLOGY /

**HOW WE WOULD USE TECHNOLOGY IN THE CLASSROOM**  
In this example, the teacher presents TouchCast to the students as well as other apps that they would use throughout the year.  
[http://www.touchcast.com/mr\\_declercq/tech-integration-Copy](http://www.touchcast.com/mr_declercq/tech-integration-Copy)



#### MORE EXAMPLES

[http://www.touchcast.com/douglas\\_news/On-the-Go-Podcast-3-Part-2](http://www.touchcast.com/douglas_news/On-the-Go-Podcast-3-Part-2)  
<http://www.touchcast.com/tdemers/4040-final>

### TEACHER TRAINING & TUTORIALS /

**HOW TO USE EDMODO**  
[http://www.touchcast.com/get\\_the\\_facs/Edmodo-part-1](http://www.touchcast.com/get_the_facs/Edmodo-part-1)

**HOW TO USE TOUCHCAST**  
The teacher explains how to use the InstaCast Theme and integrate Instagram into a TouchCast.  
<http://www.touchcast.com/leadandlearn/jaimievandergrift>



Teachers create a TouchCast to train other teachers to use different software or share lesson plans.

## EXAMPLES /

### MORE EXAMPLES

<http://www.touchcast.com/bosch/Heres-How-to-Use-TouchCast-as-a-Teacher>

[http://www.touchcast.com/mtp\\_1/The-Latest-on-Third-Grade-Math](http://www.touchcast.com/mtp_1/The-Latest-on-Third-Grade-Math)

<http://www.touchcast.com/mtregoning/differentiation-in-mathematics->

<http://www.touchcast.com/leadandlearn/The-Latest-on-Google-Play-in-for-Education>

## SCHOOL COMMUNICATIONS /

Teachers, principals, students, and school administrators use TouchCast to announce different type of messages to students and parents: introduction, homework, schedule, schools events, reminders, etc. TouchCast allows schools and classroom to have their own equivalent of a high production quality TV studio. All just using their iPads.

School announcements done by principle/teacher/students/school admin:

### THE NEW SCHOOL YEAR IS HERE

The teacher communicates information relating to the beginning of the new school year.

[http://www.touchcast.com/peter\\_dewitt/The-New-School-Year-is-Here](http://www.touchcast.com/peter_dewitt/The-New-School-Year-is-Here).



More examples

[http://www.touchcast.com/elem\\_math/Math-Resource-Teacher-Intro](http://www.touchcast.com/elem_math/Math-Resource-Teacher-Intro)

<http://www.touchcast.com/mrhopkins/XtraMath>

<http://www.touchcast.com/prairiepoint/pp-math-night>

<http://www.touchcast.com/pjzp/CCMS-PBIS--Copy-3>

[http://www.touchcast.com/room\\_401/Heres-How-to-turn-in-your-lesson-plans](http://www.touchcast.com/room_401/Heres-How-to-turn-in-your-lesson-plans)

<http://www.touchcast.com/hackbarth/Hackbarth-Homework-Hotline-2013>

<http://www.touchcast.com/wjag/Nov-14>

## EXAMPLES /



### Lesson Assignments

TouchCast offers a broad range of usage scenarios. Children have access to immediate information and a variety of resources to create rich TouchCasts for learning tasks. They could use different modalities of broadcasting for self expression. They could work in groups (collaborating) or by themselves. They could role-play utilizing the green screen in a lecture, debate, interview, document, or other broadcasts formats.

Children can easily communicate via TouchCast with their peers or teachers by sharing their own TouchCasts, commenting on one another's posts, and rating them.

By embodying the content through TouchCast active creation process, the students experience meaningful learning. Children review their TouchCast and reflect allowing them to better self-assess their work and improve upon it.

The benefits of TouchCast for students are:

- Embodied Learning Experiences - Students are on camera, meaning they can't fake their absorption of the class material. They are actively processing the content through pre-production and their subsequent broadcast. The active process creates meaningful learning experiences.
- Collaboration - Small groups can work together on their TouchCasts, facilitating collaboration skill-growth and supporting engagement.
- Digital Literacy Skills - Students learn how to efficiently filter and absorb online resources and use this content to support references.

## EXAMPLES /

- Critical Thinking Skills - Lesson plans built around TouchCast utilize video creation as a catalyst for building arguments and deeper class discussion.
- Becoming Better Storytellers - Students hone their ability to communicate information effectively as video scales better than standard classroom mechanisms.
- Self-expression - Children are comfortable using digital tools for expressing themselves; TouchCast embraces this habit and turns it into a learning environment.
- Engagement - TouchCast speaks the language of children and motivates them to learn a topic through rich engagement.

## EXAMPLES /

Assignments  
given to  
students by  
their teachers

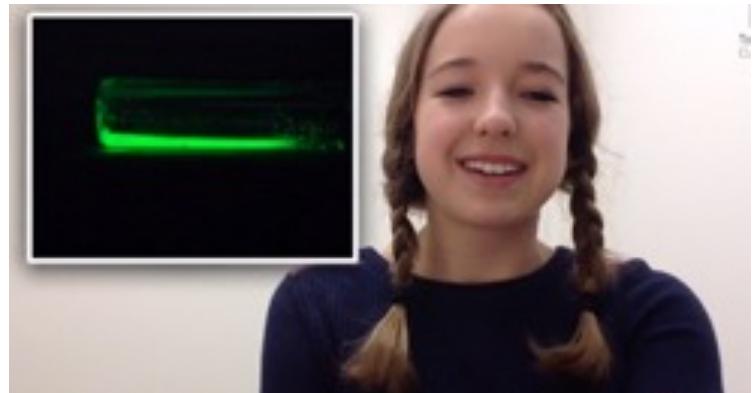
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## SCIENCE /

### RADIOACTIVITY - ELEMENTS

In this example, two students present the concept of radioactivity by examining three elements; Radium, Uranium and Radon. They use vApps to present images of the elements, the periodic table, and other interesting facts that they loaded as a script into the teleprompter feature.

[http://www.touchcast.com/ishelley/  
Radioactive-2](http://www.touchcast.com/ishelley/Radioactive-2)



### MORE EXAMPLES

- <http://www.touchcast.com/kddc/Solar-Eclipses>
- <http://www.touchcast.com/cantiague/Heres-How-to-do-a-Science-Exp>
- <http://www.touchcast.com/chargerpride/SS-RJ-3-laws>
- <http://www.touchcast.com/phresher/Space-Travel->
- <http://www.touchcast.com/jensenr/Bone-Presentations>

## EXAMPLES /

### MATH /

#### HERE'S HOW TO MAP EQUATIONS

In this example, a student explains how to map equations, using the drawing tool to illustrate it. She also uses the quiz vApps to ask questions.  
[http://www.touchcast.com/flowerfish/  
Heres-How-to-Map-Equations](http://www.touchcast.com/flowerfish/Heres-How-to-Map-Equations)



#### MATH MAGIC TRIANGLE

In this example, a student explains the magic triangle, using the green screen feature, the drawing tools, and sound effects.  
[http://www.touchcast.com/chargerpride/  
Math-magic-triangle-RJ](http://www.touchcast.com/chargerpride/Math-magic-triangle-RJ)



## EXAMPLES / HISTORY /

### COMPARING THE RED SCARE TO THE SALEM WITCH TRIAL

In this example, two students present the history of the Salem witch trial in 1692 as compared to the Red Scare, the hunt for communists led by Joseph McCarthy. They effectively use many images and web pages to discuss the topic.

See more examples from the same classroom below.

[http://www.touchcast.com/phresher/  
Salem-Witch-Trials-Comparison](http://www.touchcast.com/phresher/Salem-Witch-Trials-Comparison)



### MORE EXAMPLES

[http://www.touchcast.com/mr\\_hh/2162c69652](http://www.touchcast.com/mr_hh/2162c69652)  
[http://www.touchcast.com/chunky\\_milk/Treatment-of-Accused-Witches](http://www.touchcast.com/chunky_milk/Treatment-of-Accused-Witches)  
<http://www.touchcast.com/dani1234/History-Assignment->  
<http://www.touchcast.com/jensenr/baeae8e13e>  
<http://www.touchcast.com/superidiot/Edgar-Allen-poo>

## GEOGRAPHY /

### ANTARCTICA

In this example, two students introduce Antarctica. The teacher films the students, using vApps to present a map and photos of Antarctica.

[http://www.touchcast.com/students/5-  
Themes-of-Geography](http://www.touchcast.com/students/5-Themes-of-Geography)



## EXAMPLES / LITERATURE /

### THE GREAT GATSBY

In this example, a student presents a book report about "The Great Gatsby" and its relationship to bootlegging. He incorporates photos and music to support his effective delivery of the facts.

<http://www.touchcast.com/56789/Todays-TopicHow-the-Great-Gatsby-Relates-to-the-1920s-Copy-1>



## WRITING /

### SYMBOLISM

In this example, a few students present the concept of symbolism and provide examples from different books to support their explanation. They make good use of the drawing tool to point out elements in the texts.

[http://www.touchcast.com/kr\\_elas/Symbolism](http://www.touchcast.com/kr_elas/Symbolism)

In the morning we did not talk about ~~the~~ the table. Then leave a few hours hence. Silently we sat at the table. Then Papa picked up his Bible and started to read. Mama and I just sat looking at him. Then all of a sudden Papa looked up and asked Mama where my ~~shoes~~ shoes were.  
 "What?" I asked, baffled.  
 "I want you to wear these tomorrow when you go to Wadsworth."  
 "But Papa, skiing shoes in June?"  
 He said sternly: "I want you to wear them tomorrow."  
 "Yes, Papa. I will," I said in a small voice.  
 I wonder who Papa imagined; how could he possibly have known! Those shoes played a vital part in saving my life. They were sturdy and strong, and when those years later the were taken off my feet they were good still...  
 When it came time to leave, Papa and Mama embraced. Then Papa put his hands on my head in benediction, as in  
 66



### MORE EXAMPLES

[http://www.touchcast.com/rat\\_word/Rat-Word-theme](http://www.touchcast.com/rat_word/Rat-Word-theme)  
[http://www.touchcast.com/kr\\_elas/703f645585](http://www.touchcast.com/kr_elas/703f645585)

## EXAMPLES / FOREIGN LANGUAGE /

### **STUDENTS IN ESTONIA LEARNING ENGLISH**

In this example, students use the NewsCast Theme and pretend they are news presenters. They read a script from the teleprompter, learning the English language. They also make use of the green screen feature to transport themselves into a mine. Use of costume further supports the illusion.

[http://www.touchcast.com/mjtv/  
f79c6598b9](http://www.touchcast.com/mjtv/f79c6598b9)

See below for more examples from the same classroom.



### MORE EXAMPLES

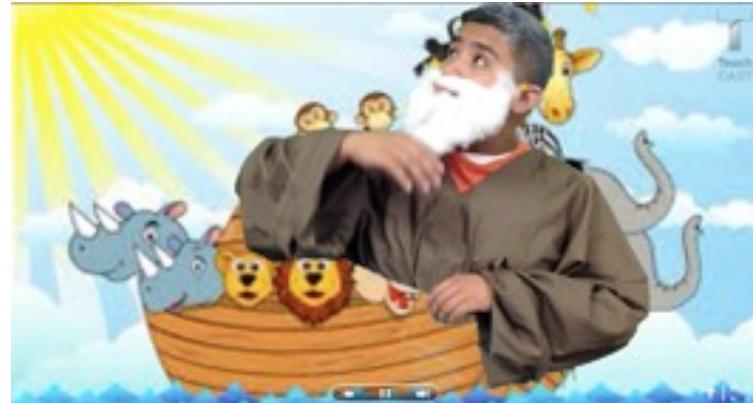
<http://www.touchcast.com/mjtv/b63486bfcb>  
<http://www.touchcast.com/mjtv/ISE-NEWS>  
<http://www.touchcast.com/mjtv/Worlds-best-baseball-player>  
<http://www.touchcast.com/mjtv/G>

## EXAMPLES / DRAMA /

### NOAH'S ARC

In this example, students perform the story of Noah's arc. They are using the green screen feature in a creative way, dressing up as the characters and collaborating as a team. Note how much fun they are having in the process.

[http://www.touchcast.com/caitlyn1/  
Noahs-Ark](http://www.touchcast.com/caitlyn1/Noahs-Ark)



### THE WIZARD OF OZ

In this example, students perform the story of the Wizard of Oz. They are using great background images and costumes that create an immersive experience.

[http://www.touchcast.com/mrnilsson/  
shrek\\_saves\\_the\\_day](http://www.touchcast.com/mrnilsson/shrek_saves_the_day)



## CLASS CONFIGURATIONS /



### The TouchCast Classroom

There are multiple ways in which a class can be setup to make best use of TouchCast. The logistics of how to deploy a "TouchCast Classroom" are critical for success with leveraging the platform.

In the following section we propose several modalities of how we have observed educators deploy TouchCast in their environments.

These different modes or a combination of them might serve you best based on the lesson plan and the access you have to equipment.

Establishing TouchCast has the potential to make your classroom into a studio where young learners can travel in time, role play, and learn through "doing."

## CLASS CONFIGURATIONS / TOUCHCAST STUDIO /



### CREATING THE TOUCHCAST STUDIO

A central area that functions as a virtual set via green screen allowing the students to travel in space and time

# CLASS CONFIGURATIONS / EQUIPMENT /

**each kit includes:**

- green screen**
- lights**
- sound equipment**
- tripod for iPads**
- costume box**



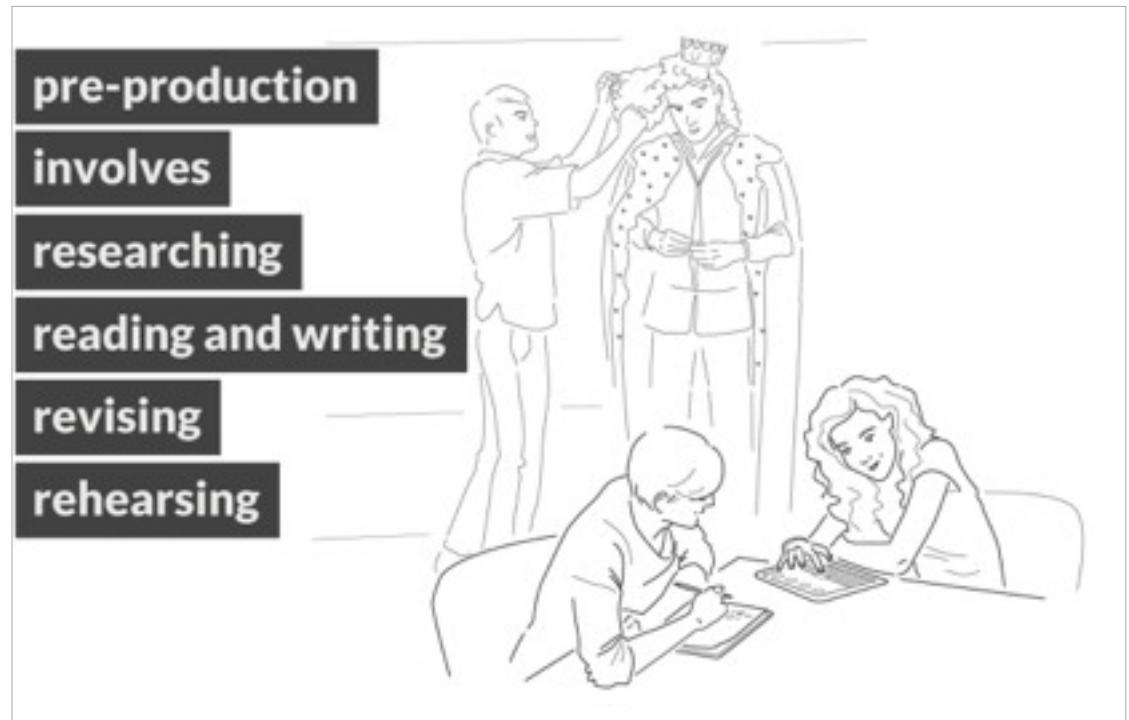
## The TouchCast Kit

A Tripod, iPad and microphone

Green screen - Selection of backgrounds for themes. It is very easy to establish a green screen in TouchCast. In fact, it doesn't even need to be a green surface.

Costume box - Selection of costumes for role playing. Even simple costumes help students get into character for more effective learning.

# CLASS CONFIGURATIONS / TOUCHCAST GROUP SESSIONS /



## Pre-Production

One iPad per group (2-6 children)

Roles in a group might be: director, actors, lighting, makeup, wardrobe, sound, scriptwriters, editors.

## CLASS CONFIGURATIONS / TOUCHCAST ROAMING SESSIONS /



**students**  
**can venture into**  
**the real world**  
**to observe**  
**to interview**  
**to capture**  
**to share**

### **The Roaming Reporter**

One iPad per group (2-6 children)

Individuals students

Taking iPads outside classroom to create TouchCasts

# CLASS CONFIGURATIONS / TOUCHCAST HOMEWORK SESSIONS /



## TouchCast at Home

One iPad per student

Taking iPads outside classroom to create TouchCasts at home

## LESSON PLAN /



TouchCast components  
of a lesson plan

**SUGGESTED LESSON THEMES:**

The Time Tunnel (history), Travel Diary (geography), Election Debates & News Channel (civic), The Lab (science), Book Report (literacy)

**SUGGESTED TOUCHCAST FORMATS:**

Lecture, Debate, Interviewing, Documentation process, Role-playing

**TIPS FOR PRE-PRODUCTION:**

Make a checklist: planning, scriptwriting, technical requirements, etc.

**SUGGESTED ROLES:**

Suggestions for roles in team work include: director, script writer, costume and makeup, sound, lightning, actors



Educators are the catalysts and the driving force of shaping TouchCast for the important cause of creating meaningful learning experiences.

**Please join us today to be a TouchCast educational pioneer!**

We would love to receive your insight and feedback, as well as, answer any questions you might have.

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# THANKS

[www.touchcast.com](http://www.touchcast.com)

TouchCast was chosen by Apple as one of the best apps of 2013!