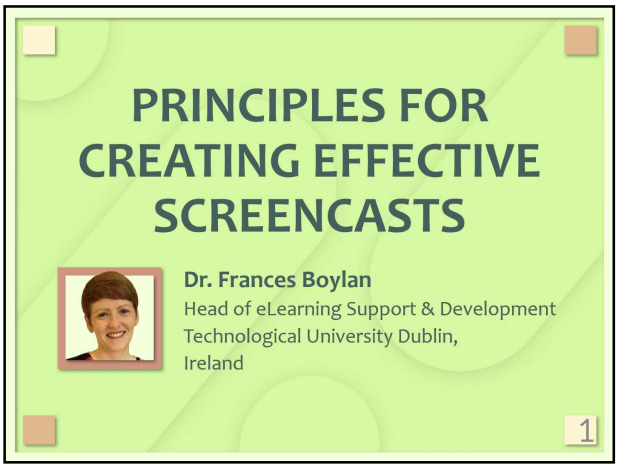
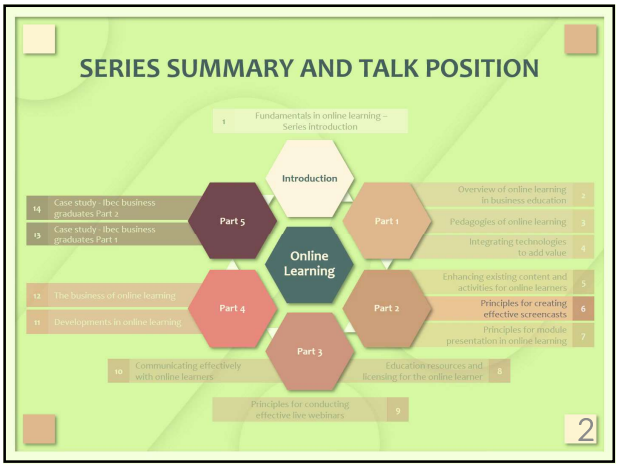
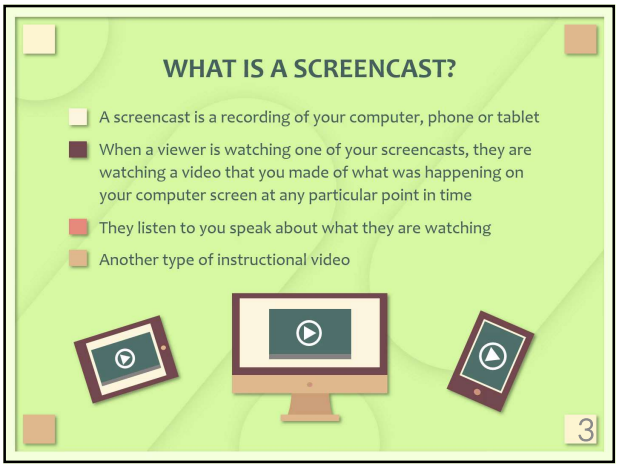
Dr. Frances Boylan – Technological University Dublin, Ireland



1



2



3

Dr. Frances Boylan – Technological University Dublin, Ireland

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

4

4

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

5

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

6

Dr. Frances Boylan – Technological University Dublin, Ireland

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"

5

7

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

8

PREPARATION

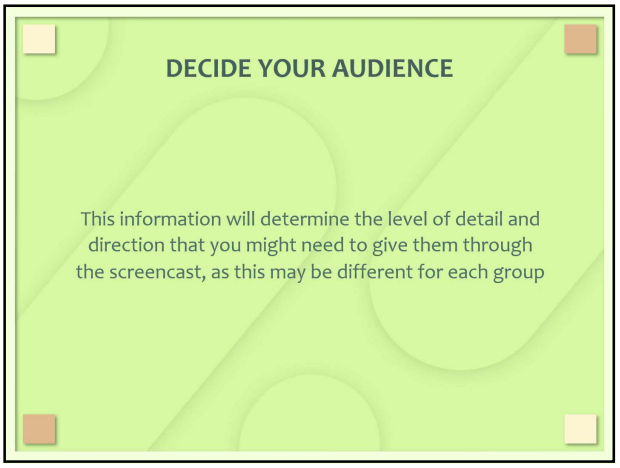
- Preparation is key to creating a good screencast
- Without good preparation the screencast will take longer to record, and depending on the software, you may have to rerecord it
- So what exactly do you need to prepare so you can be a screencast making pro?

6

9

Dr. Frances Boylan – Technological University Dublin, Ireland

10



11

12

Dr. Frances Boylan – Technological University Dublin, Ireland

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?

13

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

14

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

15

Dr. Frances Boylan – Technological University Dublin, Ireland

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

9

16

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

17

PLAN STRATEGICALLY

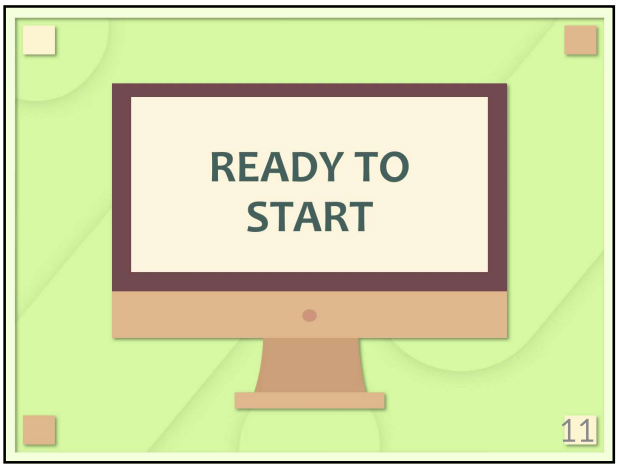
Think of the bigger picture

- 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

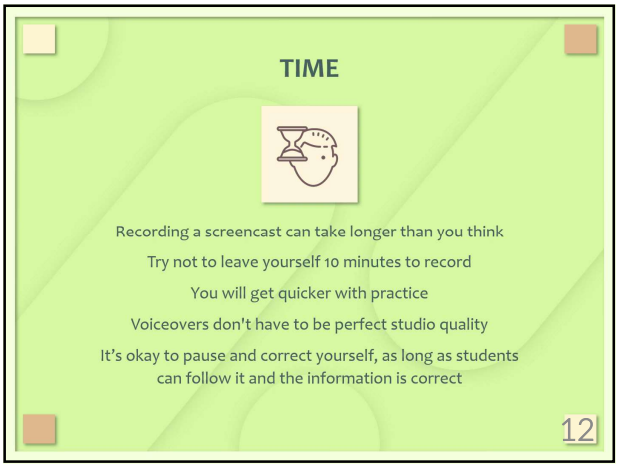
10

18

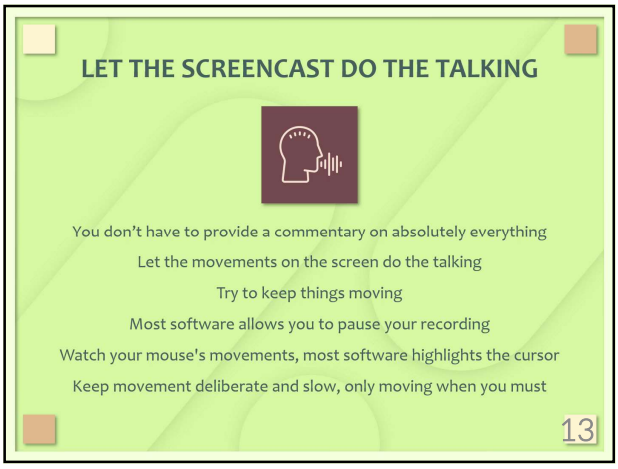
Dr. Frances Boylan – Technological University Dublin, Ireland



19

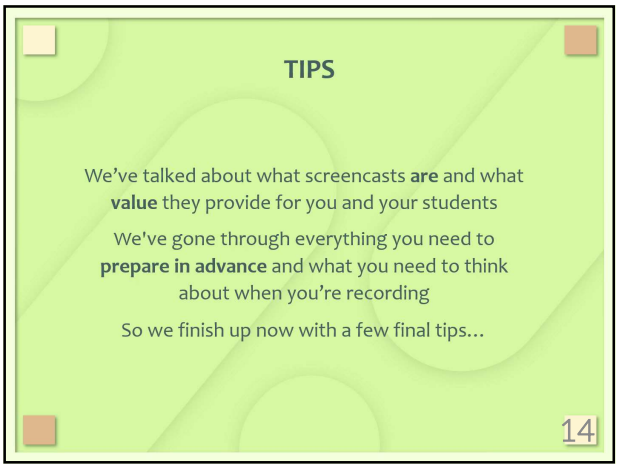


20



21

Dr. Frances Boylan – Technological University Dublin, Ireland



22

23

24