kar2ouche®

Role-playing software for creative learning

immersive®
education

Familiarisation Contents

Familiarisation Objectives

By working through this development session you will:

- Gain familiarity with software
- Explore potential uses
- Plan what to do next

About Kar2ouche

Kar2ouche is the award winning creative learning tool for interactive role-play, picture-making, storyboarding, animation, publishing and movie-making. A wide range of Kar2ouche titles for both primary and secondary are available for specific subject areas including English, Languages, Drama, Music, PSHE/Citizenship, History and Science.

Each title contains a wide selection of 3D characters, backgrounds and props with supporting text and audio. Activities and lesson plans can be used or adapted by teachers to suit their own teaching styles and individual student needs.

Support

Training Services: 01865 811099
Technical Support: support@imed.co.uk
Sales Support: 01865 811099
Website: www.immersiveeducation.com

1. Kar2ouche Concepts

kar2ouche ®

visualisation
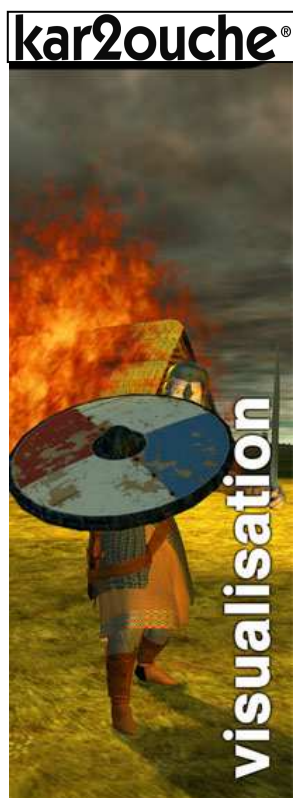
'Education for understanding depends upon the creation of materials that are engaging, that allow for probing and synthesis, and that afford plenty of opportunities to perform one's emerging understandings.'

Howard Gardner (2000) *The Disciplined Mind*, **Penguin**

Kar2ouche is an infinitely flexible, multi-media authoring tool that enables both teachers and students to produce storyboards, animations and publications and thus demonstrate understanding. It comprises a number of titles focused on enhancing learning across a wide range of different subject areas.

In each title the application's interface and functions remain the same, it is just the activities, background, props and characters that change. Consequently, once students have learned to use the application in one subject area they can use it across the curriculum.

Enhancing Learning

Based on cognitive theories of learning, Kar2ouche provides a means of multimedia communication that helps develop understanding and higher order thinking skills. It also gives users the means to convey this understanding.

Constructivist in approach, the activities and resources enable students to reflect on experience and ideas, before constructing their own interpretations.

Multi-modal, Kar2ouche is an inclusive tool that:
- supports individual learning preferences
- facilitates the development of understanding in specific subject areas
- helps to develop more generic thinking skills.

In particular students are encouraged to find out 'how' and 'why' as opposed to learning 'what' by rote!

Supporting Thinking Skills

Which of these skills are particularly relevant to your teaching? Browse through and tick those you consider most appropriate.

Information-processing skills	Using Kar2ouche students can be encouraged to: • identify key images, text, ideas – extract what is essential • sort the relevant from the irrelevant • organise and where necessary prioritise ideas • sequence events • compare and contrast their work with the work of others • analyse the relationships between characters • develop cultural awareness.
Reasoning skills	Using Kar2ouche students can be encouraged to: • justify decisions using evidence • make informed choices • work out subtexts • consider alternative perspectives/interpretations • articulate ideas.
Enquiry skills	Using Kar2ouche students can be encouraged to: • work collaboratively to question text • observe events and predict subsequent action • consider consequences • reflect critically on written text, their own work and the work of peers.

Creative thinking skills	Using Kar2ouche students can be encouraged to: • offer interpretations of texts/situations • create multimedia texts • respond imaginatively to texts/situations.
Evaluation skills	Using Kar2ouche students can be encouraged to: • engage in collaborative working and dialogue • review, modify and evaluate work produced.

Communication skills	Using Kar2ouche students can be encouraged to:
	• engage in group discussion
	• present ideas to a group
	• use visual aids and images to enhance communication
	• listen, understand and respond critically to others
	• read for meaning
	  – extract meaning beyond the literal
	  – analyse and discuss alternative interpretations, ambiguity and allusion
	  – explore how ideas, values and emotions are portrayed
	  – consider how meanings are changed when texts are adapted to different media.

Teacher Benefits

So why do we say that Kar2ouche merely 'encourages' or 'facilitates' the development of these skills, rather than 'deliver' them?

'It is important to emphasise how the effectiveness of new technologies in the learning process depends on the 'centrality' of the role of the teacher in rendering pupils' experiences and work at and with the computer coherent by embedding them in a context of interpersonal support. The role of the teacher therefore remains pivotal, such as identifying appropriate software and activities, and structuring and sequencing the learning process.'

Norman Pachler (1999) *Learning to Teach Using ICT in the Secondary School,* **Routledge**

Kar2ouche is a versatile tool and, as such, the teacher is vital in mediating how, where and why that tool should be used. The software provides a range of focused but flexible activities; promotes teacher creativity and input; engages hard to reach students; supports a diversity of approaches and outcomes; facilitates assessment for learning; allows for effortless but meaningful embedding of ICT and is easy to use! But, without a skilled and thoughtful teacher, it is not particularly useful! How useful is a pen in the teaching of writing? Invaluable, but it's only one ingredient in a complex mix.

Kar2ouche as an Instructional Tool
Teachers can, therefore, use Kar2ouche to:
• present information and ideas, and also to provide a stimulus for subsequent classwork using a data projector and whiteboard
• provide a range of pre-started activities for whole class or group use – these can be adapted to suit individual learning needs and provide a diversity of outcomes
• develop scaffolds to support students' particular needs
• stimulate a questioning approach to information as well as facilitate collaboration and meaningful discussion
• create hand-outs that students can use to prepare for ICT work or complete manually.
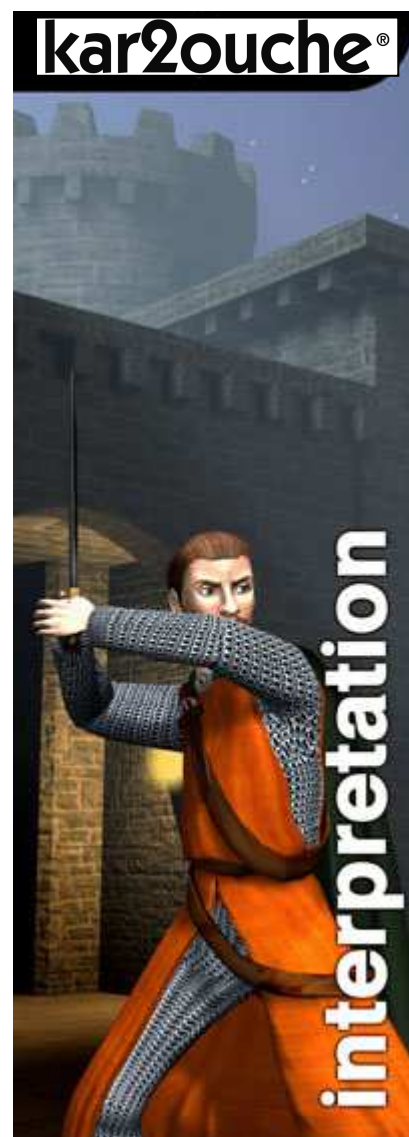
Subject	**2. What It's About – Students' Work**
School	**Title:**
Group	**Task**:

As you watch, you might like to comment on the students' work.

Demonstration of understanding and skills

Apparent levels of engagement

Collaboration

Potential method of assessment

Potential additional tasks/extension work

Potential different approach to teaching

3. Hands On – Getting Started!

The basics ... creating a single frame

1. Start in the composition screen. See the green tab at the bottom right.

2. Click on the backgrounds tab (on the left of the palette) and choose a background that appeals to you. To select your selected background just left click on it.

3. To change the background just left click on another.

4. Click on the text box (the middle button blow the palette). Work out how to move and resize the box!
   - Hover the cursor over the middle top of the box until a hand appears. Left click and hold – the hand becomes a fist. Try dragging it around!
   - Hover over the sides, bottom and corners to get double-headed arrows. Drag them to see what happens.
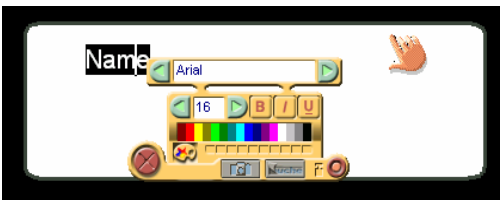
5. Type your name in the box.
6. Make another box. Type a sentence that will help the training consultant remember you!
7. Change the font type, size and colour by highlighting the text and right clicking on it. This brings up the manipulator tool – play with it.

8. Feeling adventurous? Change the colour of the box. Try looking in layers (bottom tab to left of palette) and clicking on the effects tab for the text box.

9. How about saving? Click on the small orange folder to the top left of the film strip, Give your storyboard a unique name.

10. Now click on the characters tab and choose a character to represent some aspect of your personality. Click and drag the character into the composition window.

11. Right click on the character to bring up the manipulator tool. Work out how to scale your character, pose it and position it appropriately in your background. Try clicking the arrows either side of the buttons.

12. To rescale click and drag the blue scale button at the bottom of the tool: towards you to make the character bigger and away to make it smaller. This is a little tricky, so practise!
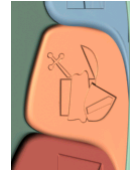
13. Give your character a speech bubble – and explain why you chose this character. If you want to, you can change the size, font or position of the bubble. This works in much the same way as with the text box.
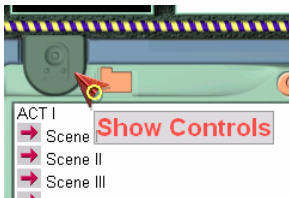
14. Add a couple of props that indicate something about your hobbies, habits, likes or dislikes. It might be worth saving again!

15. If you have time, and are feeling brave, play with some of the special effects in the layers palette.

16. Even better add some sound. To do this you'll need to go into the text/audio screen. Click on the blue tab at the bottom right of the screen.

17. Press show controls (at the top of the palette) and record by clicking on the microphone. Don't forget to press the stop button when you've said your piece!

18. You'll need to give the audio a name. Try to keep this simple but unique. If sound is stored on a network, files with the same name over-write.

19. Alternatively, add a relevant sound effect. You'll find these in the folder under the microphone. Click 'play' to review the sound, and 'open' to add it to your timeline.

20. All of those talented and gifted technology users could try animating this first frame. Change the length of the frame (by grabbing the right hand edge of the frame and dragging to the left; do this when show controls is open). When you have changed the length of the first frame you can copy and the second frame will be the same length. Move a few bits then copy again.
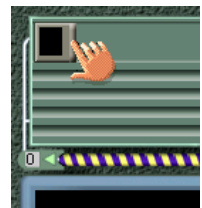
21. To copy a frame, grab the thumbnail and drop it onto the red bead in the filmstrip.

Remember Don't Be Afraid Of The Technology: It's Just A Tool!

Hints and Tips 1

Try the 3-2-1 rule. If a student doesn't know how to do something allow him or her to ask the three people closest in the room. If they can't help refer them to the two people you've nominated as software experts. If they can't help, then they can refer to you, but that shouldn't be too often.

This really does just scratch the surface, but it's enough to get you going. The best next step is to play, experiment and then book the Immersion or Embedding training ... Good Luck!

What works for you? Read through the following list of features and benefits and highlight the ones that you think will have most impact with your classes. Having seen a limited example of children's work and started to explore the functionality, can you suggest how some of these benefits might be achieved?

Feature	Benefit(s)
high quality graphics	• visually engaging – attracts and sustains attention • supportive of students with text literacy difficulties • ideal whiteboard tool – easy to create single frames to stimulate discussion (works with major whiteboard software)
multi-media resources	• appeals to a range of learning preferences (auditory, kinaesthetic, visual) • supportive of students with SEN – reinforcement of audio, visual clues, text • reinforces learning in a multi-sensory way
open-ended & adaptable activities	• curriculum mapped and written by experienced classroom teachers • flexible teaching tool allowing for differentiation, tailoring to needs of specific students and full ability range • assets support teacher creativity – enable individuals to build own activities and for use as teacher productivity tool
flexible tool kit	• create storyboards • make simple animations • publish text and image documents – including writing scaffolds • personalise by adding own digital images
platform the same in each of content titles	• once students (and teachers) have learned to use the software in one area, they can use it in all curriculum areas
game interface	• intuitive, easy to learn and use (left click and drag) – particularly for game players • iconic so doesn't rely on reading of complex drop down menus full of meaningless technical terms
TSP (hard-copy and disk)	• lesson suggestions for incorporating into existing schemes of work – about embedding ICT not replacing teacher • disk means that Word version can be adapted for individual use, worksheets can be amended and printed straight from PC/Lap-top
QuickTime Save facility	• students who are rightly proud of work can take it home to show parents and don't need the software • easy to add to school web-site to showcase student creativity

Supporting Special Educational Needs (SEN)

Feature	Benefit(s)
Flexible learning and teaching tool	enables differentiation so that activities cater to needs of all students most to least able
Multi-media	reinforce learning in multi-sensory way so more likely to: • engage • be relevant for different learning preferences • be remembered/retained • many SEN students embarrassed by poor presentation skills – this gives them tools that allow work to look good and so increases self-esteem
Visual and auditory components	• supports students who have text literacy problems • listening to increasingly complex texts improves concentration and attention • students can follow text that is being read and so gain confidence and increase reading vocabulary • supports dyslexic students who often find processing large amounts of written information daunting
Recording facility	• alternative to writing – providing immediate gratification and method of communication
Caption windows, speech and thought bubbles	• provide small manageable chunk of writing • can create structured, step-by-step writing scaffolds • by working in a structured way students gain confidence and independence

7

5. Evaluation

Have I pressed enough buttons to feel I can make a start with the software and have I started to think about how best to use the software in my teaching?

Tick the box that you feel best describes your level of achievement in using Kar2ouche so far. Make a list of your main strengths and outline some targets for further practice.

Frames	I managed to create a single frame.	I can create a series of related frames.	I created a brief animation.
Character	I added at least one character to the frame(s).	I resized, reposed and rotated at least one character and had a good sense of scale.	I added multiple characters and used all the functions of the manipulator tool including layering.
Props	I added at least one prop to the frame(s).	I resized, reposed and rotated at least one prop and used it appropriately within the frame.	I added multiple props and used all the functions of the manipulator tool including layering.
Sound and Timings	I added an audio file to my single frame.	I created my own audio and added it to a frame.	I added sound that spanned a number of frames and adjusted the timeline.
Lesson Planning	I can see that Kar2ouche may have benefits, but I'm not sure where I'll use it in my teaching.	I have some good ideas for using Kar2ouche to move learning forward.	I have a strong idea how I will use the software to achieve specific learning objectives.

Main Strengths

What Next?