Screencasting Tutorials: Best Practices and Practical Tips

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Housekeeping

- We are recording today's session.
- Recording available by early next week.
- Please remain muted. You may unmute yourself to ask questions when prompted. Or drop them into the chat. You may also type it via private chat to one of presenters.
- Contact John via private chat if you need technical support.
Land Acknowledgement

- VCC is located on the traditional, ancestral and unceded territory of the Skwxwú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.
Screencasting: Planning & best practices
  - From the literature

Screencast-o-matic demonstration
  - Recording
  - Editing
  - Captioning
Screencasting best practices

- Accessible design is good lesson planning (Oud 2011)
Screencasting: What, Why, and How?
Screencasting: What & why?

- Audio & PowerPoint (etc) of your lesson
  - Letting students watch when they can (asynchronous) component of the class
- Flexibly-timed learning easier for some students (Case & Davidson, 2011). It can help:
  - Concentration
  - Scheduling
  - Sharing (space at home, devices, bandwidth)
Screencasting: What & why?

- Audio & PowerPoint (etc) of your lesson
  - Students can re-watch/listen as few or as many times as needed (Morris & Chickwa, 2014)
  - Some students with dyslexia have found them particularly useful (embryology students, Evans, 2011)
Screencasting: What & why?

► Audio & PowerPoint (etc) of your lesson
  ► Students can review as needed
    ► “I watched them several times.... The parts which I found the most difficult to understand I listened to many times” (Food studies undergraduate, quoted in Morris & Chickwa, 2014)
Screencasts: What, why & when?

- Use shorter screencasts to demonstrate specific procedures, including software

- Students use if embedded at the point in a course where that skill is needed (Morris & Chickwa, 2014; Baker, 2014)
  - Embed or link in Moodle
  - Email to students to respond to questions
Screencasts: What, why & when?

▶ Use shorter screencasts to demonstrate specific procedures, including software
  ▶ E.g.: Word features for an assignment; Excel functions (Tekinarslan, 2013); find research articles (Baker, 2014)
Screencasting: What & why?

- Presenting information with different format options makes it more accessible for more people (Oud, 2011)
  - Visual (including images, captioning, transcripts, etc) and audio
Screencasting: What & why?

- Presenting information with different format options makes it more accessible for more people (Oud, 2011)
  - Visual (including images, captioning, transcripts, etc) and audio
- Audio narration makes “information easy to follow” (study participant, quoted in McGuinness & Fulton, 2019, p. 12)
Create

- Free, cheap, or expensive software available
- L&LC use “freemium” Screencast-o-matic
  - Free for basic
  - Paid editing features include:
    - Re-record & add video & audio,
    - Zoom in/highlight
    - Remove sections
    - Add captions, etc.
Kaltura closed captions don’t work on Apple mobile devices
  - Captioning for: Deaf & hard of hearing; no audio; studying with someone else in room, on the bus, etc.
Closed captions can be turned on & off; open stay on
  - Ability to turn captions off reduces distraction for hearing people (Oud, 2009)
Planning screencasts
Planning

Assess best format(s) for your instruction:

- PowerPoint/Word/PDF: use less bandwidth, download to use offline, printable, etc.
- Text combined with screenshots may be more effective than screencast (McGuiness & Fulton, 2019; Oud, 2009)

Offering multiple formats:

- Different situations: vision, hearing, bandwidth, personal preference (Morris & Chickwa, 2014; Lantz et al, 2017; Mestre, 2012; Oud, 2009)
Planning

- “short, clear instructions with visuals are useful regardless of specific format”
  (quoted by Lantz et al 2018)
Planning

- Break complex ideas, concepts & processes into smaller chunks
  - Easier for students to process the information (Clossen, 2018)
  - Particularly when teaching a procedure:
    - Short videos, maximum a few minutes each
      - Ideally break up skills into different videos, or have a table of contents
      - Students who already know some of the content can skip to what they need (Bowles-Terry et al, 2010)
Planning

- Identify key points
  - Organize logically, to explain step-by-step
  - No extra information “even if it seems interesting or useful” (Oud 2009, p. 166)
  - Most important info first; context later
    - This is more for ‘how to do a thing’ videos than for lectures (Clossen, 2018; Bowles-Terry et al, 2010)
Planning

- Avoid anything that would distract from essentials:
  - Music can distract & make hearing narration more difficult (Lantz et al, 2017; Oud, 2011)
  - Narration preferred to music by 70% of online students (Buzzetto-More, 2014)
References & resources:
libguides.vcc.ca/screencasting


