

Effective Education Use of the Online Presentation Video Software [Powtoon](#)

Description of Use	Rationale
<p>Example 1: Animated Presentation Essay</p> <ul style="list-style-type: none"> • Teacher presents an example of a Powtoon presentation that demonstrates ideas and related research. • Students are then assigned a research to be completed using Powtoon rather than traditional text (i.e. MS Word documents) to present their research. • Students work on their assignment and present their videos. • Students are given the option to record their voices over their videos or present their videos live. • The goal is to have students present their research in a more animated and interactive way in order to allow other students to see and learn from each other directly and even build connections or form opinions on what is presented. 	<p>Based on the class summary of meaningful use of technology, Powtoon:</p> <ul style="list-style-type: none"> ▪ Allows students to be creative and transform their research into something that is visually more productive than simple text on a word document. ▪ Students are in control of their learning in a larger way in that they are not only creating their video presentation essay, but are also building their problem solving skills (example, on learning on how to record their voice). ▪ It extends and builds on students’ strengths and is adaptable to all learning levels. For instance, those who do not want to speak in front of the class can pre-record their voice and show their knowledge without being nervous. <p>According to the Bransford et. al, article, “How People Learn”</p> <ul style="list-style-type: none"> ▪ Students using the tool will have opportunity to interact with their learning by recreating it through their visual representations and thereby increase their metacognitive skills as they redefine their learning goals. ▪ Students can bring in their personal knowledge and background to assist with and be incorporated into presentations to make them creative and unique. ▪ Teachers can also use this strategy to understand how their students think and respond to what they are learning. <p>With respect to the Net Generation norms (Tapscott, 2009):</p> <ul style="list-style-type: none"> ▪ This strategy applies to the norm about entertainment which discusses the need for work to be fun and intrinsically satisfying (p.92). Therefore, students working with Powtoon will find creating their essay more engaging than writing it in a word processing format. ▪ Also the need for speed can be applied to this strategy as instant feedback to their presentation is available and they are able to view their presentations as they are creating it. ▪ As well, students are able to customize their videos or slides to their preference as

they have the freedom to create and choose which graphics, cartoons and other visuals they would like to incorporate.

In terms of [Learning Theories](#),

- ARCS (Keller) can be applied to this approach because first, Powtoon gains learners **attention** with its wide array of media options, graphics, cartoons and animated images which help them better present themselves and ensnare students' attention to their topic. Second, Powtoon gives **relevance** by having students apply their previous knowledge and create a unique presentation. Third, Powtoon helps build learner **confidence** as they quickly familiarize themselves with the program and see their presentations come to life. Powtoon also allows teachers and students to give feedback on their work which can help further motivate them to continue with their project. Fourth, this program gives students the **satisfaction** of having their own learning and creation presented in a unique way in which they can receive positive feedback from their peers as well as feel they have accomplished something.

With respect to [Technology and Integration Models](#):

- The **SAMR model** represents this strategy because it takes the assignment from being a typical research essay and transforms it into an animated video presentation. Therefore, all the research that was gathered and has been written about, can now, through Powtoon be presented as a video essay in whatever creative format the student chooses, thereby making the research much more engaging. This is an example of modification and redefinition because not only are the students redesigning the task by taking the written essay and converting it into a video format, they are also redefining the task as without the Powtoon technology the task would not be possible.

In terms of [21st Century Learning Skills](#):

- Students are thinking **creatively**, and **apply critical thinking skills and implement innovation** through their video essay by using Powtoon software. By transforming the information found through research, students are applying critical thinking skills productively and creating a unique format in which to present their ideas.

Description of Use	Rationale
<p>Example 2: All about me digital storybook</p> <ul style="list-style-type: none"> • Teacher presents a digital storybook about himself/herself and helps students notice a key features about the actual storybook. Students are to notice the pace of the storybook, the voice, the perspective, the information and the visuals (ie text, image, etc). • Students are to note the importance of the teacher’s story coming to life based on the use of the program Powtoon. • Students are to then brainstorm their sections and identify what they would like to write about themselves. • Students are to write notes under each section in their notebooks and select images they would like to associate with their sections. For example, “My first camping experience” – it was cold at night, flies were everywhere, we cooked under the moonlight on a burner. Then include images such as a canoe, tent, bonfire, etc. • Students are to then take their notes and transfer it towards the Powtoon program where they can then use templates in the program to customize their “All about me” storybook. • Following the key features of the digital 	<ul style="list-style-type: none"> • Based on the class summary of meaningful use of technology, Powtoon: <ul style="list-style-type: none"> ▪ Allows for students to be creative and transfer skills that go beyond the classroom, thereby building continuity between what is being taught in school and at home. ▪ Powtoon is cost effective, free to use, and under the teacher subscription, offers a free service to students which allows them to use the features of Powtoon and the teachers are able to view and assist students in their videos all under one dashboard. ▪ Powtoon is easy to use and contains various features that can address the individuality of the learner. It has attractive animated images, templates and music that students can apply to enhance their story and add their creative, unique side. • According to the Bransford et. al, article, “How People Learn” <ul style="list-style-type: none"> ▪ Teachers who use this strategy in their classroom are working with pre-existing understanding or ideas that their students bring in such as what is in a storybook (chapters, story, beginning, middle and end). Therefore, Powtoon will be able to creatively display students thinking which teachers are trying to activate. ▪ In this strategy students are engaged in metacognitive skills, where they are actively organizing their chapters and thinking of what important aspect of their lives would they want to share. This will build their comprehension and define their learning goals as they monitor their book and decipher what images, text and information will be attractive enough to help publish their story. <p>With respect to the Net Generation norms (Tapscott, 2009):</p> <ul style="list-style-type: none"> ▪ This strategy applies to the norm about integrity considering that creating a storybook using Powtoon will allow students to display their work in an honest and forthright way which they know they are presenting to a community that will appreciate and be considerate to what they have to say. ▪ This strategy applies to freedom and customization because Powtoon allows students to actively choose and form the content and information they would like to share and decide the pace at which it is presented. Also, with the variety of

storybook, students are to organize the sections as chapters, use the program to upload their images (pictures, web images) and add their specialized text to their notes, thereby considering content, perspective and information.

- Students are to record their voices as their sections show on the slide as if they are actually reading their story, noting pace and voice.

templates, fonts and images, students are left to customize their storybook to meet their ultimate goal and vision of how they want their material to be published.

In terms of [Learning Theories](#),

- **Cognitive Apprenticeship** applies to the strategy of using Powtoon to create a digital storybook because a teacher can use Powtoon to model how a digital storybook is created and showcase its features thereby giving it a visual appeal in describing the lesson. Students will then be participating in the process of creating and publishing their stories which teachers can help coach and scaffold. Students will also be able to articulate and reflect on their activity as they see what they would like to share and add towards their own personal stories. Finally, by creating their animated digital stories they will be able to explore other students work in the class and critique, display and create their own thoughts from the whole experience.

With respect to [Technology and Integration Models](#):

- **The SAMR model** represents this strategy because Powtoon allows for students to place written text with images on various slides to create their stories and augment their material by adding their own voices and in so doing bring the written word to life. The transformation happens when students share and publish their stories either by embedding, or sharing it on YouTube which further modifies the slides to enhance their learning experience. Also, the publishing feature allows students to receive feedback from their peers and community which further leads to them thinking critically on their stories and possibly improve upon them.
- **The TPACK model** can also be represented by this strategy because in order to create the effective digital storybook using Powtoon, students and teachers are demonstrating that they have a working knowledge of the technological aspect of the program, knowledge of the content they are presenting in their storybook and teachers specifically use Powtoon as a pedagogical tool guide to enhance the understanding of how to create a digital storybook using Powtoon. Therefore, selecting Powtoon will address all three types of knowledge and make the experience of creating a story more efficient.

In terms of [21st Century Learning Skills](#):

- This strategy addresses **media and technology** as Powtoon gives students a choice

	<p>with respects to what they would like to see displayed on their screen and change it accordingly. This will build on their strategies on choosing an effective way to publish their digital stories as well strengthen their ability to evaluate and understand how to use the technology appropriately and productively while at the same time giving them a unique insight into how their story can impact the peers who are viewing it.</p> <ul style="list-style-type: none"> • This strategy applies to creativity, innovation and communication because creating a digital storybook with Powtoon allows students to create a presentation that entertains, educates and accounts for feedback from others.
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Description of Use	Rationale
<p>Example 3: Video tutorial “The How to”(teacher or student generated)</p> <ul style="list-style-type: none"> • Teacher presents concepts and new information using powtoon’s presentation slides. • Teacher is showing a video or slide that incorporates images, text and animation to describe the lesson or the concept being taught for the day. • For example, teacher is integrating information that would be given from a textbook into an animated slide that is engaging and motivating. • Teacher provides the beginning which is the “hook” to the presentation, then gives the presentation as an enhancement to the lesson which is being taught for the 	<p>Based on the class summary of meaningful use of technology, Powtoon:</p> <ul style="list-style-type: none"> • Allows teachers to integrate the tutorial into their regular lesson plans, by allowing the curriculum to be more visual and interactive. As well, teachers can incorporate the tutorials into their regular pedagogical practice and allow students to visually build connections. • Students creating their tutorial are experiencing their learning hand on and build deeper meaning as well as provide feedback with other tutorials providing communication amongst each other. <p>According to the Bransford et. al, article, “How People Learn”</p> <ul style="list-style-type: none"> • Teachers using Powtoon for this strategy can provide and in depth variety of examples to express the concepts and demonstrate thorough reasoning behind the learning. • This strategy applies to a knowledge centred classroom where learning is repetitive and builds on understanding. Students can review the concepts multiple times and at their own pace which then leads to them strengthening their own understanding and gives time to build deeper connections and problem solving skills.

day.

- For example, a social studies lesson that talk about how to map directions.
- Not only teachers can use Powtoons to create tutorials. Students can also create their own tutorial that can help them while they are studying concepts or they can share amongst each other to help reinforce ideas.

With respect to the [Net Generation](#) norms (Tapscott, 2009):

- Creating tutorials applies to the **norm of speed** where information is given easily, and is accessible. Teachers using this strategy will have created a useful tool that would be accessible to students through email, YouTube or other social media context therefore allowing students to receive instant assistance when they need it.
- This strategy applies to the **freedom and customization norm** because students creating tutorials decide what is important to note and build on understanding as well as how they want to display the information.

In terms of [Learning Theories](#),

- This strategy addresses **Cognitive Apprenticeship Theory** because the teacher represents the expert and creates the tutorial, and the students see the experts thinking and apply it to their own learning and problem solving skills. Therefore, when they practice in creating their own tutorials the students are able to observe and discuss the teachers example and use it as a framework.
- **Experiential Theory** can also be applied to this strategy because students experience the tutorial first hand by the teachers using it in the classroom. Afterwards, students then begin to create their tutorials and through experimentation enter the process of reflective observation, abstract conceptualization and active experimentation where they see what does and doesn't work for them, then improve on their original work and repeat until they are content with the finished product. This process would then occur each time the students create their own animated tutorials. For example, each time the students engage in the adding of images or their voice. Each stage would also happen at different times in the process as well.

With respect to [Technology and Integration Models](#):

- Video tutorials applies to the **Education Transformation Learning, Conversation Number 1** where learning happens anywhere. Students can produce their tutorials at school or outside of school and have their tutorials accessible anywhere with internet connection.
- **The TPACK model** also applies to this strategy because TPACK states that to integrate technology effectively in the classroom teachers need to be aware and apply three domains of knowledge, Technology, Content and Pedagogical. In creating tutorials, teachers are considering all three factors of the model, they are aware of the content

they select and want to focus on, have the pedagogical background knowledge of how to teach the concept and understand the learners' needs which are to be addressed and the use of the technology enhances the learning experience throughout. For example, through the tutorials, teachers display their examples with audio, images, animated text. The teacher chooses appropriate examples to address their students' needs. All three integrate to apply effective use of technology in the class.

In terms of [21st Century Learning Skills](#):

- Students and teachers creating their video tutorials are **communicating clearly** through articulating their ideas and concepts by means of various images, forms and contexts as well giving purpose to instruct and inform.
- Also, students who create their tutorials are producers of their own learning and not just consumers of information; thereby building on **information literacy skills** and helping them to consider the impact their words inside the tutorial can have on the learning of others.

References

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