Using Screencasts in Your Classroom v1

The variety of options available for creating screencasts and recorded lectures can be overwhelming. In an effort to help navigate the options, we've documented common requirements and solutions that Furman instructors have implemented via the scenarios below. We've also created a visual decision tree for selecting the appropriate technology.

1. **Screencasts based on PowerPoint** - I want to provide students with mini-lectures with voiceover that are mainly based on existing PowerPoint (or Keynote) slides. I want to highlight certain aspects of the slides by zooming in, circling, drawing arrows, etc., but I don’t really need to make many handwritten notes.

![Moving Windows](https://example.com/moving-windows)

- Simple functions
- Result is usually associated with the cell at the center;
- In the 3 x 3 neighborhood, nine cells, are used as input for the function
- Special rules for edges

2. **Screencasts with significant amounts of handwriting** - I want to provide students with mini-lectures with voiceover that are similar to Khan Academy lessons with a good bit of handwriting.

![Brain Diagram](https://example.com/brain-diagram)

3. **Lectures that require more real-estate and handwriting resolution than a tablet or PC can provide** - I tried using the Wacom tablet and iPad, but I need more room. I can’t fit everything I need onto those screens. I just want an easy way to record myself at the board.
4. **Embedded Quizzes** - I want to provide my students with online lectures, but I'd like to intersperse quizzes so that I can gauge student understanding along the way.

5. **Recording a class lecture** - I want to record a lecture as it happens in my class.