Literacy: a learning spiral for life

Using screencasts to enhance information and academic literacy skills in vocational learners

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Session content

- Academic literacy skills – what are they?
- Introduction to screencast technology
- Benefits of using screencasts with students
- Setting up a screencast account
- Making a screencast
- Sending a screencast
“The development of academic literacy must be seen as a long-term endeavour, requiring practice and refinement of knowledge and the awareness that meta-cognitive learning processes and strategies are transferable across a variety of tasks” (Gilliver-Brown & Johnson, 2009, p. 334).
Academic Literacy Skills

Competence in reading – including:

• effective reading strategies
• critical analysis
• inferential reading skills
• tolerance of ambiguity
Academic Literacy Skills

Competence in writing – including:

• appropriate language use in context
• vocabulary
• grammar
• sentence structure and syntax
• semantic norms
Academic Literacy Skills

Critical thinking – including:

• problem solving
• understanding the question/s and allocated tasks
• reflective practice
• effective practice of good judgement
Academic Literacy Skills

‘Learning to learn’ skills - including:

• knowledge of independent learning processes
• time management and organisational skills
• ability to adapt to the culture of the learning environment
• understanding of different Discourses (see Gee, 2008)
Academic Literacy Skills

Research skills – including:

• library catalogues
• electronic databases
• open access Internet resources
• acknowledgment of sources - academic referencing

(Braine, 2002; Gilliver-Brown & Johnson, 2009)
Information literacy

Multi-media learning environments support an ‘information revolution’ which:

• provides access to instant and infinite information
• requires ability to find, sort, analyse, share, discuss, critique and create information
• promotes new ways of interacting and relating to one another, and collaborating with one another
• requires students to become knowledge-able, rather than just knowledgeable

(Wesch, 2009)
Screencast Technology

• A screen capture - usually of a computer screen
• Includes audio of a narrator, background audio and/or the application being demonstrated
• Can also run a webcam
• Distributed through web links, or saved as MP4 files
• Uses Java Runtime software to make (free)
• Uses a web browser (streaming video) and a Media Player to play the recording

(Educause, 2006)
Using screencasts with students

Can be used to:

- provide instructions or tutorials where an audio/visual representation is beneficial
- ‘unpack’ challenging concepts or processes
- provide personal and individualised feedback for student assignment work
- support and augment print-based resources
Benefits of using screencasts - students

- Students can watch the recording at their convenience
- Students can pause and play the recording multiple times
- Captures a feeling of personal connection through a visual and audio medium
- Enables a ‘strength-based’ model of feedback (particularly through tone of voice)
- Reduces the need for students to read and interpret notes/feedback
Benefits of using screencasts - teachers

- Reduces the need to type sometimes lengthy notes or explanations
- Allows teachers to model good practice by ‘showing’ rather than ‘telling’
- Enables a physical and audio demonstration of feedback and corrections - for example:
  - Pronunciation
  - Grammar points
  - Alternative sentence structure
  - Formal and professional presentation
  - Assignment structures and layout
  - Research techniques
  - Academic referencing
References


