WORK EDUCATION TRAINING HEALTH
HOME COMMUNITY CITIZENSHIP

Literacy: a learning spiral for life

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

Presenter: Janice Torrens

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

Academic Literacy - overview

"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 *D*iscourses (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:
  - o Pronunciation
  - o Grammar points
  - o Alternative sentence structure
  - o Formal and professional presentation
  - o Assignment structures and layout
  - o Research techniques
  - o Academic referencing

References

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