The Study

The problem addresses "How can video technologies such as screencasts enable participation and contribute to learning activities and group strategies among students?" Our interest lies in exploring the ways students approach and combine screencasts with other learning resources.

The case: Students are introduced to biographical interview techniques during a classroom based lecture. The students continue the interview work as part of a group assignment. This is supplemented in the course by a number of screencasts.

Data collection: Observing lectures, observing tutoring and interviewing students in study groups.

Preliminary Findings

- Students apply the same learning strategies when using screencasts as when reading literature.
- Students employ an individual and separate approach when using screencasts, as opposed to a collaborative approach.
- Students appreciate the variety and multimodality of screencasts.
- Students employ a linear approach when using the videos. They watch them once and then move on to other learning resources.

Further Studies

Our preliminary studies and findings lead to a number of new questions:

- How might teaching designs enhance the collaborative affordances of screencasts?
- How might the use of screencasts enhance student participation in settings initiated by students?

The Intention is

- to enable transfer of the instructional parts of a classroom lecture to a screencast
- to enhance collaborative activities, eg. discussing the content of the screencasts in study groups
- to provide multimodal learning resources
- to encourage a nonlinear approach using learning resources guaranteeing the students’ access to the screencast anytime during the course.

Video Affordances

Transferring instructions from a class setting to online video was based on a number of assumptions about the affordances of screencasts:

- Media: Possible for students to combine watching and discussing the subject.
- Temporal: Instructions available to individual students and study groups when the instruction is most relevant to their own work, eg. linear and nonlinear.
- Navigation: Possible for students to replay parts of instructions to enhance understanding (Bower, 2008).