# SCREENCAST-O-MATIC / JING-**BASED TASKS**
### Using screen casting to explain and give feedback

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| **TARGET GROUP** | TEACHERS/LECTURERS/INSTRUCTORS<br>+ High school or university level students<br>Language level: B2 + |
| **CONTEXT**<br>**(Ex: in class, online etc.)** | Blended learning environment, Virtual learning environment |
| **LEARNING OUTCOMES** | Creating a didactic material (feedback, instructions for an activity etc.) |
| **TOOLS AND RESOURCES** | Jing or Screencast-O-Matic or some other screen casting tool + microphone if your screencast is to include audio material. |
| **CONTENT** | Steps:<br>1. Make a list of 2 or 3 ideas about something you could demonstrate or show on your computer that would be a "how to..." tutorial or demonstration. Show your list to your teacher for help in selecting one.<br><br>*Appropriate topics might include:*<br>   - *How to use a tool or app*<br>   - *Safety tips*<br>   - *Tips and tricks (such as Internet Safety, troubleshooting...)*<br>   - *Navigation of a favourite web site*<br>   - *Report for a class (social studies, math, science)*<br><br>2. Create a detailed plan<br>Note:<br>You might find using a graphic organizer to create an outline first will help (bubbl.us, Gliffy, Popplet, or alternative app). Check with your teacher about the preferred resource to use.<br><br>3. With a partner, use this Screencast rubric to review each of your plans making any edits necessary before your practice session in Step 4.<br><br>4. Practice your planned screencast with a partner watching and listening. Discuss whether your topic was explained successfully.<br>Some Tips:<br>a. Keep it simple. Cancel the "fluff" and blank space. You may want to use the Online Stopwatch as a resource.<br>b. Practice, practice, practice.<br>c. By writing your script and rehearsing several times, a high quality screencast will result.<br>d. Stop wiggling your mouse onscreen! Your screencast records everything. Move it away if you are not pointing to a specific talking point.<br>e. Try to be as natural as possible, enthusiastic, and to the point (not excess wording).<br><br>5. Complete and save your final screencast training tutorial to turn in. |

## ASSESSMENT

| EVALUATION OF STUDENTS' WORK | TEACHER SELF-EVALUATION OF THE ACTIVITY |
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| If you assign your students to make a screencast then check the following rubric to get some idea about how to assess their work. | The same criteria applicable for students' work. |

## ADDED VALUE
**(Increase in value created by the use of the ICT tool)**

- Particularly effective when teacher has to deliver feedback of an activity (test) for more students. Screencasts avoid explaining one and the same thing numerous times.
- Effective in virtual learning environment where there is no possibility of one-to-one meeting and explanation and when teacher decides that mere text is perhaps not enough for a constructive feedback (explanation).

## POTENTIAL CHALLENGES

Assuming that you already know how to use a screencasting tool, making a screencast still takes a fair bit of time (a seven-minute screencast, if it requires editing or other enhancements, could take a couple hours to make).

Source: 21things4students.net / rcampus.com