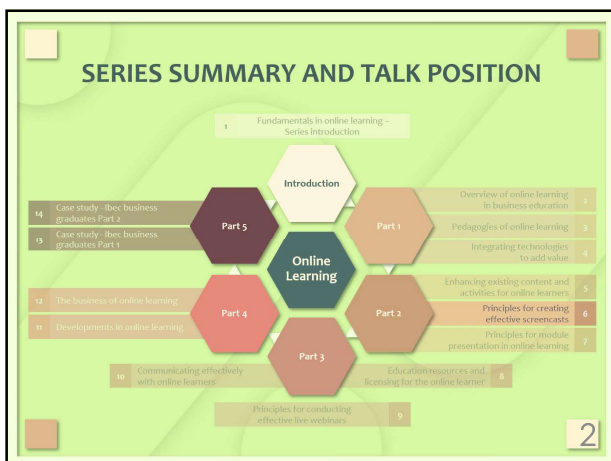




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WHY WOULD I CREATE A SCREENCAST?

Screencasts can be used for many things

Show your students how to log into your online course

Navigate the different tools they'll need for that semester

Send to the students as part of the course induction

Upload a copy to the course itself for easy reference

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WHY WOULD I CREATE A SCREENCAST?

Create a quick tutorial for your students

Show how to use specific functionality within the specific software package

Give feedback on assignments

Highlight specific text and give feedback relevant to those few lines

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WHY WOULD I CREATE A SCREENCAST?

Benefits to this type of feedback

More student friendly than a long page of typed feedback

Less misinterpretation of your feedback

Speeds up the feedback giving process

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FLIPPED CLASSROOM APPROACH

Ways to flip your class

- Provide direct instruction outside of the classroom
- Face-to-face contact time for activities that consolidate learning

"Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter"

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FLIPPED CLASSROOM APPROACH

Ways to flip your class

- Provide direct instruction outside of the classroom
- Face-to-face contact time for activities that consolidate learning
- Screencasts are an easy way to deliver content online for students, particularly when you want to show them something or teach them how to do something
- Voice over PowerPoint isn't always flexible enough for what you need to do

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PREPARATION

-  Preparation is key to creating a good screencast
-  Without good preparation the screencast will take longer to record, and depending on the software, you may have to rerecord it
-  So what exactly do you need to prepare so you can be a screencast making pro?

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DECIDE YOUR AUDIENCE

Decide your audience

Undergraduate

Postgraduate

Mature learners

What stage of the course are they at?

What are their learning needs?

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DECIDE YOUR AUDIENCE

This information will determine the level of detail and direction that you might need to give them through the screencast, as this may be different for each group

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CREATE YOUR STORYBOARD

Plan exactly what you're going to show on screen and when

What's the opening screen going to be?

What are you going to click on next?

What text are you going to highlight?

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CREATE YOUR STORYBOARD

If it's a tutorial on how to use a piece of software

What elements are you going to open?

What colour will it be in?

What tool will you click on first and what option will you choose next?

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CREATE YOUR STORYBOARD

If you don't plan your screencast then the quality of the end product wont be as good as you'd like it to be

Might click on the wrong tools in the wrong order

Spend time searching for a suitable element to open

Take you longer to create

Be a little muddled

Be longer in length

Harder for students to follow easily

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CREATE YOUR STORYBOARD

Gather together the elements that you're going to need

Are you going to be opening a particular document?

Are you going to have a worked example?

Are you going to show how to use a piece of software?

Screencast shouldn't be longer than 5-7 minutes

Chunk your screencasts into bite sized pieces

Embed into your course

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WRITE YOUR SCRIPT

If your screencast requires a voiceover you should write out your script

- Give out the correct information at the right time
- Don't leave any important information out
- Don't wander off
- Fewer awkward pauses when thinking
- Upload them along with your screencast

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WRITE YOUR SCRIPT

- Try not to mention specific dates or years because you'll have to rerecord some of the following years for the next cohort of students
- Instead of saying the actual date, tell them to check the calendar or assessment schedule to check the submission date
- This extends the shelf life of your screencast

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PLAN STRATEGICALLY

Think of the bigger picture

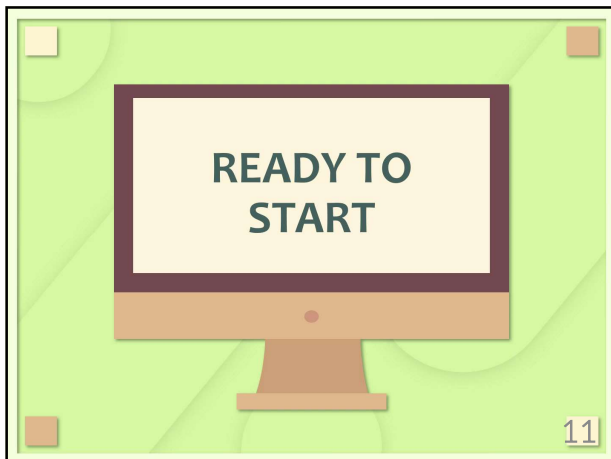
- What learning and teaching approach are you taking?
- If you're taking a flipped leaning approach, decide which bits needs to be recorded for what purpose
- What do you need time for in your actual physical classroom and how are the screencasts going to support that classroom?
- Are each of your screencasts going to be stand alone screencasts watched in isolation, or a series?
- Have an introduction/summary in each screencast that leads the viewer to the next one

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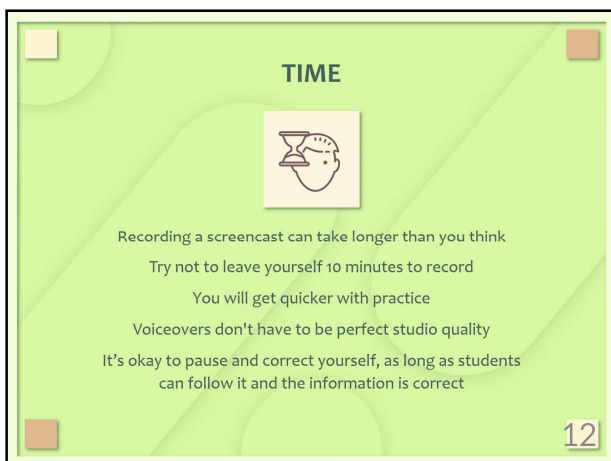
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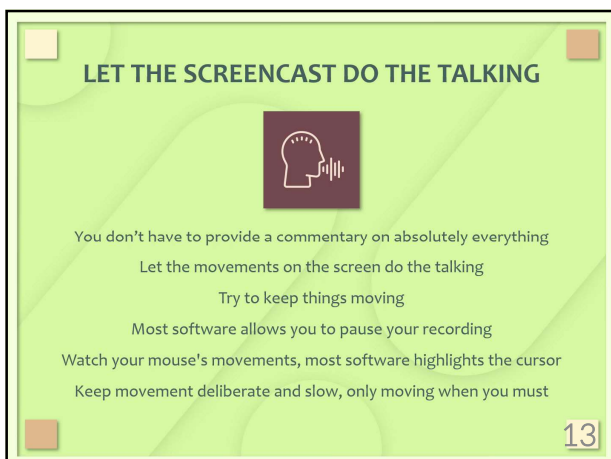
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TIPS

We've talked about what screencasts **are** and what **value** they provide for you and your students

We've gone through everything you need to **prepare in advance** and what you need to think about when you're recording

So we finish up now with a few final tips...

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TIPS

- 1 Remember to turn off notifications on your laptop
- 2 Turn off anything that gives private information about yourself, like browser bookmarks, tabs or photos
- 3 Create separate login with generic background if possible
- 4 Have all tabs open and documents minimised ready to go
- 5 If you make a mistake pause, repeat the sentence, then edit out the mistake in a video editor
- 6 Try not to have a video of yourself in corner as it's distracting, but can be used in the introduction or end
- 7 Consider streaming the final screencast and linking it

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HSTalks

By leading world experts

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