

Screencasting Best Practices
BHS Help Desk
Student Technology Integration & Innovation
Burlington High School
Mrs. Scheffer

ASSIGNMENT:

As a member of the Help Desk, you will be making tutorials to help students and teachers learn how to use new technology tools. The tutorials you create will be published to the Help Desk blog. In addition to written instructions with annotated screenshots, you will be required to create at least 4 screencasts throughout the semester (this is subject to change based on the other work you are assigned).

Part 1:

Before you start making your screencast, I would like you to conduct research about what exactly screencasting is and what you need to do in order to create the best screencast possible. After conducting your research, I would like you to write a post on YOUR blog (in weekly reflections) summarizing what you have learned. In your summary be sure to include the following:

- 1. What is a screencast?*
- 2. What types of tools (hardware and software) are needed to create a screencast?*
- 3. What constitutes a high quality screencast?*
- 4. What will you do to ensure **your** screencast will be of the highest quality? This should be specific and detailed. You are essentially creating the grading criteria (rubric) for screencasting.*
- 5. Find a high quality screencast which demonstrates the use of a web tool or application that BHS students and/or teachers would use. Embed the screencast into your post. Explain what makes your selection high quality.*

Citations:

Include links to the sources you use in your post. Cite the creator of the sample screencast you use in your post.

To get you started, I've included a link that you should visit to begin your research. **Warning:** there is A LOT of information about screencasting provided in this resource. Your job is to decipher through the material and determine what is most important and relevant to your audience (students and teachers). You may conduct additional research on screencasts, but this is a great place to start.

Here is the link: [Screencasting resource](#)

Part 2:

Now that you know what screencasting is and what qualifies as a high quality screencast, you will create your own. Your goal is to create a screencast demonstrating the use of a technology tool that you believe teachers and/or students should learn. In the screencast, be sure to explain why it would be beneficial for students and/or teachers to use the particular application or tool you are demonstrating. I am not requiring it, but you are STRONGLY encouraged to write a script or an outline before recording your screencast. In doing so, you will ensure your message is communicated clearly with your audience.

Guidelines: (please see the next page for a more detailed rubric)

When evaluating your screencast, I will be looking for the following:

1. An introduction (who you are)
2. What you are going to be demonstrating
3. How learning this tool, tip, or trick and watching your screencast will benefit students & teachers
4. Step by step instructions on how to use the tool with appropriate narration
5. A conclusion which encourages viewers to visit Help Desk (for BHS community members) and to follow us online (subscribe to our blog, YouTube channel, Twitter, Instagram, etc.)
6. Overall quality:
 - easy to follow instructions
 - clear and articulate
 - professional and confident
 - appropriate vocabulary
 - voice (volume, rate, intonation)
 - technical jargon defined (when necessary)

Examples:

Below is an example screencast created by Mira Mehdi that would be considered an “A.”

[Augmented reality screencast](#)

Here is a screencast I created about Google Classroom and Google forms

[Google Classroom](#)

[Google Forms](#)

“TURING IN” YOUR SCREENCAST:

Post your screencast on your INDIVIDUAL blog. Please post it under the Weekly Reflection section. Future screencasts may be posted in the area of your blog that makes the most sense. For example, if you are doing a series of screencasts on Dropbox, you may want to create a Dropbox category in your blog and post the tutorials in that category. Please see me if you have questions about where your screencast should be posted. Also remember to ***embed the video***. Do not simply include a link or the URL. Finally, remember to use appropriate tags to generate interest in your screencast and build traffic to your blog.

Screencasting Rubric- Student Technology Innovation and Integration (Help Desk)

Burlington High School

Instructor: Ms. Scheffer

Student Name: _____ Possible Points: 20 Your Points: _____

Criteria	4- Exemplary	3- Proficient	2- Approaching Proficiency	1-Not proficient
Introduction & conclusion	Professional introduction. States purpose of the screencast & why learning the tool will benefit the viewer. Ends screencast by thanking viewer for watching. Invites viewer to follow creator's blog & the Help Desk blog. Mentions what the next tutorial will cover.	States the purpose of the screencast & why learning the tool will benefit the viewer. Ends screencast by thanking the viewer for watching.	States the purpose of the screencast. Ends the screencast by thanking the viewer.	Screencast does not contain an introduction or conclusion.
Content	Entire screencast is easy to follow and contains clear and concise step by step directions. Provides several creative examples of how the tool could be integrated into teaching and learning.	Most of the screencast is easy to follow and contains step by step directions. Provides one example of how tool could be used by students & teachers.	Some of the screencast is easy to follow. Directions are unclear in some spots. No examples are provided of how the tool could be used by students/teachers.	Screencast is not easy to follow or understand.
Voice Mechanics	Speaks with confidence and clarity. Volume, rate, and intonation of voice keeps viewer engaged throughout. Speaks in a conversational, yet professional manner. No slang is used. Technical jargon is defined.	Speaks in a clear, confident, and conversational tone. Defines most technical terms.	Voice lacks confidence and/or is monotone. Viewer may lose interest in the screencast.	Voice is inappropriate for a screencast. Will need to do more practice more before screencast can be published to the Help Desk blog.
Craftsmanship	Excellent editing and smooth transitions. If music is used it enhances the screencast. Nothing distracts the viewer. Contains an introductory title slide and closing slide with Help Desk web address or individual blog address.	Good editing and transitions. If music is used it enhances the screencast. Music or other elements may be slightly distracting to the viewer.	Screencast may need additional editing before it is published to the Help Desk blog.	Screencast contains several major errors and needs to be redone .
Appropriateness	Topic of the screencast is appropriate for all high school students or teachers of many different content areas. Demonstrates the use of a tool that would be used	Topic of the screencast is appropriate for some high school students. May be useful for teachers in certain content areas.	Topic of the screencast is appropriate for very few students and teachers.	Topic of the screencast is unrelated to education.

	by the majority of teachers and students.			
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This project aligns to the following ITSE and Massachusetts Technology standards:

ISTE Standards for Students:

Research and information fluency

1. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
2. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

Creativity and innovation

1. Apply existing knowledge to generate new ideas, products, or processes
2. Create original works as a means of personal or group expression

Communication and collaboration

1. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Critical thinking, problem solving, and decision making

1. Identify and define authentic problems and significant questions for investigation

Digital citizenship

1. Advocate and practice safe, legal, and responsible use of information and technology
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
3. Exhibit leadership for digital citizenship

Technology operations and concepts

1. Understand and use technology systems
2. Select and use applications effectively and productively

Massachusetts Technology Standards:

Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.

Multimedia

G9-12: 1.32 Identify technology tools (e.g., authoring tools) that can be used to create a multimedia product.

G9-12: 1.33 Use a variety of applications to plan, create, and edit multimedia products (e.g., slide presentations, videos, animations, simulations, podcasts).

Web Authoring

G9-12: 1.38 Use HTML or Web-authoring tools to create, edit, and publish well organized Web sites with effective navigation.

Standard 3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

Research

G9-12: 3.1 Devise and demonstrate strategies for efficiently collecting and organizing information from electronic sources.

G9-12: 3.2 Compare, evaluate, and select appropriate electronic resources to locate specific information.

G9-12: 3.3 Select the most appropriate search engines and directories for specific research tasks.

Communication

G9-12: 3.6 Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources



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