



# Using Screencasting to Promote Revision Skills and Writerly Agency in a First- Year Writing Classroom

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# The First-Year Writing Program at a Glance



6 full-time lecturers, over 30 part-time instructors, 4 graduate students



Offer three first-year writing courses: ENG 100 (co-req), ENG 101, and ENG 102



Provide students with 100% open access learning materials



The curricula is centered in rhetoric and composition studies



Each course utilizes (and embraces) the Writing Process

# Engaged Learning with a Flipped Classroom

Make learning objectives clear at the beginning of the class

Do most difficult activities in class with instructor help

# What is Screencasting?

- ▶ Screencasting is the "digital recording of computer screen output, also known as a **video screen capture** or a **screen recording**, often containing audio narration" ("Screencast").
- ▶ Popular screencasting tools:
  - ▶ Screencast-o-matic, Screencastify, and Vimeo
  - ▶ Panopto and Zoom
- ▶ Popular uses:
  - ▶ Instructor videos/presentations
  - ▶ Instructor feedback

# Literature Review on screen recordings

- ▶ Research has focused on how writing instructors can use screen recordings to deliver more robust feedback (Thompson and Lee, 2012; [Seanan Kelly and Charles Banaszewski, 2018](#)). These studies find the conversational nature of screen casting makes teacher comments on student writing more accessible to students than extensive, written comments in the margin of an essay (Thompson and Lee, 2012, p. 3).
- ▶ In another context, Sheu and Fehrmann (2020) studied screen recordings of undergraduate psychology students who were completing a library research activity (p. 275). The researchers found that while over half of the students indicated on the survey that they had found full-text articles, the screen recordings showed that they did not (p. 277).
- ▶ Only more recently have screen recordings been used to get a comprehensive view of the writing process (Kessler, 2020; Wingate and Harper, 2021).

# The Writing Process



"The Writing Process" image was created by Sarah M. Lacy

- ▶ Writing is a recursive process
- ▶ Focus less on the final product and more on how a student got there
- ▶ "Embracing writing as a process helps apprehensive writers see that writing is not only about grammatical accuracy or "being a good writer" (Lacy & Gagich).
- ▶ BUT...students sometimes resist revisiting their final drafts because it is already "done"

Figure 1: A screenshot of "The Writing Process" by Sarah Lacy from [A Guide to Rhetoric, Genre, and Success in First-Year Writing](#)

## Melanie's Pedagogical Question:

How to urge students to engage with the final steps of the writing process?

Reread

Revise

Edit

# Melanie Gagich's ENG 100/101 and ENG 102 Revision Video Assignment

- ▶ Created in fall 2021
- ▶ Integrated in all my sections of ENG 100/101 and 102
- ▶ Complete one for each final project
- ▶ Due on the same day as their final drafts
- ▶ Worth Active Participation points

## ENG 100, 101, and 102 Revision Video Assignment

### What is the assignment?

The Revision Video Assignment asks that you create a video using screencast freeware (e.g., Screencast-o-matic) to demonstrate your revision strategies for each major project in the class. In these videos you will narrate the changes you make to your essays and why you are making them. They do not need to be “fancy” rather they should demonstrate your writing and revision processes.

### What is the purpose of the assignment?

The purpose of this assignment is to help you become a better writer by thinking about your revision strategies. Again, these videos do not need to be perfect but should show you reworking and working through your revision of your essay. Also, I think that sometimes showing is clearer than only telling, so this provides you an opportunity to move beyond *only* creating written responses.

### What are the requirements?

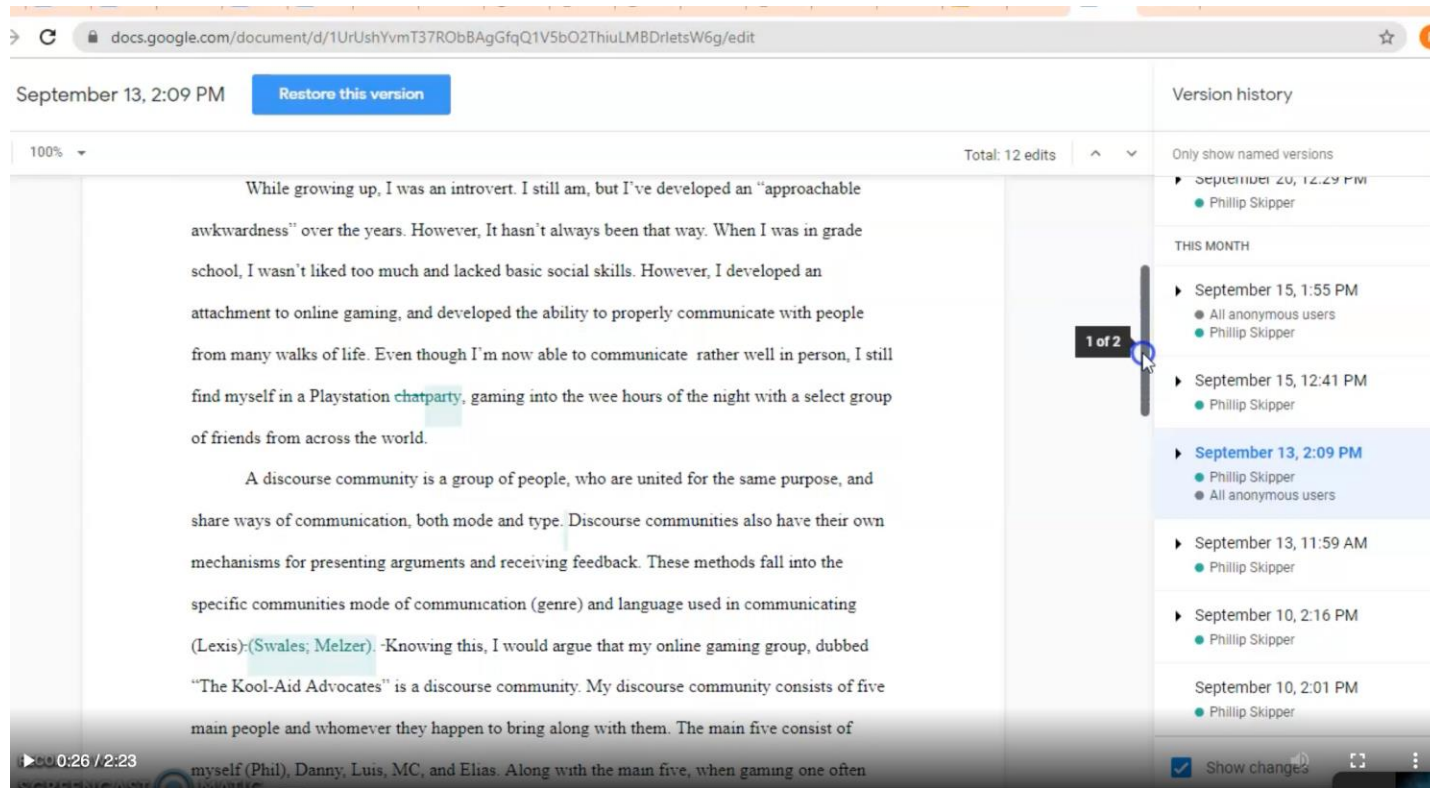
The videos should

- be between 2-5 minutes in length
- include narration (describe what you are doing and why you are doing it)
- include evidence of you making significant (and less significant) changes to your essay (this should include showing your “version history” in Google Docs and/or referring to comments made by me and your peers.
- If you already completed your revisions/edits, use the “Version History” to describe what you changed and why you changed it over the course of the project.

Figure 2. A screenshot of Melanie Gagich's [Revision Video Assignment](#)



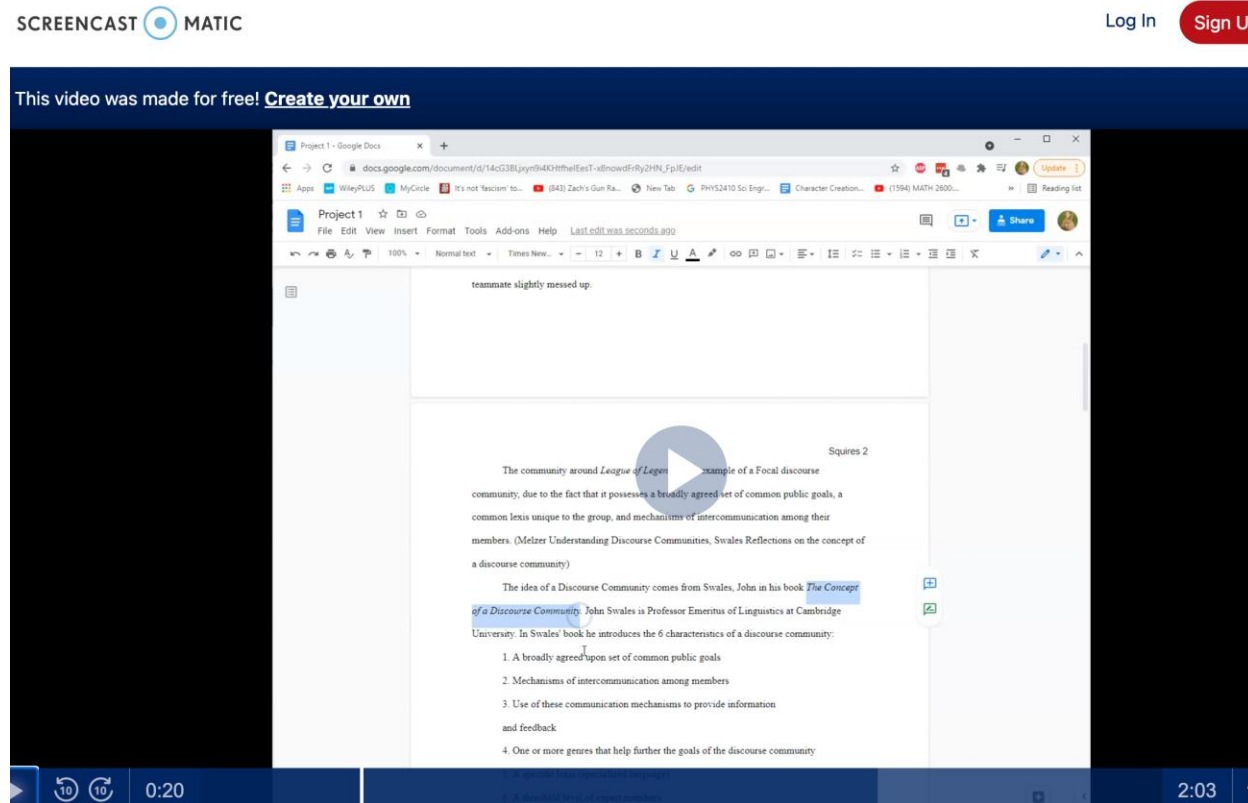
# Student Example



A screenshot showing the student using the "Version History" feature on Google Docs to demonstrate their revisions over time

Figure 3: A screenshot from a student's revision video, used with the student's permission.

# Student Example



Click on [this link](#) to see the student's revision video:

Figure 4: A screenshot of a student's revision video, used with the student's permission.

**Spring 2022 Student Responses to the Revision Video Assignment  
(having completed one for their first major project)**

<b>Class and Responses</b>	<b>Positive Response</b>	<b>Negative Response</b>	<b>Unsure / Unconnected</b>
<b>ENG 100 (12 out of 12 responded)</b>	9	1	2
<b>ENG 102 (19 out of 21 responded)</b>	10	5	4
<b>ENG 102 Web (asynchronous) (15 out of 19 responded)</b>	15	0	0

# Student Responses

"I feel that it wands [sic] helpful for me and my teacher because it helped both of us understand how my essay changed and improved" (ENG 100)

"Very helpful for editing" (ENG 102 Web)

"It is helpful to be forced to review my work so that I actually make improvements to it rather than just thinking its [sic] fine the way it is" (ENG 102)

"...Personally it was difficult to fully describe my thought process while going through the essay. Also it felt almost awkward" (ENG 102)

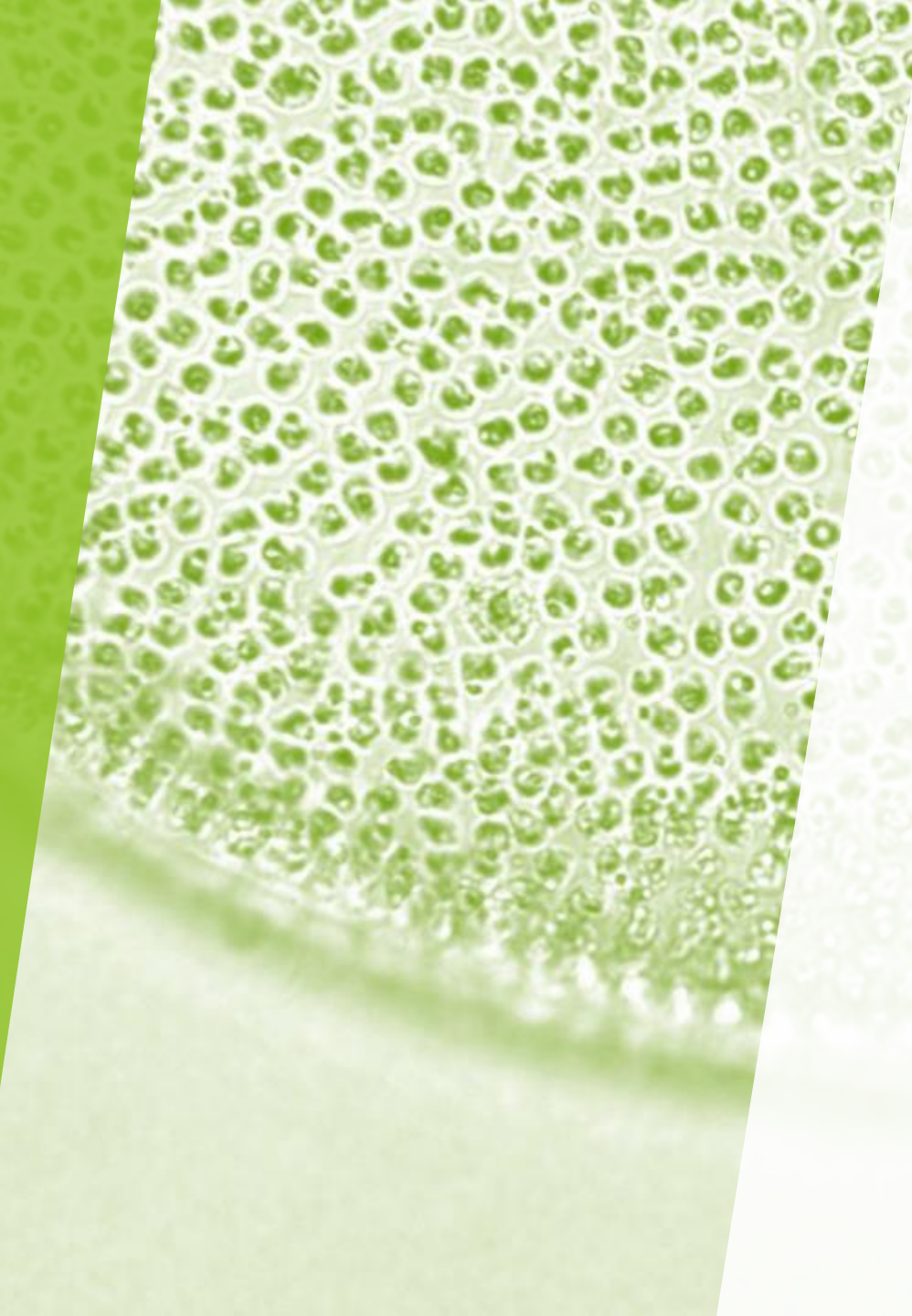
# Takeaways

## Benefits


- ▶ Reinforces digital literacy skills
- ▶ Students can show me what they've done
- ▶ Urges students to revisit their work
- ▶ It's fun to watch their videos!

## Challenges

- ▶ Requires some class time to introduce the assignment/tools
- ▶ Students may feel uncomfortable
- ▶ Students may not want to revisit their work
- ▶ I feel obligated to respond to their hard work - increases grading time



Julie's ENG  
100 Screencasting  
assignment



- ▶ How to record the screen
- ▶ At any point in this process, record your screen for five minutes, preferably with a computer program ([QuickTime for Mac](#) and [press windows key + G to record a program in Windows 10](#)). You can also set up your smartphone to face your laptop and record, but it might be hard to see the details on the screen like this. If you do not have access to a smartphone with a camera or a laptop that can screen record, you may keep a process log, which is a written description of each action that you do for five minutes while researching, reading, taking notes, or writing.

## What is the Composing Process?

# What is the Composing Process?

1) Find your specific topic (in some way related to writing studies) and create your search terms for Google Scholar and/or the Michael Schwartz library article database.

Examples: Communication in nursing, communication in physical therapy, health literacy, mental health literacy, media literacy, communication in basketball/volleyball/diving/etc., communication for videogame streamers, communication and video games, how video games are discussed in education, and many more possibilities.

2) Use Scholar.Google.com and type your topic into the search bar. Limit your search results to within the past two years. Read the titles and find one that is interesting to you. If the PDF is available for download (link on the right of the title), download it and save it.

If the PDF is not available through Google Scholar, type the title of the article into the OneSearch on the library.csuohio.edu web page to see if it's available. If it does not show up, try another one or contact a CSU librarian (216-687-2478) or chat through the webpage to help access the article. See the how to find academic articles walkthrough video for complete details on accessing an academic article.

3) Read, skim, and take notes on the article.



# What is the Composing Process?

4) Put the article away and write in your own words the answers to the following questions (at least 500 words).

What field are the authors writing in?

What is the importance of this study?

Describe the existing work on this topic, how the authors came to the conclusions in this article (methods), the findings, and the conclusions.

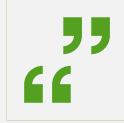
What studies should be done after this one?

5) In-text citation: pick up the article again and find the page number for the information that you recorded. Write these page numbers at the end of the sentence in parentheses like this (80) for MLA and like this (p. 80) for APA. Include signal phrases (author's last name says) throughout the essay.

6.) Create a Works Cited (MLA) or References (APA) page with your article.

7.) Write a reflection on the article and your screen recording/writing and research process. Answer the following questions (at least 500 words).

# Article Reflection



In what ways did you (or did you not) relate to the content of the essay?



Could you picture how the authors collected the data or the kinds of findings they recorded?



What parts of the article were the easiest or most difficult to understand?



Did you like the article?

# Process Reflection



Describe what you see in your screen recording (or process log)



Do you think these actions are typical of your writing/research/reading process?



How did you learn to do these actions?



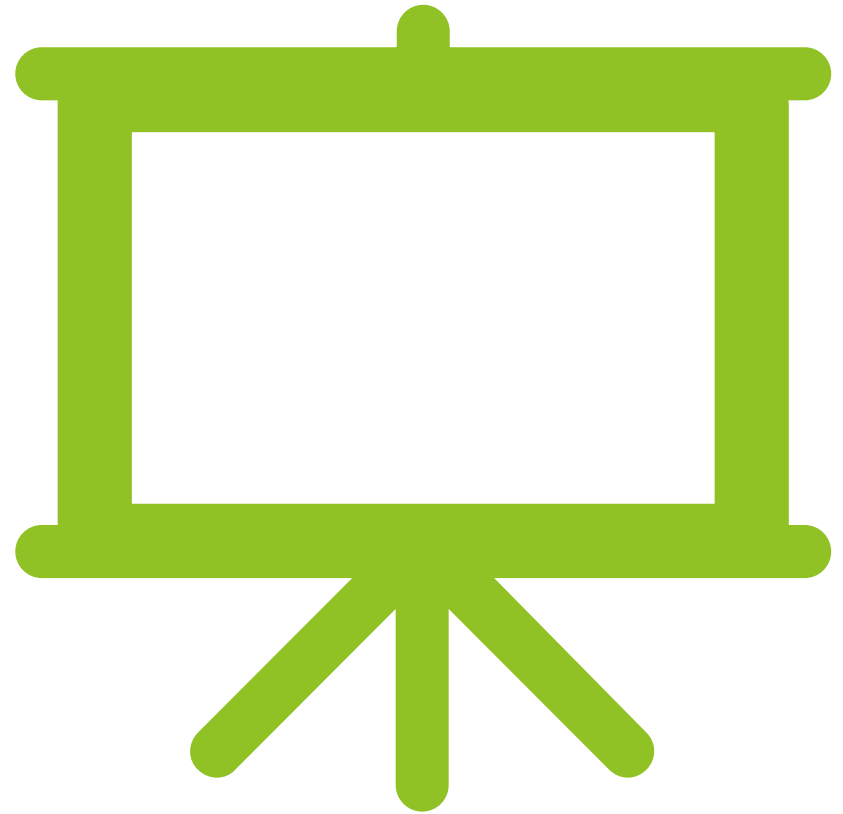
Do you think you should improve these processes? How? Why or why not?



What did you realize from recording your actions while writing/researching/reading?

# Preliminary Findings

- ▶ Students were able to write more detailed reflections with the help of the screen recording.
- ▶ Because this was the first time requiring a screen recording, I was worried that it would be difficult. However, students did not find the screen recording overly complicated.



# Potential Future Research Questions

## ► *Perception*

How do first-year writing students react to screen recording assignments? What do students write about their screen recording experiences? How can instructors use screen recordings in the first-year writing classroom? In what ways do students perceive screen recording assignments? Does assignment context affect student perceptions of screen recording assignments? How do students react to reading research about screen recording?

## ► *Revision and meta cognition*

Did instructors see a connection between screen recordings and revision strategies? Did students report a connection between screen recordings and revision strategies? What did students learn from the screen recording?

## ► *Process and tools*

What kinds of applications are students using? How do students navigate their on-screen sources? How do students tie together different online applications in their writing process?

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