

How to Screencast: a good practice guide for dialogic feedback to students

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Version history:

- **1.0** 16/6/2022: for user testing and feedback
- **1.1** 1/8/2022: revised discussion of Microsoft Stream in the wake of changes to how Stream integrates with Teams and SharePoint. For support in using Stream, [see the IT Services page](#).

The **purpose of this guide** is to support and encourage teachers in their use of screencast feedback as part of a wider dialogic 'learning conversation' with their students. Rather than definitive instructions, it offers ideas, tips, and techniques for people to adopt and refine to suit their own context and practice. The guide caters to three audiences: *novices*, *dabblers*, and *practitioners*. Depending on which of these you are, use the 'How to use this guide' section to help you find what you need or want to know.

Please provide your feedback on this guide

I welcome your feedback on how useful you find this guide: what's not clear, what's missing, what more can we do to support your screencast and dialogic ventures? You can use this [Padlet](#) to provide your feedback, accessible via the link or QR code below. Or make a screencast response!

<https://uob.padlet.org/lloydfletcher/BILTScreenCast>



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About the author

Lloyd Fletcher is a Senior Lecturer in the School of Management at the University of Bristol, and one of the school's two Digital Champions. This guide was created as part of his work undertaken as a BILT Associate in Spring and Summer 2022, which focused on dialogic feedback.

Section 1 How to use this guide

As either a *novice*, *dabbler*, or *practitioner*, you will have different needs for developing your screencast practice.

Novices: you're completely new to screencast feedback

Start with the Introduction and work your way through the guide. Or assess your readiness to use screencast by referring to 'Are you really ready?'

Practitioners & Dabblers: you're an existing user of screencast

Dabblers have used screencast in a limited way, but want to expand its use. Practitioners are established enthusiasts who use it in their teaching, but want to improve their practice. Use this guide selectively to suit your needs. Consider the questions below to help you target the most relevant guidance.

Do you want or need to...?	If yes or not sure, then consult these sections ...
Confirm that screencast is 'right' for you and your teaching team, subject area, and students.	See Section 3: Are you really ready?
Design your screencast practice as integral to a wider dialogic approach in order to maximise its effectiveness.	See Section 4: Strategy stuff: integrating screencast into your teaching plan
Gain an overview of what's involved in creating and using screencasts for feedback.	See Section 5: Game plan for your recording session
Dive into screencasting with some quick wins	See Section 6: Getting started with screencast
Develop a reliable, effective, and efficient screencast workflow using the Five R's process.	See Section 7: A suggested workflow
Design a narrative structure and content for your screencast that enhances the learning dialog, taking account of some do's and don'ts.	See Section 8: Narrative structure, content, and tone
Ensure your post production processes are effective and efficient, including the issue of if/how much to edit, uploading and sharing the screencast with students.	See Section 9: What next? Post production

Do you want or need to...?	If yes or not sure, then consult these sections ...
<p>Optimise your workload so that your use of screencast is at least as efficient as alternative methods, including deciding if/what to write, balancing quality and quantity, what to record/not record.</p>	<p>See Section 10: Watch your Workload: caveats & cautions</p>
<p>Refine or improve the tools and technologies you use to create screencasts, including your 'studio' space, computer hardware & software, and the pros and cons of various tools.</p>	<p>See Section 11: Making screencasts: tools & options</p>
<p>Go beyond using screencast for formal feedback: explore ideas for developing learning conversations as part of an integrated dialogic approach.</p>	<p>See Section 12: Not just for feedback: ideas for multiple dialogic touch points</p>
<p>Find references and resources to further develop your practice</p>	<p>See Section 13: References and Further Reading</p>

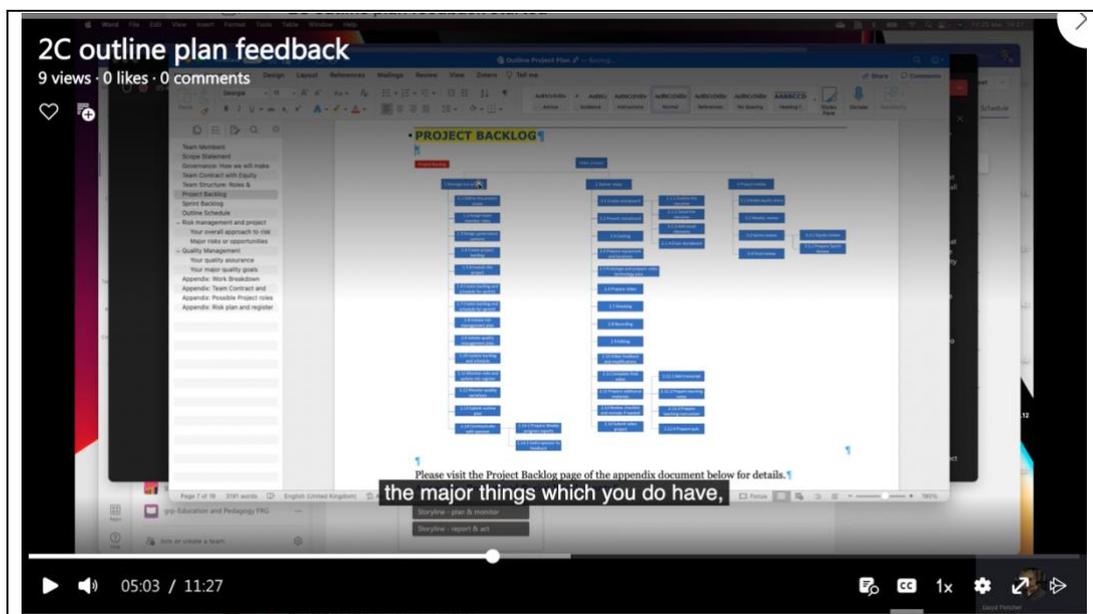


Figure 1: Example of a screencast (this one on a coursework group's outline project plan, made using MS Teams in the group's Teams channel).

Section 2 Introduction

Feedback to students is more effective if it is 'dialogic' (Gibbs and Simpson, 2005; Nicol and Macfarlane-Dick, 2006; Nicol, 2010; Yang and Carless, 2013; Pitt and Norton, 2017; Carless, 2019; Dawson *et al.*, 2019). This means that feedback on students' work should be part of a wider 'learning conversation' that engages, equips, and motivates students to improve their work in both the long and short term.

As a form of dialogic feedback, a screencast – a video recording of the teacher talking through the student's work on-screen – can be more potent than traditional written comments in enabling learning (Crook *et al.*, 2012; Séror, 2012; Henderson and Phillips, 2015; Cranny, 2016; West and Turner, 2016; Ross and Lancaster, 2020).

This guide offers some principles, approaches, and techniques you can use to design and deliver effective and efficient screencast to your students as part of dialogic feedback. The ideas here are drawn from:

- my personal experience of using screencast over the last four years;
- ideas from colleagues who are also screencast practitioners;
- emerging research in dialogic feedback theory and practice.

So this is not in any sense a definitive or 'best practice' manual – that has yet to be written.

As you develop your own screencast practice, you may adopt or build on some, all, or none of these tips and techniques – you will need to tailor them to your own experience, skills, subject area, and students. Scholars and practitioners continue to study and experiment with screencast – and dialogic techniques more generally – so no doubt our 'good' practice will evolve over time.

Although the underlying assumption of this guide is that dialogic feedback can be more powerful in encouraging learning, I do not provide detailed reasoning and evidence for that here. I assume you are *already* somewhat motivated to try using screencast, or are currently using it and want to improve your methods. But note that screencast is most effective if used as part of a wider dialogic 'learning conversations' with students, not simply as a substitute for conventional written feedback.

This guide is focused on practice – applying the tools and techniques, not the underlying theory. If you need to be persuaded of the power of dialogic feedback – and screencast in particular – do see the resources in the 'References and Further Reading' section. But the features and benefits of dialogic screencast are summarised in Figure 2.

To make best use of the guide, see Section 1 How to use this guide

Features of dialogic feedback	Benefits of <i>effective</i> dialogic screencast feedback vs. written
<ul style="list-style-type: none"> • Engaging, motivating, personalised for the student • Detailed, specific, thorough, actionable • Promotes longer term learning, not just 'fixes' to current 'assignment' • A developing two-way exchange, conversational, not a transactional transmission or monolog • Focuses on social and structural aspects of feedback, not just cognitive content 	<ul style="list-style-type: none"> • More nuanced, detailed, higher quality than written • More personalised, engaging, motivating for student • Richer feedback in less time • Creative flexibility: show <i>and</i> talk • More enjoyable and efficient for staff • More effective <i>and</i> efficient in promoting continuous learning • Supports an ongoing learning conversation with students

Figure 2: Features and benefits of dialogic screencast

Section 3 Are you really ready?

Before embarking on or expanding screencast for your unit, consider the following issues. Above all, if you are a novice, are you feeling ready to try this? You do not have to plunge in at the deep end by committing to using it for a whole class all at once. You can experiment with the techniques to get comfortable, and try it on individual students or selected types of work, or even colleagues. (See 'Getting started with screencast'.)

Once you *are* ready to dive in, think about how you can integrate screencast into a broader learning conversation with students to enable dialogic feedback within your teaching plan. (See 'Strategy stuff: integrating screencast into your teaching plan'.)

Are you sufficiently confident and competent in using screencast tools and techniques?

You need to be willing and able to use the tools. But if you have been doing any online teaching recently, then you will *already* have, effectively, made a screencast! For instance, if you have recorded some live online teaching while sharing screen contents with students, then this is no different from creating a screencast video in your own time. The technical aspects of screencasting need not be challenging. Plus, you do not need to commit to using screencast for all or even any assessments: you can 'start small', experimenting with it selectively until you gain more confidence and hone your practice. See 'Getting started with screencast' for some ideas.

Is your subject area suitable?

Consider your subject area, the curriculum, methods of teaching and assessment, e.g., how readily will you be able to 'talk through' student work on screen? Will it work for all forms of assessment, or is written feedback still suited for some? If you're feeding back on work that is *not* purely written, e.g., video, audio, performance, simulations, or software – how could you use screencast for these? Is it viable, or does it need some further thought?

Is your teaching team ready and willing?

Consider the capabilities and motivations of the teaching team, e.g., is everyone 'up for this'? Do people need practice or training first? Will feedback be consistent across markers/tutors? Does it *need* to be? It is probably a unit director decision whether to require all on the teaching team to use screencast, and for what forms of assessment or at which dialogic touch points (see 'Not just for feedback: ideas for multiple dialogic touch points').

You might decide to 'start small' and allow tutors to use screencast selectively and in a modest way, before deciding whether to 'scale up' (see 'Getting started with screencast').

Once started on screencast, do you and your teaching team have the capacity to climb the learning curve, and to maintain the dialog with students once you're near the 'top'? As you get practiced, things will become more efficient. But it is also possible to get 'carried away', encouraging so much 'conversation' with students that it risks *increasing* your workload. And as students become engaged in and recognise the benefits of a dialogic process, their demands may increase. Overall, this *should* translate into a net benefit for their learning and your productivity – but will you be able to 'weather the storm' as expectations rise? This concern is another reason to start slowly and simply (see 'Getting started with screencast').

Does size matter? Can I use screencast on large units?

There is no reason it can't be used widely for large cohorts, but the more tutors you have, the more you will need to think about variability of experience across tutorials/students – but even with *written* feedback, its utility can vary between 'markers'. In my experience, where one tutor uses screencast and the others *don't*, the students who are *not* receiving screencast start to ask for it, once they see the benefits their peers are gaining. *So beware what expectations you set!* Screencast, when done well, can be so beneficial to learning that students who don't receive it may feel disadvantaged. Once you have uncorked the bottle, or the cat is out of the bag, or the box is open...

If consistency of 'service' across students is important, establish a 'standard' of good practice for feedback overall, and then whether it is appropriate to integrate screencast as a way to deliver that; then make sure your teaching team is able to deliver this before proceeding. You may face a difficult decision if some of the team want to use it and others don't – do you opt for a 'lowest common denominator' approach, or risk providing a differentiated learning experience?

Is dialogic feedback consistent with your ethos/culture?

How well will screencast, and dialogic approaches more generally, fit with the assessment and feedback 'ethos' of the unit, programme, or school, e.g., if previous feedback practice has tended to be cryptic or transactional with passive 'recipients', do you need to do some ground work first to get students and staff ready for a more dialogic approach? See 'Co-design your dialogic structure'.

Are your students willing and able to engage with screencast?

There are several factors to consider:

- Student level/cohort, e.g., are they 'digital natives' ready and willing to engage with this? Do they have prior experience with screencast, or will you have to 'sell' them on the idea? See 'Strategy stuff: integrating screencast into your teaching plan' for more on engaging students in the process.
- Are there any students who might need reasonable adjustments due to accessibility concerns? For example, will you need to customise screencast for their needs, or provide an alternative format? See 'Co-design your dialogic structure' for more.
- Is language a barrier to using screencast if you have a high proportion of English as a second language students? In short, no, it needn't be. But see the guidance in 'Co-design your dialogic structure'.

Section 4 Strategy stuff: integrating screencast into your teaching plan

Initially you may experiment with screencast, applying it selectively as you get comfortable with it. But ultimately, to be most effective, and to support a wider learning conversation, you should integrate it into your teaching – not just ‘tack it on’ or simply substitute it for written feedback. So design your use of screencast, and how it will fit into your overall plan for nurturing a learning dialog with your students – and, as part of your *own* learning, refine and improve this over time based on your experiences and *feedback from* students. Here are some ideas to consider as part of your integrated plan.

Co-design your dialogic structure

1. Screencast feedback should be part of a dialogic approach overall, so plan it as one of several ‘touchpoints’ where you engage students in their learning. For example, you could use it for feedback on interim work as well as scheduled formative submission points. (See ‘Not just for feedback: ideas for multiple dialogic touch points’ for more.)
2. Let students know in advance that you will be using it, promoting its benefits and how it will work. Get them ready for the idea. Manage their expectations.
3. Consider inviting students to participate in the design of your process by asking them how they would like to receive feedback (you could provide a poll of the options: written, audio, screencast?). If you have a preferred approach, or the class has little experience of screencast, you can ‘sell’ it to them; but also give them a sense of agency in the matter.

(Note that you should probably use one *single* approach for the whole cohort to minimise your workload: e.g., written *or* screencast, not both.)
4. If you are going to use screencast, take account of any accessibility issues. For example, how can people with hearing or vision impairments make best use of screencast, or how will those who are

neuro-atypical cope with a more 'multi-media' experience? It's best to discuss this with the individuals concerned, asking for *their* feedback on your screencasts, and shaping them accordingly.

5. Identify opportunities for dialogic feedback in the class schedule, e.g., after every other tutorial, or at formative submission points, or after a mid-term survey. Schedule these.
6. Ensure your whole teaching team is willing and able to use screencast, e.g., are there any training or technical issues? Will the quality of feedback be consistent across the team?
7. When using screencast for formative feedback on an assignment, ask students to indicate what grade mark they are aiming for (grade mark target, or GMT). You can then shape your feedback accordingly, e.g., more robust criticism for those aiming for the highest marks, a lighter touch for those with more modest aims. Setting a GMT also helps students think clearly and realistically about their work in relation to the assessment criteria, and what their 'trajectory' needs to be in light of your feedback. Plus you can incorporate the criteria into your screencast – show them where they 'fit' and why.

Dialog is two-way: ask students for feedback early and often

1. Systematically gather feedback *from* students early and often to assess their learning and uncover any problems as soon as possible. Make this part of the ongoing dialog. You don't have to wait for mid-term, let alone end of term, surveys to make adjustments to your teaching. (See 'Not just for feedback: ideas for multiple dialogic touch points'.)
2. Ask students to briefly but specifically respond to your feedback: ask them to outline *what they will do* in response.

This helps to keep them focused on *action*, and also enables you to check that (a) they have understood your feedback, and (b) that your feedback is being delivered effectively. For example, at the conclusion of providing feedback on a draft dissertation chapter, ask them to write a bullet point list of what they will do now. Or ask them to *record* their response! They can reflect this back to you for assurance that they've correctly understood your feedback.

3. Ask them how the screencast can be more useful to them – this is especially important for students with sensory or cognitive impairments.

Design and agree an approach with your teaching team

1. Unless you have made a conscious decision to allow varying use/practice for feedback and dialog among your team, set a common approach and 'service level': if you all use the same processes, tools, and techniques, you can more easily share and improve your practice as a team.
2. Adapt the guidance here to design your team's 'protocol' for use of screencast – at which touchpoints, structure of screencast narratives, which tools you'll use, how much personal variation you'll allow.

Section 5 Game plan for your recording session

To provide an overview of what's involved, these are the main steps in a screencast recording session. For more detail on each, see the 'A suggested workflow' section. As you get comfortable with the approach, shape the steps to your own needs.

Notes: this game plan assumes you will *first read* a piece of work, *then* record your feedback on it; you *could* decide to do a 'cold reading' if that works better for you and the specific piece.) 'Piece' here refers to the student work you are critiquing, whether a formally submitted assignment or something else. See 'Watch your Workload: caveats & cautions' for more on managing your time with cold or warm reading.

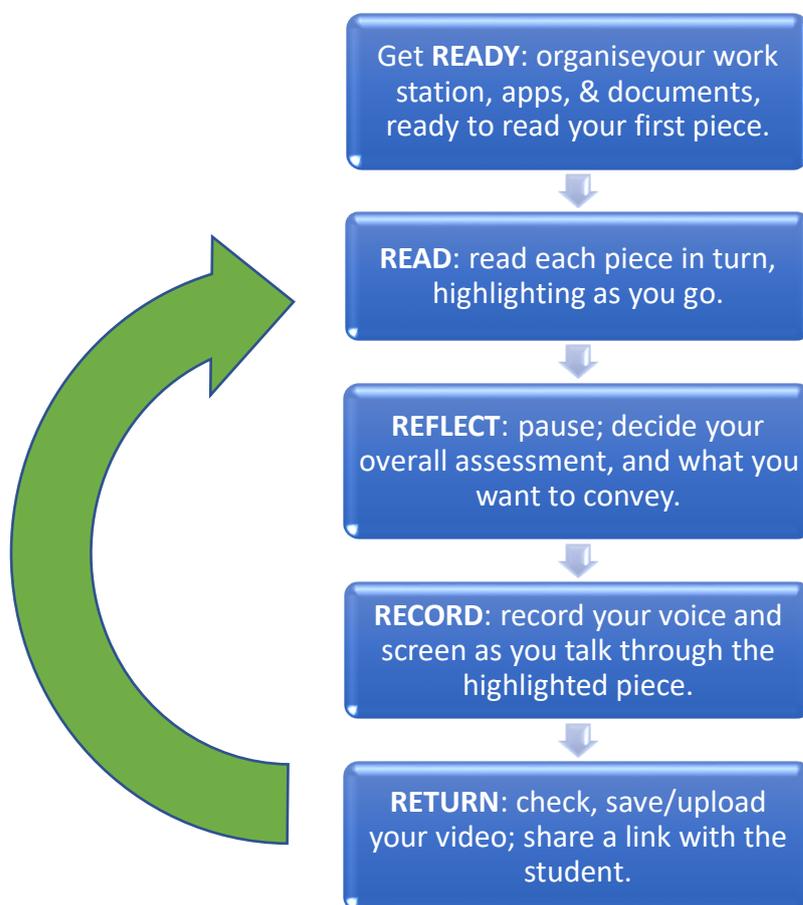


Figure 3: The Five R's game plan: a high level workflow for your screencast

Section 6 Getting started with screencast

In starting to use screencast for the first time, make it easy on yourself. Remember that your main 'technical' task is to be able to record yourself talking while at the same time capturing what's shown on your screen, and then share the resulting video. If you've been teaching online, you have probably already done this, e.g., when recording an online class session.

You can experiment with screencast without committing to using it for a particular unit right away. For example, try making a screencast in response to a student's email inquiry. Or use it for feedback to your tutees on a draft CV they shared with you, or on draft chapters from your dissertation students. Start small and build up from there! See below for more detail.

Use the tech you know

Choose software and hardware tools you're most comfortable using for recording and uploading videos. If you're not sure how to record your screen and voice at the same time, see the 'Making screencasts: tools & options', and refer to the instructions for your chosen technology. As you become more experienced, you may decide to add new tools. But to start with, keep it simple.

Try these Quick Wins

If you've ever recorded a live online class, then you have already made a screencast video! Building on that idea, an easy way to make a screencast video is to hold an online meeting with yourself and record that. See 'Quick Win for Teams users: record a meeting with yourself!' for how to do it. If you have Mediasite Mosaic installed, it's even easier to create and share a screencast: see 'Quick Win for Mosaic users: you're good to go!'.

Start small & climb the curve

Climb the learning curve at your own pace. Test out screencasts on smaller bits of work, before committing to it more widely. E.g., record short responses to interim or draft material, even emailed questions from students. We are starting to stretch the notion of 'feedback' here, but this is kind of the point about dialogic screencast – it is a powerful tool to use in *all* learning conversations with students. As you become familiar with it, you will find more ways to use it, beyond the 'usual' feedback situations.

Work on your flow

Gradually develop your preferred work flow: build on the ideas here to organise your processes and technologies in a way that makes you feel most effective and efficient. E.g. you may decide to

'batch process' videos, rather than uploading and linking them one at a time, or you may prefer to read several pieces of work before recording feedback for any of them. See 'Watch your Workload: caveats & cautions' for more.

Quick Win for Mosaic users: you're good to go!

Mediasite Mosaic is the desktop app that integrates with Mediasite online (Re/Play), which is familiar to Blackboard users. You can record screencasts from your desktop, and these automatically upload into Mediasite online, from where you can manage them (share, link, etc.) in the usual way. This is probably the most seamless way to create and distribute screencasts. (See 'UoB resources and guidance' for more help with using the app.) However, if you're a heavy user of Microsoft Teams, you can create and manage screencasts very effectively within that environment too...

Quick Win for Teams users: record a meeting with yourself!

You can create a screencast just by starting a meeting in Teams, sharing your screen, and pressing record:

1. Start a meeting with yourself in a suitable group and channel (e.g., the one automatically set up for your unit, whether or not you're using it for teaching); give it a suitable title, like 'Feedback to Freddie'. (For testing purposes, you can record in a private or 'staff only' channel, so students don't stumble across your experiments!).
2. If other users have access to the channel you're using, set meeting options to only allow *you* to bypass the lobby (this prevents anyone interrupting your screencast!).
3. Share your whole screen or a specific window to show the work you're critiquing, or any other relevant documents.
4. Start recording the meeting (which will generate a real time transcript too, which serves as closed captioning and a written record for students who need it).
5. When you're finished, stop recording, and end the meeting.
6. The video will soon be available in the Teams channel, where you can check it and share it with the student. The recording is also stored under 'Files' in that channel, and 'Stream (on SharePoint)'. [See IT Services pages](#) for more information on videos using Stream in the context of Teams.

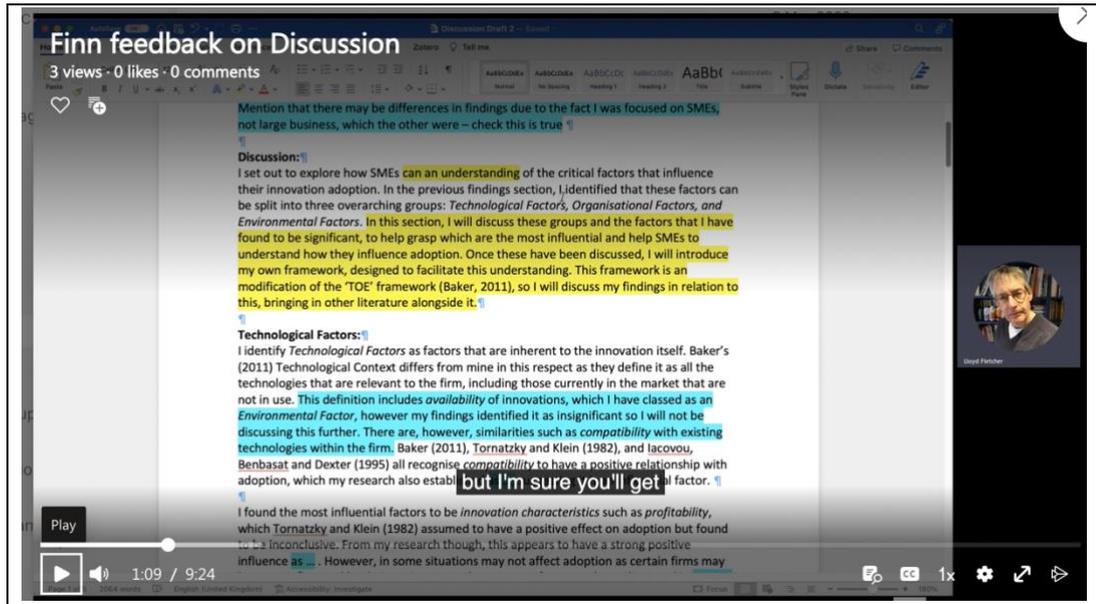


Figure 4: Example of a screencast recorded using Teams (this is feedback on a dissertation student's draft chapter).

Section 7 A suggested workflow

The general game plan is that you first read the work, *then* record your feedback (see 'Game plan for your recording session'). Over time, you will develop your own optimised process to suit you and the types of work you're assessing (see Watch your Workload: caveats & cautions for some things to think about). Here is a suggested process to follow, with detailed steps.

READY: get organised

1. Organise your office and work station, ready for reading and recording. That includes having a drink nearby – screencasting can be thirsty work!
2. Open the apps you'll use for recording the screencast, and for reading and displaying documents, or taking brief notes.
3. Make sure documents are where you want them on your screen, for example windows in Word show the assignment brief and marking criteria.
4. Check your equipment is working properly (microphone, camera, lighting).
5. Put a 'do not disturb' sign on your door, and silence intrusive notifications (email, Teams, phone, etc.)

READ: assess the student's work

1. Open the document you're going to critique; set a comfortable zoom level for your reading, and one that will be visible to the student on the video recording.
2. Read through the student's work to yourself. Refer to marking criteria/rubric, assignment brief, etc., as you would normally, and formulate your assessment. You might want to ensure that the words/phrases you use are consistent with the assessment criteria (e.g., making clear the differences between 'good' and 'excellent' work).
3. As you read, selectively highlight (using the highlighter tool in your document reading app) specific areas of text you want to talk about in your feedback narrative. Highlighting headings,

phrases, or paragraphs will provide visual cues for you when you make the recording, and will be reference points for the student.

4. You could colour code these to remind you what you want to say (e.g., green for 'good'/praise, blue for 'bad'/problems). (But beware accessibility concerns: e.g., don't make text or text background red, as it won't be readable by anyone who is red-green colour blind). If you're reviewing a piece in Turnitin Studio, then you could use the QuickMarks function to tag text.
5. Avoid writing extensive notes for the student's benefit: focus on a clear, rich narrative when you get to your recording. If you need to take brief notes for your *own* benefit, do that in a separate document. It can also be worth keeping a separate note of 'generic' feedback that applies to the whole class, e.g., common themes that all students might benefit from; this will enable you to focus more on individual students' work in the screencasts.

**REFLECT:
decide on your
feedback**

1. After reading, pause and decide what you want to convey in the feedback you are about to record, your overall approach and 'message'. Refer to any grade mark target the student has set.
2. If you need to, make brief notes as talking points to cover. Which of the areas you have highlighted will you focus on (don't try to cover all of them – pick representative samples): things you liked, areas for improvement, suggested next steps.
3. If you are going to give the student a grade mark, decide what it is. Keep a separate note of this if you need to, e.g., 'this is a 2:2' or 'it's in the range 55-60%'.

4. Decide roughly how long this feedback narrative needs to be, and set a timer or keep an eye on your clock. (See *How long should your recording be?* for more on screencast length.)

**RECORD:
make your
screencast**

1. Double check that all the documents you want the student to see in the recording are visible on screen; hide or close any that you *don't* want the student to see (e.g., email, Web browser). (A 'safe' option is just to share and record a single document window, not the whole screen.)
2. Make sure you can see any 'talking points' notes you want to refer to during the recording.
3. Start your screen sharing and then the recording, as appropriate to the apps you're using.
4. Talk through the work, moving between the areas you have highlighted, and covering your 'talking points'. (See *Narrative structure* for more ideas on how to conduct your screencast feedback.)
5. Conclude with a brief summary of the key learning points and actions for the student to take; suggest they write these down as bullet points for their own reference, which they can then also reflect back to you for confirmation.
6. After your closing words and 'sign off', stop the recording and close the student's work. Check your video has been saved somewhere suitable or has been uploaded automatically.

**RETURN:
save, link, and on
to the next one**

1. Briefly quality-check the recording's sound and vision (worst case: re-record!). Process and upload the screencast video, according to the needs of the tools and platforms you're using.

2. Once the video is in its final resting place, set any permissions so that the student will be able to watch it; create or copy a link to the video, and email it to the student.
3. Unless this was the last piece in your batch, move on to the next one with your READ stage again. Rinse and repeat!

How long should your recording be?

Advice varies, but the basic principle is that students are more likely to engage with shorter videos; long recordings risk overwhelming the student with information (much like a long piece of written feedback).

But the duration of your screencast will need to suit the form, length, complexity, and quality of the piece you are critiquing, as well as the individual student's expectations (e.g., GMT).

As a general rule, **aim for screencasts between 5 and 15 minutes in length**, with responses to shorter, simpler work on the lower end of the scale. **Keeping it under 15 minutes**, as far as possible, caters to the prevailing view of human attention spans for watching 'technical' videos. (So the same rule of thumb applies to other uses of screencast, such as welcome messages or ad hoc tutorials.) Note that for screencasts on group work, you may be able to go a little longer. (See 'Screencast feedback on group work'.)

Avoid over-elaborating: it's easy to get carried away and talk for longer than you need to. Most of us convey 2-3 times more when speaking than when typing, so your screencast will be much 'richer' than the same time spent writing. See 'Watch your Workload: caveats & cautions' for more on balancing quality and quantity of speech.

If you do find yourself on the verge of a necessarily 'long' screencast in response to a particular piece of work, consider recording it in instalments (e.g., screencast on an entire draft dissertation should certainly be done in 'episodes' by chapter!).

Section 8 Narrative structure, content, and tone

Think about the 'design' of your screencast in advance. It needs to be effective as one 'side' of a learning conversation; so its structure, content, and tone should be aimed at encouraging the student to listen, reflect on your feedback, learn from it, and take action. See the ideas below to help you design your screencast. With practice, this will become automatic.

Structure your screencast like an engaging article

Like a good story, your video should have a thought-out beginning, middle, and end. For an example of the kinds of things you could say, see 'APPENDIX: An example screencast 'script''.

You should tailor the words and phrasing to your own personal style, and your audience (see 'Remember who you're talking to').

Opening up: starting the conversation

Invite your reader (viewer!) in to your screencast with a warm welcome, a brief explanation of what they can expect (purpose), and how they can make good use of the screencast. Basically, they should listen at their own pace, pause as needed, and take notes of what they need to do next.

In the middle: talk through your key points

Be Specific.
Be Selective.
Give Examples.

This is the 'meat' of your screencast, the 'cognitive content' where you talk through the points you've highlighted on screen. Your purpose is to explain what can be improved, and why – e.g., refer to ILOs, relevant theory, tools you've taught, the literature.

Be clear, detailed and specific. Give examples for how they might change something. But be selective, highlighting 'representative' sections and inviting

them to look for similar patterns elsewhere (in this and future work). You don't have time to cover everything, and doing so could overwhelm the student.

Make full use of your visuals

At minimum, you should make it clear to the student which part of the screen you are referring to in your narrative. It may be obvious if you have highlighted text in advance. But you can do this as you go, dragging your cursor or using it to point to the object of your discussion.

But remember to make use of *other* documents or resources. If you have shared your screen, not just a selected window, you can move to other relevant information, such as a marking rubric, an assignment brief, a reading list, or any web page that might be relevant. But at all times, tell the student what you are doing, and 'synchronise' your 'pointing and clicking' on screen with what you are saying: the student should be able to see on screen what you are referring to, be it a single word or a whole section or image.

Bring it to an end: summary and call to action

The goal of your ending is to sum up and motivate the student to act on the feedback, and to encourage them to follow up with you if needed. By the close, the student should be clear on what they need to do next.

In fact, ask them to reply briefly to you with bullet point actions they are going to take. This helps them to focus on action, and confirms their understanding of your feedback.

Give your overall impression, and — especially if you're providing an indicative grade mark — refer to the

assessment criteria or assignment brief.
You can show these on screen too.

This is also a chance to ask for their
feedback on your screencast! How could
it be more useful to them?

Remember who you're talking to

In addition to *explaining* your critique of the work (the 'cognitive content'), screencasts enable you to bring the *benefits of an 'in person' conversation*: **emotion, personality, nuance, humour**, mistakes and all.

But you need to tailor this to your personal style, the specifics of the feedback, the student(s) you're talking to, and considerations of formality and cultural norms. Here are some tips:

- **DO** be *conversational*, don't just verbalise your writing. To be most effective, this must *feel* like a natural dialog for the student, even though it's not in real time and interactive. So imagine you are actually *talking* to the student directly.
- **DO** be specific and detailed, **DON'T** be vague or 'hedge': by the end, it should be clear to the student what they need to do to improve their work.
- **DO** try to keep a positive, encouraging tone, even if the work is very problematic.
- **DO** remember to praise good practice, rather than only focus on areas for critique.
- **DO** use appropriate humour, if it's something you would normally do in person, and suits the nature of the work and your relationship with the student.
- **DON'T** say anything on screencast that you wouldn't say in person to the student, or that you would not want to be recorded on 'tape' (which it will be!).
- **DO** vary your tone, pitch, speed of speech, as you would in person, to help you **emphasise, empathize, encourage, and advise**.
- **DON'T** worry about making mistakes in speaking – that's a normal part of human conversations! It can also make you more relatable to the student, reminding them that this is a dialog, not a letter or a lecture. (See 'To edit or not to edit'.)

Section 9 What next? Post production

Once you've recorded your screencast, you need to check that it's usable, then make it available to your student(s). Exactly how you do this will depend on your technical setup. But here is some general guidance.

To edit or not to edit

In general, avoid editing your video: it just creates non-value-adding work.

Your video does not need to be perfect. In fact, little slips in your speech or the cat jumping on your keyboard just help to humanise the screencast and make the experience more personal for the student!

Provided the audio and video are fine, you will only need to record each screencast once. You *could* decide to trim the start and end, for example if you have some 'dead air' for more than a few seconds. But that isn't necessary, and once you get practiced at it, you'll be able to start your narrative promptly once the recording begins.

Only edit if (a) it's *really* needed, e.g., if some inappropriate content or speech has slipped in, or (b) you're comfortable and competent with the editing tech so that it does not create much extra work.

Uploading your video

The most seamless experience is with Mediasite Mosaic, as uploading to RePlay is automatic.

If you've recorded your screencast via an *online* platform, such as Teams or Blackboard Collaborate, then your video is automatically 'uploaded'. It may take a few minutes to process, but the file is already saved online. So all you need to do is share a link to it with students once it's ready.

If you've made a 'local' recording on your desktop, e.g., with QuickTime, then you will need to upload the file (in mp4 format) to your online platform of choice

before sharing. You could avoid the uploading step, and just make the video sharable from OneDrive, but unless you're confident with managing file permissions, that may not be as efficient as sharing from an online platform.

Sharing your screencast with students

Once your video has been recorded, you need to share it with your student(s). The specifics will vary by platform, so see 'Sharing your screencast: app-specific guidance' and consult appropriate help documentation if necessary. But the basic steps are:

- Set permissions so that only you and your student can view and download the video. (Although it's up to them if they want to share it with someone else, by default you should assume they would want it to be kept private.)
- Send a shareable link to the file to your student(s).

Sharing your screencast: app-specific guidance

If you've saved your screencast video to your local drive, then you can share a link to the file via OneDrive or SharePoint. But to share directly from specific apps, see below.

Mediasite Mosaic: once the video has uploaded to MyRePlay, you will need to set 'who can view' to 'My organisation'; you can then 'share presentation', then 'invite by email' with your pre-written template message.

Microsoft Teams and Stream: see 'APPENDIX: Sharing a video recorded in MS Teams'.

Blackboard Collaborate: If you have recorded the screencast in a group's Collaborate room, then the video is automatically available to them there. Collaborate is not suitable for sharing screencasts with individual students because you cannot set appropriately private permissions.

Section 10 Watch your Workload: caveats & cautions

For screencast to be effective and efficient for both teacher and student, you need to focus on the value added by your screencast and at the same time minimise the logistical overhead of producing it. As we've already said, you should avoid editing your video or re-recording it unless absolutely necessary. But there are several other things to keep in mind to optimise your workload and maximise the learning impact for students.

Cold Reading or Warm? Notes or not?

Should you *always* read through the student's work before making the screencast? Well, what do you *normally* do when providing feedback?

Depending on the size or complexity of the piece of work, 'markers' might read through once, then write comments and summary feedback; or they might 'mark as they go'. Whatever your preference, you can do likewise for screencast. The main difference is that *you won't be writing extensive feedback notes* for students as you read. Use the approach that works best for you, taking only enough notes to help you when it comes to recording your narrative.

It may be a good idea to keep notes on themes or trends that apply across the work from a class: you can then share (or screencast!) these to benefit all students, which enables you to focus your individual feedback more on specific student needs (although wider trends will only be obvious as they emerge in the whole-class feedback process).

For shorter work, you might decide to *read and record at the same time* ('cold' recording). For longer works, you could read and 'warm' record in sections, pausing recording in between (check that you *can* pause recording in your chosen app!). But this may only be a good idea if sections don't depend on

each other. It will vary with the type of work you're critiquing.

It's up to you how many times you feel you need to read the work before you can critique it. Use the approach that is best suited to your 'style' and the type of work at hand.

**Don't write
much, or at all!**

Some students may ask for *written* feedback *as well as* screencast. But providing much in the way of text comments creates extra workload for you, and somewhat defeats the point of screencast!

You might worry that students for whom English is a second language would want text feedback instead/as well. But experience suggests strongly that foreign students value screencast as much, if not more, than written because you have several ways to express an idea to them. That said, the clarity of your speech on the screencast will be important – although if you speak quickly, they have the option of slowing down the playback!

While you might be tempted to lead on auto-transcription here, it's not necessarily your friend, given the error rate – and you don't want the extra workload of 'proofing it'.

To avoid writing 'extra' feedback:

- Strongly suggest that the student *make their own notes* as they listen to your recording. Help them in this through your on-screen highlighting and being clear at key points what you are suggesting the student do to improve their work – especially during your summing up. They can note time stamps so they can return after watching through. Taking their
-

own notes is likely to be more useful than having to interpret your written ones! At the end of your screencast, you can sum up with some specific points they can jot down for action.

- Speak clearly, as you would normally for anyone who might struggle to follow your diction or accent if you spoke too quickly. But tell students that they can play back the recording at a slower speed if they need to.
- Make use of any auto transcription features of your recording platform to generate a version of your narrative; this acts as a text record the student can consult. But this is not a substitute for them taking 'action notes', and, as we know, auto-transcripts may not be an accurate record of what you actually said! (And you don't want the extra work load of 'proofing' the transcript.)

Beware quality vs. quantity

Your screencasts do not need to be long, even for complex or problematic work. Focus on providing a *rich, detailed, specific, selective, and clear critique* – i.e., focus on quality, not quantity of feedback.

Screencast means *you can produce much more feedback by voice than in the equivalent time spent writing*. But if you try to critique *every* part of the work, or get 'carried away', you risk taking *longer* than the written equivalent. To keep your videos short and sweet:

- Don't over-elaborate or repeat points already made. Know when to stop talking! 'Say something once, why say it again?' (Byrne and Talking Heads, 1977)

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- Focus on key areas of the work that need feedback, and don't be tempted to cover everything.
 - In that vein, critique selectively, encouraging the student to extrapolate, to apply the same thinking across their work. E.g., if there is a common thread of not using the literature effectively, spend more time explaining and illustrating that, and invite them to look for *other* instances (which you may already have highlighted for them).
 - Encouraging students to extrapolate or generalise from your selective feedback can also help their learning more widely, beyond the unit

Can you use it for summative feedback

Take care if using screencast for summative assessment: when it comes to benchmarking and moderating, and external examiner reviews, screencast may create *more* work than written feedback. *Approach with caution*, and seek guidance from AQPO.

Take care what you share

Be careful when sharing your screen for recording: close any windows on your computer that you wouldn't want to accidentally show up in the screencast video! E.g. your notes, marking spreadsheets, private email, or documents not related to the work at hand.

Should you appear in your own video?

A 'talking head' video can be effective for some forms of dialog. But a simple 'piece to camera' is different from a narrated walk through a document on screen. You could combine the two, and show yourself in a corner of the screen while talking.

It's up to you if you want to do this, and you know how to do it with your setup. But it doesn't necessarily add anything

to the quality of the feedback, and can be distracting for the student. If you do use it, perhaps limit it to the opening and closing few seconds.

Save time with templates

Set up an email template for sending the screencast link to students; or simply keep some standard text in a Word document, then copy and paste it along with the link, and customise the text to suit the student and the work. Base it on the cover note you might use for sending them written feedback.

Example: "Dear Freddie,
Thanks for sending me your essay to review. Please find my recorded feedback via this link. At the start of the video, I provide guidance on how best to use the recording to improve your work. I hope this is useful. Please let me know if you'd like to discuss this further.
Regards,..."

Section 11 Making screencasts: tools & options

Technologies for creating videos are widely available, and if you have done any online teaching, you will be familiar with some of them already. But tools and techniques for digital teaching develop rapidly; so this guide avoids providing detailed system instructions that will quickly become out of date. Instead, I stick to some general guidance, and leave you to make use of the latest help, training, and guidance available elsewhere (see References and Further Reading).

Physical space: your 'recording studio'

Just as with online teaching, you need a space that works well for screencast recording. Whether this is your home or work office, you need to be reasonably sure you won't be disturbed, that ambient noise is at a low enough level, and that your space is set up for your comfort and efficiency. Aside from dealing with obvious issues like roadworks outside your window or keeping the cat off your keyboard, this is very much a personal choice. But here are a few things to consider:

- Do you have a 'quiet please – recording in progress' sign you can hand outside your door?
- Do you have a drink nearby to keep hydrated between recordings?
- Is your phone set so it won't interrupt you?
- Similarly, are any potentially intrusive app alerts or notifications set to 'do not disturb'?
- Is your desk space sufficiently clear and your seating comfortable for recording sessions to begin?

Computer Hardware

Use a good quality microphone: test it on a sample recording. Most personal computers now come with decent microphones built in. If you've been making recordings during online classes, then you are probably familiar with how well your system works.

If you're going to include video of yourself in some screencasts ('talking head') then you'll need a camera integrated with or connected to your computer. Again, anyone who has been working or teaching online should be familiar with their use. And do try to keep the lens clean: there's nothing worse than a 'cloudy face' on an otherwise bright video!

Software for recording screencasts

You have a range of options when it comes to recording your screen, image, and voice. These fall into two broad categories: **desktop apps**, where you record and save to your personal computer, then upload the video for sharing; and **online platforms**, where you record entirely online and then share the video with students (as you would if recording a live online class session). Use the apps you know, or are willing to learn. Consult the app-specific guidance and instructions for detailed 'how to'.

There are pros and cons to various packages, of course; so your final choice will probably come down to personal preference and your course setup; e.g., if your classes make heavy use of Teams, then you could decide to make your screencasts within that environment; but if you're a veteran of Blackboard and RePlay/Mediasite, then making and managing your screencasts using the Mosaic desktop app may be optimal. See Table 1: Tools for screencast: pros & cons for my (biased!) evaluation of the advantages and disadvantages of the different approaches you can use.

(Note that both PowerPoint and KeyNote can be used to make screencasts — based, of course, around presenting slides. But if your screencast is simply providing feedback on a Word or Excel document, there's no need to use tools like these.)

Tools pros and cons

System/App	Advantages	Disadvantages	Advice
Mediasite Mosaic (desktop app)	<ul style="list-style-type: none"> Desktop screen capture integrates seamlessly with RePlay online; uploads automatically Share link directly from RePlay 	<ul style="list-style-type: none"> Basic functionality May be another tool to learn in addition to 'core' tools (like Teams) 	Simplest, most direct option BEST PICK FOR NOVICES
Microsoft Teams (online platform)	<ul style="list-style-type: none"> Core tool = familiarity of use Easy for sharing videos with groups that are already set up on Teams Built-in functionality for sharing screen content, e.g., whiteboard, markup, multiple windows 	<ul style="list-style-type: none"> Must record a meeting with yourself To share with individuals, permissions must be managed in 'Stream (on SharePoint)' If not recording in a Teams group, need to manage video permissions and sharing in Stream (on SharePoint) 	Fast and efficient option for those comfortable with Teams BEST for Teams lovers
QuickTime or Camtasia (desktop apps)	<ul style="list-style-type: none"> Richer editing and effects functionality than online platforms and Mosaic 	<ul style="list-style-type: none"> Extra work to save, upload, and share video (e.g., via OneDrive or RePlay) More functionality than you need Camtasia = steep learning curve 	Only use if you're a power user of one of these apps, and really need the added features
Blackboard Collaborate (online platform)	<ul style="list-style-type: none"> Only really viable for recording feedback to groups in their own Collaborate space 	<ul style="list-style-type: none"> Must record a meeting with yourself Sharing video outside Blackboard requires more work 	Only use if not comfortable with other systems
Zoom (online platform)	<ul style="list-style-type: none"> Rich functionality for sharing content 	<ul style="list-style-type: none"> Must record a meeting with yourself Extra work to upload and share video 	Only use this if you don't use Teams for teaching

Table 1: Tools for screencast: pros & cons

Section 12 Not just for feedback: ideas for multiple dialogic touch points

Screencast can, of course, just be used for designated formative feedback assignments, simply as a replacement for written feedback. But this limits its potential. To develop an ongoing learning conversation between teachers and students throughout a term/unit/course, you can use screencast in different ways at several dialogic 'touch points' over time. This moves its use beyond what we might think of as strictly 'feedback' on a piece of work; instead, we are leveraging its power as a dialogic instrument to encourage learning conversations. And we can use it alongside other tools and techniques to nurture that wider learning dialog. Here are some ideas, for screencast and beyond.

Feedback on any and all coursework artefacts

Historically, screencast has been most commonly used for feedback on formally-scheduled formative assignments. But you can use it for any material that students need feedback on; it doesn't have to be limited to designated 'milestones' in the class schedule. For example, draft dissertation chapters, essay outlines, or coursework 'artefacts' are likely to benefit from screencast feedback that you would otherwise have provided as written (if at all). Likewise, you can produce a screencast to respond to questions sent by email, posted in an online forum, or on Teams. Any problem, puzzle, or confusion raised by students or that you have 'discovered' in class may be 'resolvable' via screencast.

Simply consider this: if you have agreed to respond or feed back on a particular 'item', would a written or a screencast response produce a better result? 'Better' here would be defined as improved learning for the student, and as contributing to the overall learning conversation.

Screencast feedback on group work

You can use dialogic screencast to give feedback on group work, whether formal formative submissions of coursework or interim 'artefacts' that students generate along the way. This can be an efficient way to start learning screencast, without committing to a large workload: a 'one-to-many' screencast for group work instead of several times more one-to-one individual screencasts.

Because screencast can be much 'richer' and more efficient than written feedback, you may be able to provide much more frequent feedback on group coursework than you would previously when only using written. For an

example, see 'APPENDIX: Mini case study of using dialogic feedback for teaching Project Management'.

There are a few things to keep in mind when providing screencast feedback to a group:

- If group work is managed within MS Teams, then screencasts can be delivered as recordings of a 'meeting' within the group's channel. You can draw the whole group's attention to it by @messaging them in the chat.
- If necessary, group feedback can be longer than a recording for an individual student: there is scope for 'division of labour' within the team; this can be useful if there are several components or aspects to the group's work, each of which need critiquing.
- It may not be clear who in the group has responsibility for listening and responding to your feedback. To avoid the risk of inaction, ask the group to write or record a brief response, summarising what they will do based on your feedback.
- If reviewing several group work documents over the term, it is particularly important that students use Word's track changes so you can see what is new or different in each version of the document — for example, multiple iterations of a project plan. The fact that several team members may be working on a single document makes 'version control' more challenging. Teams should only ask you to review an artefact once it is 'stable'.

Screencast for ad hoc 'mini tutorials'

During the term, students often raise questions or issues outside class that you need to respond to. These could be queries about the structure of the unit, uncertainties about an assignment, or confusions about the subject matter. They might be raised in various channels: email, Sticky Feedback (see 'Sticky Feedback and response'), formal mid-term feedback, Blackboard bulletin board, Teams chat, etc., and they could be raised by one student or many.

There is no need to wait until the next class to resolve the issue: the screencast can reach students more or less immediately. And it helps to enrich your dialog with students by continuing the learning conversation outside class. Screencast is a fast, effective, and engaging way to respond. It can be especially useful if you have a large cohort, e.g., where you would need to 'broadcast' the information across many tutorial groups in person.

Unless a brief written response is sufficient, recording a short video discussing the issue and illustrating its resolution can be very powerful. Duration will depend on the complexity of the problem, but between 5 and 10 minutes is a

good target. You might just do a 'talking head' piece to camera, or need to illustrate something on screen as well. You could even film yourself working on a white board, if that's a good solution and you're comfortable with that approach.

Walk-throughs & talk-throughs: screencasts for 'non-technical' teaching

As with ad hoc tutorials, there are other opportunities to nurture your learning conversation that are not related to the core content of the course. Consider making short (5-10 minute) videos on things like:

- A welcome and introduction to the unit at the start of term, where you talk through the structure, schedule, and content on Blackboard. (Your talking head presence in the corner of the screen may be a good idea here!)
- A video instead of a written email weekly briefing may gain more attention from students.
- A video explaining the assignment briefs provides another access point (too many students don't read the briefs carefully or at all!); your voice and on-screen highlighting can add emphasis that may be lost or ignored in the briefing text.

Sticky Feedback and response

Spend five minutes at the end of class to gather feedback *from* students on how their learning is going — both for that session, and more generally. Hand out some sticky notes (or use your digital tool of choice, like Padlet) and ask them to write a brief, anonymous, bullet point response to three questions (or your variant of these):

- 'What key thing did you learn today?'
- 'What is still puzzling/confusing?'
- 'How can we better support your learning?'

What I call 'sticky feedback' is similar to techniques like 'minute papers', giving students a moment to reflect on their learning and let you know how it's going. Gather in the responses, and spend a few minutes after class reading through them (combined with the same input from other class sessions that day or week); look for patterns or themes.

Students will feel encouraged to do this again only if you follow up – if they think their feedback will just sink into a 'black hole', they will not be motivated to provide input. So follow up promptly, telling them what you will

do in response. The quantity and quality of sticky feedback you receive can vary greatly: they can range from questions like 'when is the assignment due?' to more fundamental issues of understanding the course content.

Another way to encourage Sticky Feedback is to first ask pairs or groups to 'compare notes' on their learning. This may clear up some questions there and then, or give students the confidence to raise an issue knowing they are 'not alone'.

How you respond will depend on the exact nature of the question, comment, or confusion, how many students raise it, and how urgently you think you need to deal with it. You may be able to wait for the next scheduled class to cover it, or make use of your weekly email update, or it may even need an urgent 'all students' announcement. If you get more than a handful of Sticky Feedback comments, it can be a good idea to summarise the themes and issues and your response, and publish that to students — you could keep an ongoing 'blog' for your Sticky Feedback, or even just a spreadsheet that you update each week. Keep it simple and accessible to all.

Use the things *you* hear from your students to create other opportunities for dialogic touch points (e.g., see 'Screencast for ad hoc 'mini tutorials'').

Provide time for personal reflection

At the end of class, give students a couple of minutes to reflect on their learning. Similar to Sticky Feedback, you could ask them to write their own notes in response to 'Something surprising I've learned today', 'One thing I need to study in more depth'. If there is time, you could ask pairs or groups to discuss each other's notes, and poll the class for 'highlights' which you could respond to. The idea is to encourage students to think about what they've been learning, and also to encourage them to raise remaining 'puzzles' at or before the next class session. You could alternate this with Sticky Feedback.

Q&A classes, drop-in sessions, Feedback & Advice

Consider scheduling class sessions dedicated to answering student questions. These could be submitted in advance, via a poll or Padlet, or derived from Sticky Feedback. You could set a theme for the session, based on where you are in the curriculum: for example, a session focused on a particular topic or a coursework assignment.

You can hold these classes in person, but attendance at such sessions can be much higher if held online. Engagement in the session can also be greater if held online, as students can raise issues and respond to you in the chat or via a Padlet or poll without having to be 'seen' (although you can obviously use

these tools in a physical classroom too). Scheduling such sessions online has the added benefit of not placing extra demand on physical facilities.

Start class with a quick Q&A

It's not unusual to start a class with an open ended 'What questions do you have?'. But making this part of an ongoing learning conversation throughout the term may help students build the confidence to actually raise their hands in response! Once you've established that two-way dialog is encouraged, and ideas and issues are being surfaced, there is more 'material' to work with. And if a query is too large or complex to deal with in class, you can always follow up later with a screencast!

Personal journals

Encourage students to use functions like journals in Blackboard to engage in a conversation with you. For example, set learning activities for each week or each topic where you ask students to reflect on an issue, or respond to a question by writing in their journals (give them an indicative word count). Promptly follow up with your comments on what they've written, focused on furthering their understanding of the issue at hand. Of course, you could screencast a response rather than writing it.

To keep your workload to a reasonable level, you'll need to schedule journaling-related activities: student use and response can vary widely in my experience, and can be very 'lumpy' over time. For example, you may have lots of entries to respond to one week, and nothing at all in the next. Over time, you'll learn what kinds of prompts work well in eliciting their journaling.

Ongoing chat forums

This is another method that's not at all new to teachers. It has more *potential* to foster learning conversations than many of us have been able to actually realise, with low student engagement in online discussions. But its use may grow as part of an integrated approach, as students pick and choose their preferred 'channels', and recognise that they are being heard and responded to. And, again, your response to questions or issues in a chat or forum can be made via the richer, more engaging screencast rather than a written note that might never be read. (How you do this will depend on the platform you're using.)

Office hours, obviously

For many of us, office (feedback and advice) hours are underutilised by students. One benefit of holding office hours online is that you can record them, so students don't have to take detailed notes, and they can return to watch your conversation, especially useful if you were talking through their work — e.g., I've used this technique when explaining an assignment grade.

Weekly briefings

Many of us use weekly briefings by email. These summarise the week's learning or preview what's coming up, noting important events such as due dates for work. You can enhance these by making a weekly 'news bulletin' screencast, covering the same points but adding some personality to increase engagement.

Section 13 References and Further Reading

UoB resources and guidance

AQPO [guidance](#) on feedback to students.

BILT [resources on assessment and feedback](#)

DEO information on [tools and software](#), including MS Teams, [guides for various apps](#), including Mosaic/Mediasite, a [guide on audio/video feedback](#) and [a case study on using screencasts](#) from the School of Civil, Aerospace and Mechanical Engineering.

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APPENDIX

APPENDIX: Mini case study of using dialogic feedback for teaching Project Management

I have used screencast heavily in two UG and PGT Project Management units as part of an evolving dialogic feedback process. I use the 2021-22 PGT case here as an example.

Background:

- There is summative individual and group coursework, each worth 50% of final mark.
- The group assignment is to plan and deliver a 'real' project (usually the production of a 5-10 minutes video on a project management topic).
- Teams (of 4-6 students) are assessed for their project management performance as well as the quality of the final deliverable (marks are split 50:50 between the two aspects).
- Tutors, acting as project sponsor/client, provide feedback and guidance to teams throughout the term, as students learn how to manage their projects.
- Each project team sets up their own MS Teams group, and includes their tutor in it so they can act as coach, and access coursework 'artefacts' for review and assessment.
- Projects are managed with the aid of tools within MS Teams, in particular MS Planner and To Do, file management, and chat. Groups communicate online with each other and tutors via their Teams channel. (There is also a Teams group for the unit as a whole.)
- Group work produces several 'artefacts' during the project, including outline plans, work schedules, risk register, video story boards, sprint reviews, project retrospective, peer equity share agreement, weekly reports to client, Kanban work flows.
- Most lectures are pre-recorded 'mini lectures', which prepare the students for interactive (2 hour) seminars. These focus on group work activities directly building their project management capabilities, project case analysis, and critical literature discussions.
- In addition to the inaugural lecture, which is in-person, there are several online Q&A classes.

Dialogic touch points and mechanisms

Student learning activities or work products	Dialogic touch points or mechanisms
Weekly seminars (2 x 2 hour per seminar group)	<ul style="list-style-type: none"> • Q&A with tutor at start of class • Interaction with tutor (client) as part of group work, case studies, and literature discussions • Personal reflection on their learning at end of class (selected) • Sticky Feedback at end of class (selected)
Online Q&A or Feedback & Advice classes	<ul style="list-style-type: none"> • Q&A with unit director, with questions submitted in advance via Padlet • Q&A in chat • UD may open the class with a 5-10 minute 'lecture' on topical a theme or issue
MS Teams group for the whole unit/class	<ul style="list-style-type: none"> • Online classes are scheduled here • Asynchronous chat with unit director for ad hoc questions, clarifications • Channels for careers and cases in the news invite students' ongoing involvement with the topic
Introductory material and unit guide	<ul style="list-style-type: none"> • Screencast mini lecture video to walk through Blackboard site • Screencast mini lecture video to talk through assignment briefs • Screencast mini lecture video to explain coursework project management method guide
Weekly learning activities on Blackboard	<ul style="list-style-type: none"> • Friday email updates summarise what's coming up next week, key milestones • Clear 'learning path' set for each week, e.g.,: mini lectures to watch, readings, seminar preparation, quizzes, interactive online problems

Student learning activities or work products	Dialogic touch points or mechanisms
Ad hoc problems, questions, or puzzles from students	<ul style="list-style-type: none"> Brief written or ad hoc screencast tutorials
Group work assessments: scheduled formative feedback	
Outline/initial project plan (end of Sprint 1)	<ul style="list-style-type: none"> Screencast feedback in group's Teams channel
Video story board (end of Sprint 2)	<ul style="list-style-type: none"> In-class peer and tutor feedback and discussion Screencast feedback on re-drafts/re-workings of storyboards as needed, in group's Teams channel
Group work assessments: ad hoc formative feedback	
Interim artifacts: e.g., weekly reports, sprint reviews, sprint retrospectives, revised or draft plans (quality, risk, scheduling, organising, etc.)	<ul style="list-style-type: none"> Brief written, marked-up documents, or screencast in group's Teams channel Short responses via group's Teams chat Feedback from tutor during seminars
Sprint review meetings	<ul style="list-style-type: none"> Some groups invite tutor/sponsor to online meeting to discuss sprint review and planning with the team
Ad hoc queries from group	<ul style="list-style-type: none"> Depending on complexity, conversation in Teams chat or via screencast
Summative group coursework assessments	
Video deliverable, project management performance over the term, critical project review (500 words)	<ul style="list-style-type: none"> Written feedback and marking via feedback/grading forms; <i>not</i> screencast
Individual coursework: scheduled and ad hoc formative	
Option to submit one page outline of essays; ad hoc	<ul style="list-style-type: none"> Screencast via Teams to individual

Student learning activities or work products	Dialogic touch points or mechanisms
questions about topics or approach	<ul style="list-style-type: none"> • Brief written via Teams or email to individual or screencast if more complex/lengthy • Office hours discussions
Individual coursework: summative	
3 x 1,500 word 'essays' on PM topics	<ul style="list-style-type: none"> • Written feedback via Turnitin Studio; <i>not</i> screencast

APPENDIX: Sharing a video recorded in MS Teams

The specifics of how to set permissions and share a link to your video will vary with the platform you're using. But the basic processes are similar and you should be able to figure it out with a bit of 'right clicking' or a quick consultation of the help for that platform. The screenshots below show how this is done for MS Teams, where the video is available via [MS Stream \(on SharePoint\)](#).

If you record the video in a channel that the receiving students already have access to, then you don't need to set permissions. But if you've recorded in a private Teams area, or uploaded your video to Stream (on SharePoint), you will have to go there and set permissions. And if you have recorded a video in Teams as feedback for a specific individual student, you will need to set permissions so that only they have access to it (if it was a recording of a live meeting with them, such as during office hours, then they will already have access to it). [Information on these issues is available from IT Services](#).

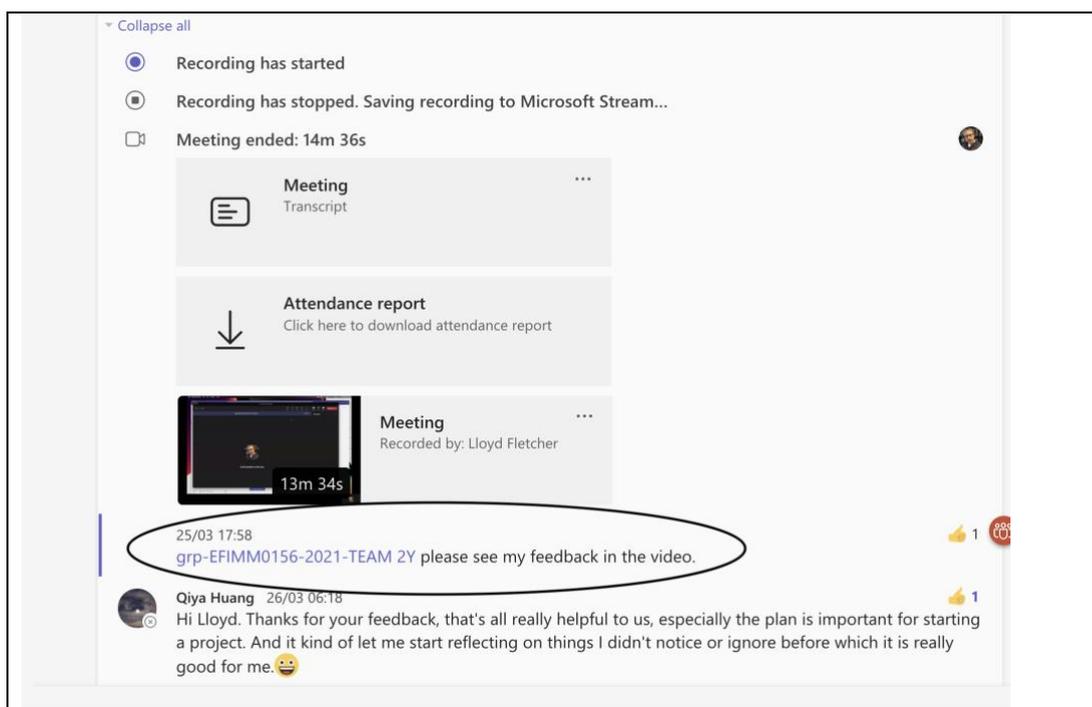


Figure 5: screencast recorded as a 'meeting' in a Teams channel

I recorded this screencast as a 'meeting' in a coursework group's Teams channel. So it was automatically visible to them as soon as it had finished processing. All I did was @message the group in the chat to draw their attention to it. The purpose of the screencast was to provide feedback on their outline project plan.

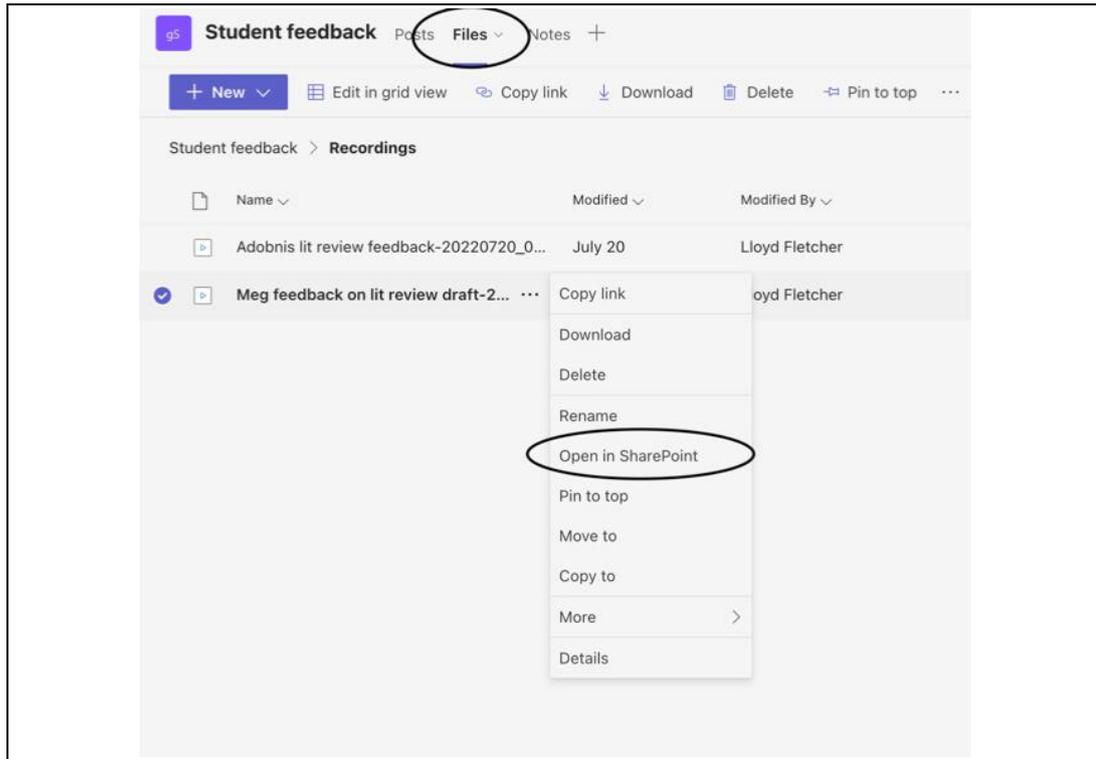


Figure 6: screencast recording in Teams for an individual student: the video is automatically saved under 'Recordings' in the Files tab of my own 'Student feedback' channel (in my own Teams group which I set up); open in SharePoint to manage permissions and sharing.

In this case, the screencast was intended for an individual student, so I recorded it in my private Teams channel. To make it available to them, I had to open it in SharePoint, where the video is also stored.

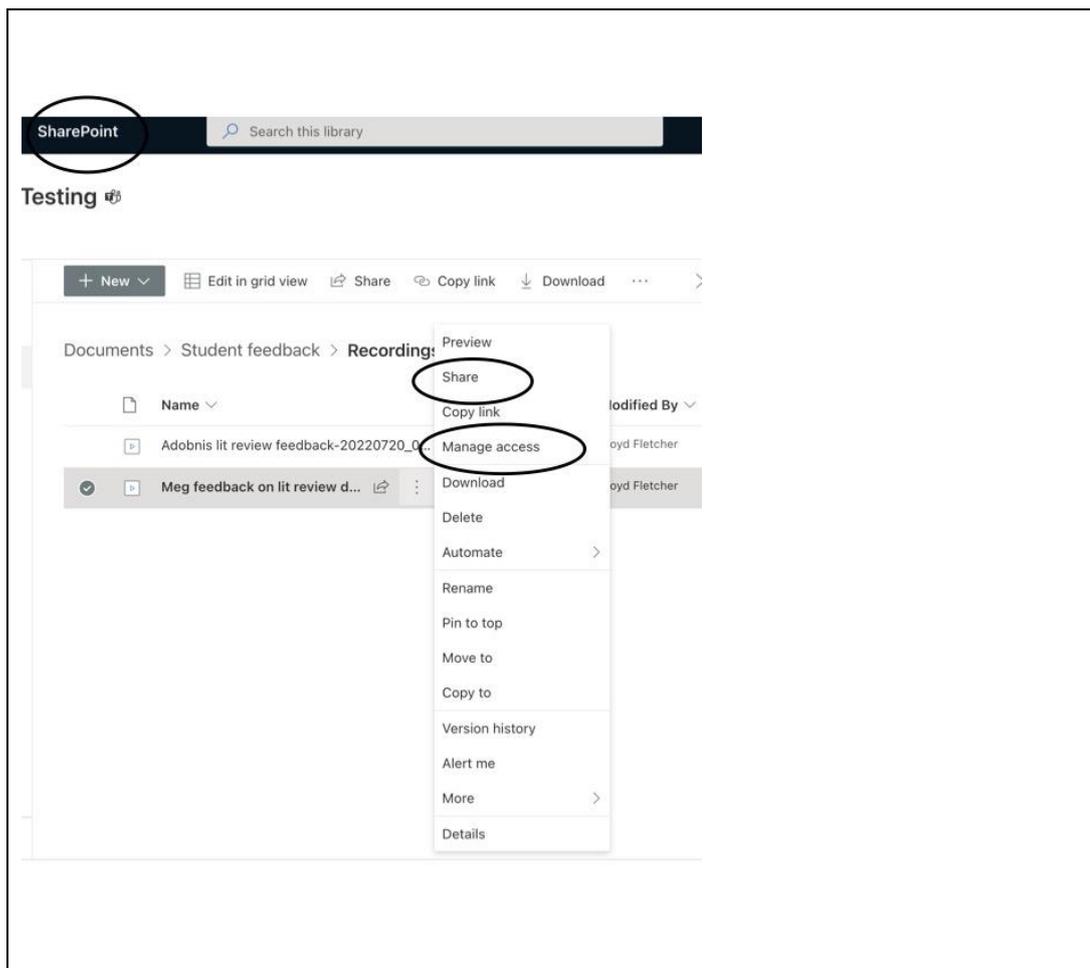


Figure 7: editing video permissions in SharePoint

Once in Stream (on SharePoint), you can manage access permissions and share a link, in the same way you do for other types of files. I added the student as a user who has permissions to see but not edit the video. Then I copied a link to share, and emailed it to them.

APPENDIX: An example screencast 'script'

This is an example of the types of things you might say in your screencast. But do not actually *write* a full script! Just draw on the structure and phrasing that suits your own personal style. You can always have a set of talking point 'bullets' to remind you of what you want to cover. Imagine you are narrating an engaging article that has a beginning, middle, and an end: a cordial opening should set the scene and the student's expectations, suggest how they make use of the screencast; the middle is the 'meat' in the middle where you explain and illustrate your critique, gradually elaborating the 'story'; and at the end you summarise, guide them on what to do next, and sign off.

Beginning:

- "Hi there, Freddie. Thank you for submitting your draft chapter for me to review. I enjoyed reading it.
- "In this video I'm going to talk you through some things you could improve on to achieve the grade you're targeting.
- "Overall, I thought this was quite effective. My main suggestions are around the structure, and making sure you support all of your arguments with relevant literature, and possibly adding a couple of illustrative figures.
- "The highlighted areas on screen are there to make sure I cover the key points. But I'm not going to go through *every* line. I'll focus on some examples in depth, and let you find other similar points to improve. You should 'extrapolate' from what I'm saying here to your work more generally. For example, make sure you use the literature effectively throughout *this* piece, and in *all* your future work too.
- "I suggest a good way for you to use this feedback is to first watch it through while just listening and watching to get an overall impression. You could note down the time code on the video of places you want to return to in particular. Then come back and take detailed notes during a second watch. Focus your notes on what you need to do to improve: you can have your draft chapter open alongside the video so that you can mark it up as you go and take notes.
- "Once you've watched through and thought about what you'll do next, make a note of any remaining questions or puzzles that you want to discuss with me. Please do send me a short, bullet point summary on no more than half a page of what *specifically* you are going to do next in response to my feedback.
- "OK, let's get into it..."

Middle:

- *<the middle part deals with the specifics of the work; what follows are excerpts from a possible narrative; not shown are the simultaneous*

illustrations or movements on-screen as I highlight or point to the areas of the text being talked about>

- "I liked your opening here..."
- ..."I wasn't quite clear what this section heading meant – 'Topic' – try and make it a 'message heading' to signpost the reader, rather than something generic like that, for example 'Selecting a topic for discussion' ...
- ..."You make an important point here, but it needs supporting with a reference; you should avoid just stating your opinion..."
- ..."This is quite a detailed section; you could help illustrate it with a simple diagram showing the process..."
- ..."There is lots of good detail here, but some of these sentences are very long and hard to follow; how about breaking them up a bit, like this one..."
- ..."I thought you could swap this section with the one above for a more logical flow..."
- ..."This phrase shows you *know* the concept, but it's not clear how *well* you understand it. A good way to demonstrate this is with an illustrative example, or put this theory in your own words. So follow it up here with something like 'for example' or 'in other words'. You can make up your own 'mini case' or use one from the literature...."
- ..."You seem to be building an important argument here. But there seem to be a couple of assertions which need backing up with evidence – and there is plenty to choose from! Take a look at the reading list for some empirical data on this issue, and use it. And more broadly, make sure you are using reasoning and evidence *throughout* – not just in the selected sections I've covered here. In other words, use citations from suitable literature to support your discussion..."
- ..."This is a nice clear summary to end on – although the grammar is a bit awkward in the last line – do check that."

Ending:

- "OK, in conclusion, this is a good piece of work. Overall, I'd say you are heading for something in the low sixties as it is now – as we can see by looking at the assessment criteria here ..."
- "... If you think about the points I've raised, and apply these to your whole work, not just the parts I've chosen to talk about, you can push your grade up higher, I'm sure. The key areas for improvement I've talked about are: 1) clearly demonstrating your understanding and command of the literature using citations and examples; 2) making the structure and flow clearer in places; 3) simplifying the language and perfecting the grammar in a couple of areas. Again, look at what the assessment criteria say about all this for the level you want to achieve ..."

- "OK, thanks again, Freddie. I hope you've found this useful. Once you've had a chance to reflect and decide what you're going to do, drop me an email if you'd like to discuss it further, along with your bullet points of next steps. Plus I do have office hours next week if you'd like to chat in person or online. Cheers."