

EdTech Application:
Screencast Feedback with ScreenPal
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June 16, 2024

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Feedback plays a crucial role in enhancing the quality of learning experiences by enhancing motivation, encouraging self-efficacy, promoting self-regulated learning, strengthening the relationship between instructors and learners, and improving both the learning process and outcomes (Joseph-Edwards & Edwards, 2022; Thompson & Lee, 2012). Yet, written feedback can be unclear, prone to misinterpretation, and overlooked in online settings, as highlighted by Joseph-Edwards and Edwards (2022).

Technology, like screencast feedback, offers clearer, more detailed feedback, cultivating a stronger rapport with learners, and ensuring timely delivery, ultimately leading to improved learning outcomes (Kilickaya, 2016). Screencast feedback fits well with Education 4.0 principles, focusing on personalization, accessibility, and effective communication, as underscored by Nura et al. (2021).

ScreenPal, formerly Screencast-O-Matic, is a notable application for creating screencasts, offering video feedback with various devices. This paper explores the functionalities, strengths, and limitations of ScreenPal, concluding with a summary of its capacity to enhance pedagogical feedback practices for 21st-century learners in educational contexts.

Screencast

A screencast is a digital recording that combines audio narration with visual footage of a user's device screen activities, providing a detailed overview of the processes and interactions on the screen (Kharishma, 2020). According to Ali (2016), screencasting allows instructors to record and project content from their devices onto screens. In addition to video capturing, screencasting incorporates features such as narration and annotations, enabling instructors to

provide commentary and explain what is being displayed on the screen (Joseph-Edwards & Edwards, 2022).

Feedback

Thompson and Lee (2012) highlighted many learners do not value the feedback comments because they often encounter frustration due to the challenge of deciphering and interpreting comments on their assignments, leading to difficulties in effectively incorporating such feedback for revision purposes.

Providing learners with meaningful feedback is a critical part of the job as an instructor and one way to keep the learners motivated. Not only does effective feedback support the learners' learning from a content perspective but it is also a way for instructors to connect with their learners and to demonstrate that instructors truly care about their learning and success. As Brookhart (2008) posits, "The power of formative feedback lies in its double-barreled approach, addressing both cognitive and motivational factors at the same time" (p. 2).

With the emergence of Industry 4.0 technological tools, the ways of providing feedback can be pedagogically enhanced through screencasting or video feedback techniques. Thompson and Lee (2012) highlighted how advancements in digital technology enable instructors to leverage innovative tools to foster a motivating learning environment through screencast feedback.

Screencast Feedback

The terms "screencast feedback" and "video feedback" are frequently used interchangeably to describe an educational tool where instructional materials are posted online for learners' access (Mathisen, 2012; Thompson & Lee, 2012; Turner & West, 2013, as cited in Joseph-Edwards & Edwards, 2022).

Screencasting is recognized as an effective method for delivering feedback, acting as an asynchronous dialogue between instructors and learners about their work. Power (2020) extolled its virtues for demonstrating rather than merely “telling” when providing feedback on digital tasks like writing, web projects, videos, and multimedia presentations, offering nearly real-time insights on student outputs. This approach enhances communication and strengthens the relationship between learners and instructors.

Furthermore, leveraging digital technologies - cybergogy (Miranda et al., 2021), screencast feedback not only personalizes feedback but also fosters a stronger connection between the instructor and learner and enhances the instructor's presence in the virtual learning space (Stannard, 2018; Power, 2020; Ali, 2016; Matthew, 2019).

ScreenPal Application

ScreenPal is an excellent simple tool with advanced features to provide visual and auditory assessment feedback (Stannard, 2023; Humphrey et al., 2022). Stannard (2023) underscores that this tool is perfect for beginners and professionals, providing a free version that supports easy screen recording, audio capture, and high-quality video creation. These videos can be directly launched from a browser and shared across different platforms. However, users with a free account will be limited to 15 minutes of recording time.

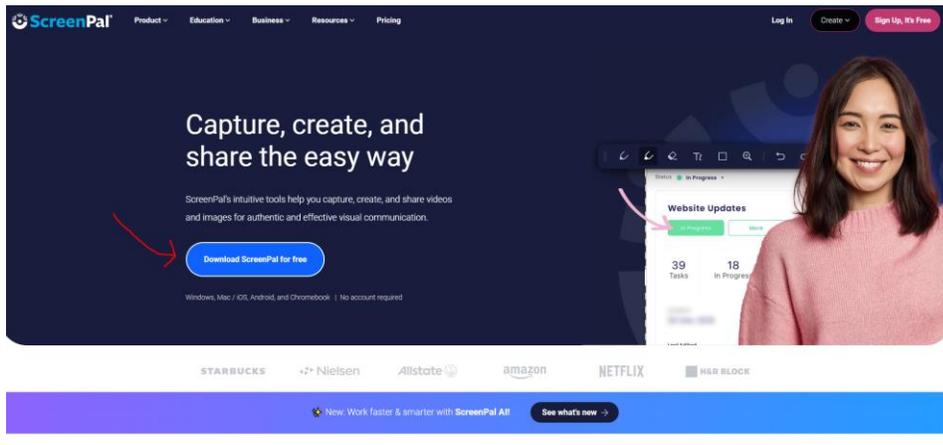
Get Set Up with ScreenPal

Step 1: Download and Install ScreenPal

To start using ScreenPal, download the app (see Figure 1) and install it in minutes. No account signup is needed to begin recording. Press the "Record" button (top right, Figure 2) to start a new screencast video.

Figure 1

Click Download ScreenPal for Free



Note. www.screenpal.com.

Figure 2

Recording without Sign Up

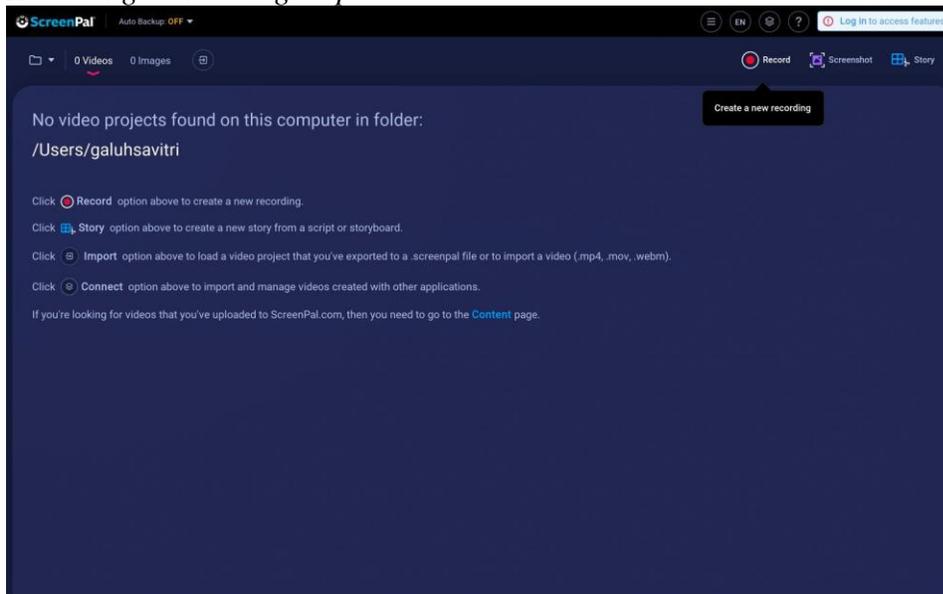
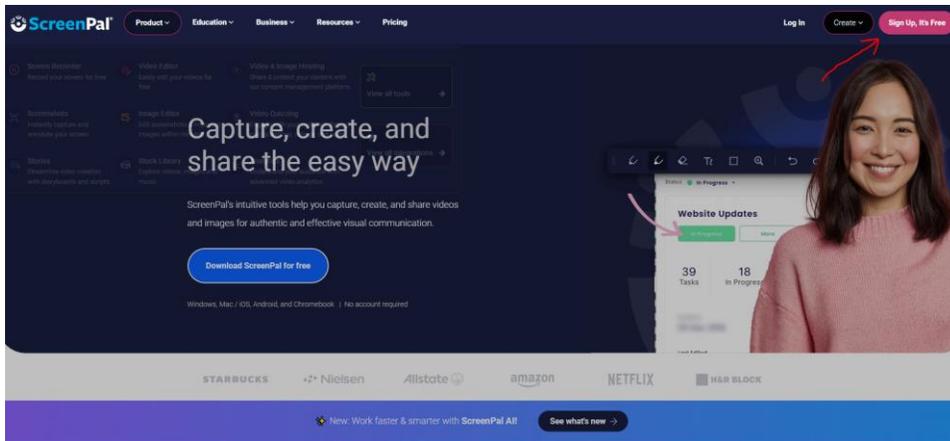


Figure 3

Click Sign Up for Free

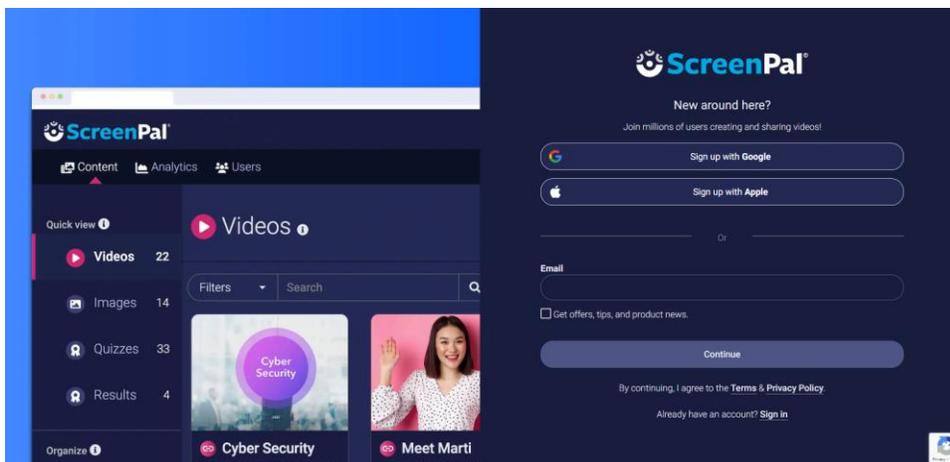


Step 2: Create a Free ScreenPal Account

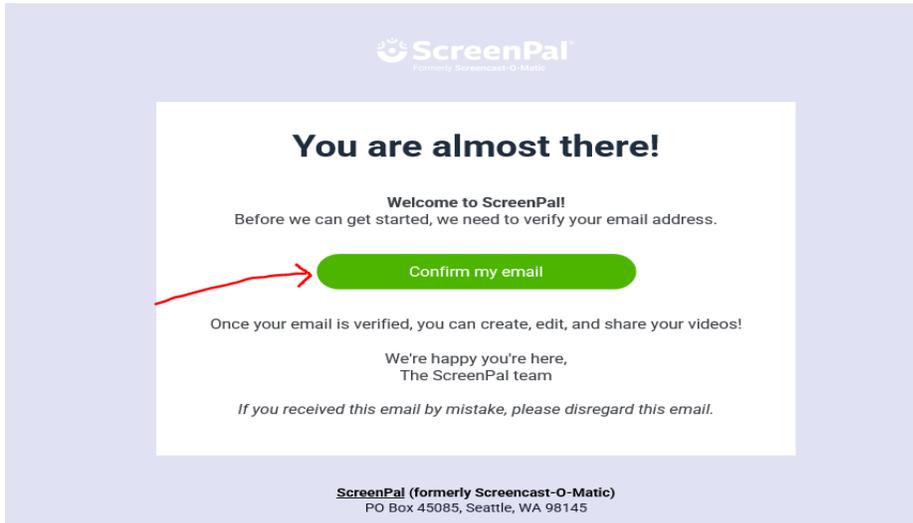
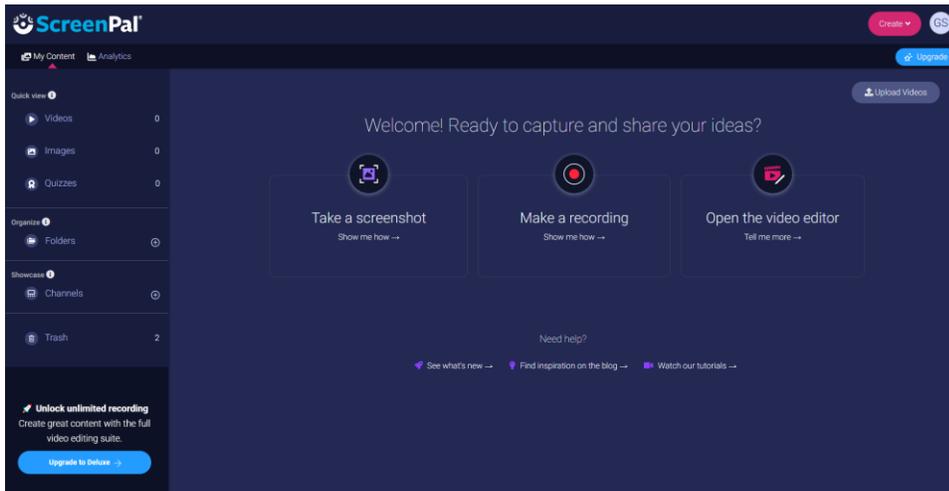
ScreenPal offers secure video storage and access to your video through its platform. To sign up, click "Sign Up for Free" on the top right, as shown in Figure 3. Accounts can be created using an email, Google, or Apple ID.

Figure 4

Create a New Account Using Your Email Address or Your Google or Apple Account



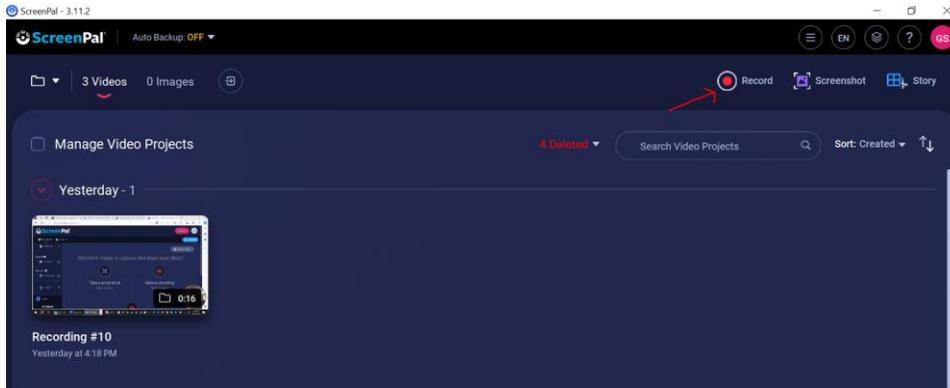
After clicking “Continue”, check your email for a verification message and follow the instructions to complete your account setup (see Figure 5) including entering your name, selecting a secure password, and confirming your choice by clicking Create Account. If you are an instructor, ensure “Education” is selected as your primary purpose for using ScreenPal. Once done, you will gain access to your ScreenPal dashboard (Figure 6).

Figure 5*Verify Your Email***Figure 6***ScreenPal Dashboard***Recording Screencast Feedback with ScreenPal**

Prepare for creating screencast feedback with ScreenPal by ensuring all required documents such as learner work samples and grading rubrics are open on your device. Make sure you are prepared to articulate specific detailed feedback to the learner. This preparation is key to providing meaningful feedback (Power, 2020). Below are the steps for recording the screencast feedback.

Figure 7

Open the ScreenPal Application and Click Record

**Figure 8**

ScreenPal Recording Preferences

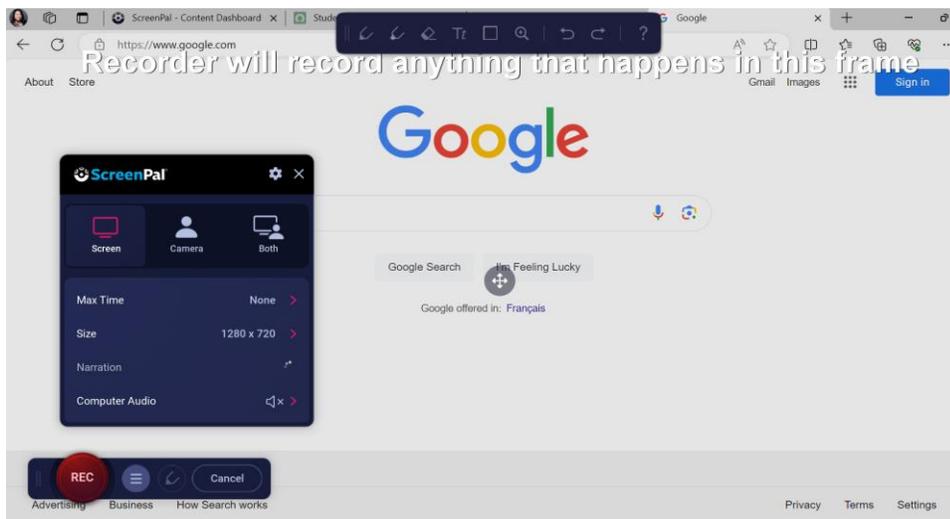


Figure 8 shows how to customize the recording settings including adjusting the frame or choosing full-screen mode from the “Size” menu, enabling microphone narration, muting “Computer Audio” to prevent interruptions from your device, and selecting “Both” screen and webcam as the recording source. This customization adds a personal touch to your feedback, as noted by Power (2020). After setting up, hit “Rec” in the bottom left to start recording your feedback, with options to pause and resume.

After completing your recording, click “Save” (Figure 9), then select a destination folder on your device. Name your recording uniquely and press “Publish” (Figure 10).

Figure 9

Save the Screencast Feedback Recording

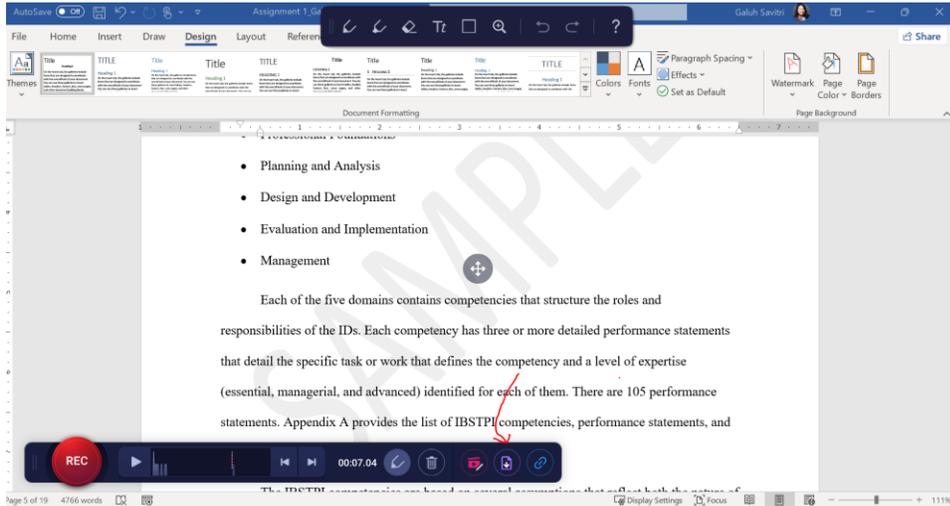
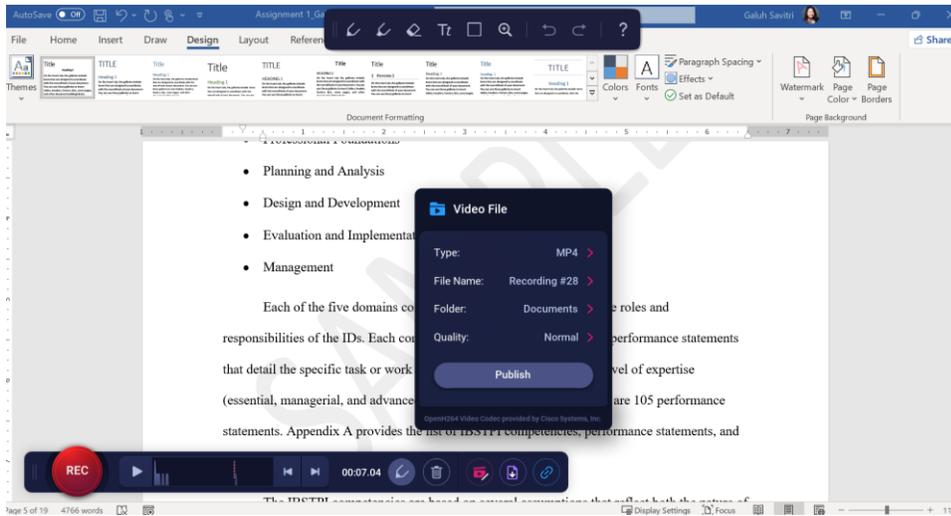


Figure 10

Save Video File

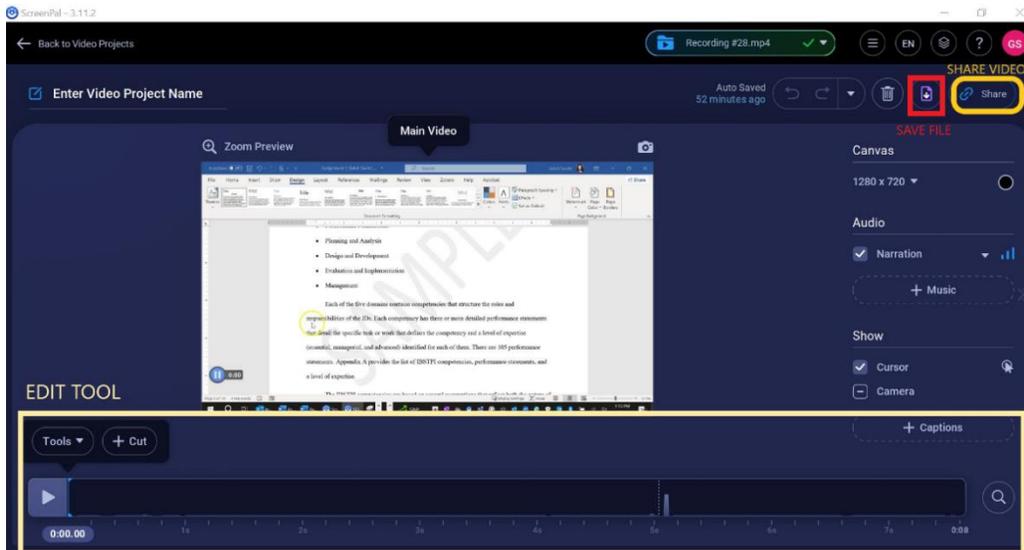


Editing the Screencast Feedback with ScreenPal

ScreenPal offers a cloud-based service for easy management of video projects after publication. After publishing, videos can be found, managed, and edited through the ScreenPal dashboard. Editing tools are accessible at the bottom of your video project on the dashboard, as shown in Figure 11.

Figure 11

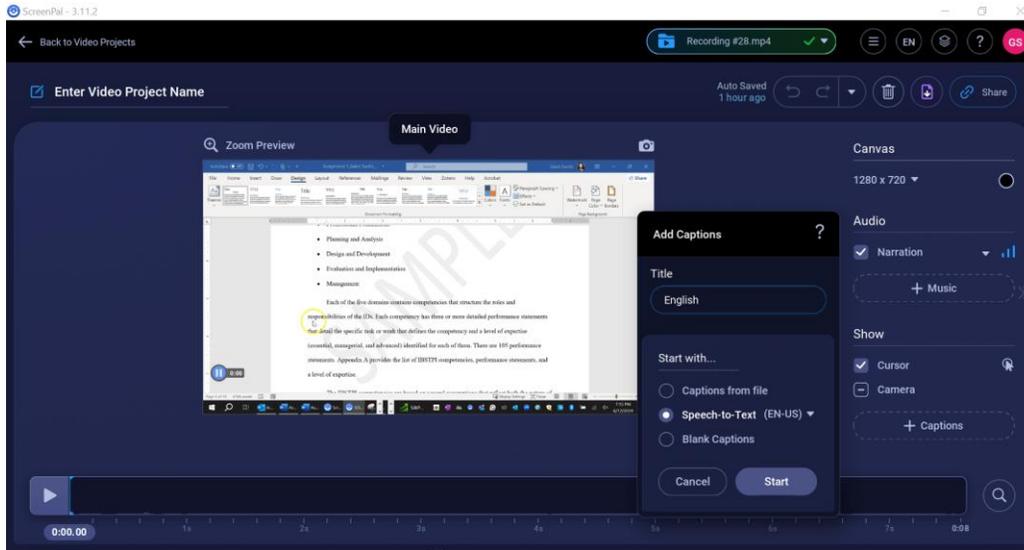
ScreenPal Editing Tool



ScreenPal provides a basic editing feature including the capability to trim videos. In editing, users can incorporate “Speech-to-Text” for adding captions (Figure 12). After you click “Start”, the platform automatically transcribes spoken words into text, allowing users to review and adjust the generated captions for accuracy in spelling and punctuation as needed.

Figure 12

Adding Closed Captions

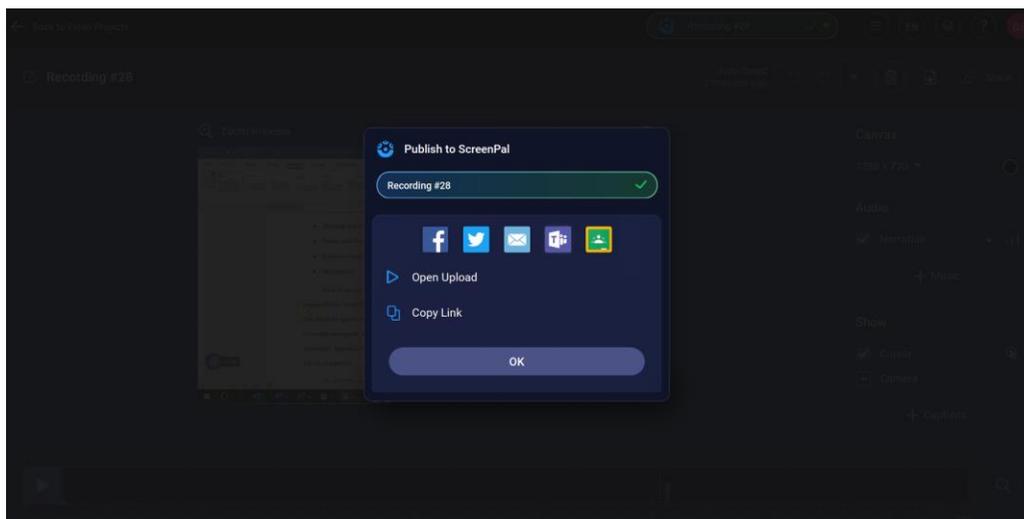


Share the Screencast Feedback to Learners

Once the screencast feedback video is ready, share it using the "Share" button on the top right of the interface (as shown in Figure 11). Copy the video link (Figure 13) and paste it into the rubric's comment area. Additionally, you can upload the video to Google Drive, get its shareable link, add this link to the rubric's comment area, change the rubric document to PDF, and finally, upload the updated rubric to your Learning Management System (LMS).

Figure 13

Share the Screencast Feedback to Learners



Pros and Cons of ScreenPal Application for Screencast Feedback

The pros and cons of using the ScreenPal tool for screencast feedback are outlined in Table 1. Despite its limitations such as minimal editing capabilities and occasional background processes that may hinder device performance upon closing the application, ScreenPal offers a free account with the best balance of ease and functionality. This tool is relatively straightforward. Its user-friendly design ensures that instructors can quickly adopt it without needing extensive training or advanced editing expertise, facilitating the creation of effective screencast feedback.

Table 1

Free Account ScreenPal Pros and Cons for Screencast Feedback

Pros	Cons
1. Easy to use: user-friendly and straightforward	1. Limited editing options
2. Good functionality: it supports screen capture, video recording, and editing including options for trimming, captioning, and including music tracks	2. Fewer image export file formats in the free account
3. Compatible with Windows, Mac, Android, and Chromebooks	3. Runs in the background
4. No account required	
5. Offer a free version with 15 minutes of recording time	
6. Fully cloud-based with unlimited cloud storage	
7. Shareable and easily integrate the video to any platform e.g., LMS, Google Classroom, YouTube, Google Drive, LinkedIn, PowerPoint, MS Teams, and Dropbox	

The ScreenPal free version suffices for generating up to a 15-minute screencast feedback video, rendering the basic edition features adequate for creating screencast feedback due to its minimal editing demands. Power (2020) and Stannard (2018) highlight that the importance of maintaining a natural flow in screencast feedback is closely aligned with the tool's capabilities. Their perspective emphasizes the value of delivering constructive commentary seamlessly integrated into the learning experience, rather than interruptive edits or excessive modifications.

ScreenPal ensures secure screencast feedback sharing via a "Share" link, keeping feedback private to learners. This link can be embedded in assignments, added to LMS comments, or used in course rubrics, protecting feedback confidentiality while enabling easy distribution.

Conclusion

In summary, screencast feedback stands out as a key advancement within the Education 4.0 framework, significantly improving the feedback mechanism for learners. By delivering personalized, clearer, and more detailed feedback, screencast feedback fosters a closer relationship and a sense of support, potentially mitigating the limitations associated with traditional written feedback.

My examination of the ScreenPal application demonstrates its advantage in providing screencast feedback. Despite its limited editing features and occasional performance issues, ScreenPal is easy to use and offers a compelling option with its free version accommodating up to 15 minutes of feedback video, catering well to meaningful feedback requirements. This tool aligns with the concept of seamless integration of feedback into the learning process, as suggested by Power (2020) and Stannard (2018), focusing on natural delivery over complex edits.

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