

Camtree Digital Library



Exploring the impact of screencasting on blended learner-centred education

Author	Mapako, Silvanos
Title	Exploring the impact of screencasting on blended learner-centred education
Publisher	British Council
Publication date	2025
Download date	2026-03-05 10:55:21
Link to Item	https://hdl.handle.net/20.500.14069/1201

British Council
Partner Schools

**Exploring the impact of
screencasting on blended
learner-centred education
for selected secondary
school students at Escola
Horizonte Verde**

Silvanos Mapako, Mozambique

Exploring the impact of screencasting on blended learner-centred education for selected secondary school students at Escola Horizonte Verde

School context

Escola Horizonte Verde in Tete, Mozambique, is a beacon of educational innovation, offering a Cambridge pathway that harmonises with the Mozambican National Curriculum to foster a bilingual and academically excellent environment. The school's commitment to technology enhances a learner-centred approach, allowing students to delve into digital tools for collaborative and creative learning. Life skills are paramount, with a focus on digital literacy, critical thinking and effective communication. A holistic vision encompasses physical well-being and emotional intelligence, while celebrating diversity and multilingualism. Extracurricular activities and community service initiatives further enrich the students' experience, ensuring they are well prepared to excel in a rapidly evolving global landscape. Escola Horizonte Verde is dedicated to nurturing well-rounded individuals poised for future success.

About the author



Silvanos Mapako, based in Mozambique, holds a Diploma in Education, a Bachelor of Education in English Language and Literature, a Master of Science in Business Management, and a Master of Education in

Advanced Teaching and Learning. Currently, he serves as the School Academic and Welfare Director at an International Cambridge Curriculum school. His responsibilities include teaching and learning, child protection, safety and a special focus on professional development. Silvanos aims to enhance educational practices by integrating technology for a learner-centred approach.

Key findings

- The implementation of screencasting tools has had a positive impact on both students and teachers, with 89 per cent of students reporting that these tools enhance their engagement and understanding of complex topics by providing clear, structured and interactive content.
- The flexibility of pausing, rewinding and replaying screencasts allows students to learn at their own pace and aids in effective exam preparation. Despite initial apprehension from 28 per cent of students about the technical aspects, the majority find screencasting tools beneficial for various study contexts.
- Teachers have also responded positively, with 92 per cent appreciating the action plan, boosting teacher confidence, and benefiting from collaborative learning and ongoing support. However, it is essential to address the technical apprehensions of some students and continue providing support to both students and teachers to ensure the seamless integration of screencasting tools into the learning process.

Exploratory Action Research questions

1. How is screencasting being utilised in the classrooms?
2. What do my colleagues perceive as the challenges and opportunities of integrating screencasting into their blended teaching practices?
3. How do students engage with screencasting during blended learning activities?

Action Research rationale

Escola Horizonte Verde, situated in a remote area, faces challenges due to limited qualified staff. To address this, internal development becomes essential. By embracing digital technologies, existing staff can enhance teaching practices, compensating for the scarcity of external expertise. Additionally, the availability of varied electronic materials supports blended learning, allowing teachers to create personalised experiences for diverse student needs. Furthermore, students ask for potential expert support, even remotely. Lastly, the shift towards online homework and projects necessitates digital literacy for both students and teachers, enhancing productivity. In summary, integrating digital tools promotes learner-centred education, empowers staff and prepares students for a dynamic future.

Data collection tools

Methodology

For the first question, I can perform classroom observations to see first-hand how screencasting is being utilised and its impact on student engagement.

For the second question, I can organise a focus group discussion with four main subjects' teachers to identify the challenges and opportunities they perceive in integrating screencasting into their blended teaching practices. This method will encourage interaction and the sharing of diverse perspectives.

For the third question, I can administer student surveys to eight students to understand their engagement with screencasting during blended learning activities.

Both teachers and students, including their guardians, have given their consent.

Data analysis for the exploration stage

Key findings from exploration

Screencasting technology is used in 80 per cent of classrooms at Escola Horizonte Verde for delivering audio-visual lessons, making education more efficient and accessible. It helps 75 per cent of educators connect with students after hours and during vacations, and supports 70 per cent of educational activities such as homework distribution and remedial instruction. This technology aids in 85 per cent of exam review sessions and is used by 90 per cent of teachers to present multimedia content, improving students' understanding of complex topics.

However, 73 per cent of faculty members cite the lack of essential ICT tools, and 64 per cent point to insufficient internet connectivity as significant challenges. Additionally, 55 per cent note that lack of parental involvement hinders student motivation and assignment completion. Despite these issues, 100 per cent of educators acknowledge screencasting's potential benefits, with 82 per cent agreeing it improves familiarity with modern technologies and 73 per cent believing it enhances students' knowledge and skills. The need for advanced ICT infrastructure is highlighted by 64 per cent, and 55 per cent emphasise the importance of professional development. Approximately 100 per cent of students show engagement in lessons and extracurricular activities, though more than 50 per cent struggle with consistent attention. There is no observed student collaboration via screencasting, but 70–80 per cent of students demonstrate consistent coursework engagement.



Action Research

Action plan

Planned action: Professional development for educators to enhance the use of screencasting.

1. Objectives of the training programme

- Equip educators with the technical skills required to use screencasting tools effectively.
- Develop instructional strategies to integrate screencasts into the curriculum.
- Foster a collaborative learning environment through peer mentoring and sharing best practices.
- Address educators' concerns and provide ongoing support from a subject matter expert.

2. Duration and structure of the sessions

Introductory workshop: one day. Introduce screencasting tools and their potential applications in teaching, including demonstrations and initial hands-on practice.

Hands-on training: two days. Focus on developing technical skills through individual and group activities.

Instructional strategies workshop: one day. Dedicated to developing and sharing instructional strategies, including designing lesson plans and activities that incorporate screencasts.

Peer mentoring sessions: weekly meetings over one month. Regular meetings for teachers to share experiences, challenges and best practices, fostering a supportive learning community.

Follow-up and support: ongoing for one month. Bi-weekly online meetings with a subject matter expert to provide ongoing support and address any technical or instructional challenges.

3. Number of teachers involved

Total: 12 educators

4. Tools and platforms to be used

Screencasting software: Free apps such as A-Z (best for mobile screencasts).

Videoconferencing tools: Microsoft Teams for hosting online meetings and follow-up support sessions, and Zoom as an alternative platform for Videoconferencing and virtual workshops.

Collaboration platforms: Google Classroom for sharing resources, assignments and collaborative work; Microsoft OneNote for note-taking, collaboration and sharing best practices.

Face-to-face workshops: On-site training sessions at Escola Horizonte Verde, providing hands-on experience and direct support.

Online meetings: Microsoft Teams for follow-up and support sessions, ensuring continuous access to expert guidance.

Action plan evaluation tools

To evaluate the professional development action plan, the following methods will be used:

1. **Pre- and post-training surveys:** Online surveys (e.g. Google Forms) will measure changes in teachers' knowledge and confidence. Surveys will be distributed before and after training.
2. **Teacher feedback:** Qualitative feedback on training sessions will be gathered using forms (online or paper) at session endings and follow-up meetings.
3. **Observation and evaluation:** Classroom observations and peer evaluations will assess the practical application of screencasting tools and strategies.
4. **Student feedback:** Student surveys and focus groups will evaluate the impact of screencasting on engagement, learning and performance.
5. **Performance metrics:** Data analysis of grades, assignment submissions and test scores will assess screencasting's effectiveness.
6. **Continuous improvement:** Regular review meetings and feedback will drive updates to the training programme.

These methods enable Escola Horizonte Verde to measure the programme's impact and refine screencasting practices through data-driven insights.

'Screencasting tools have significantly enhanced my learning experience by providing visual and auditory aids that cater to different learning styles and for the demonstration of complex concepts in a step-by-step manner, making it easier to understand and retain information.'

Student participant,
Escola Horizonte Verde

Data analysis and conclusions

Action plan implementation

This Action Research journey presented both rewarding experiences and notable challenges. Hosting workshops faced logistical difficulties due to the unstable political situation, which sometimes impacted participant attendance and engagement.

A delightful surprise was the immense support from parents and teachers across the entire school, even those outside the scope of the research. Their enthusiasm and encouragement bolstered the initiative, making it a collaborative effort that transcended the initial project boundaries.

Possible challenges also included ensuring consistent internet access for all participants, as connectivity issues occasionally hindered the smooth implementation of screencasting tools. Additionally, some students and teachers faced initial apprehension about using new technology, requiring extra time and effort to build their confidence.

However, these obstacles underscored the resilience and adaptability of our school community. The collective effort and positive feedback have been instrumental in driving the project's success and will serve as a valuable lesson for future initiatives. Encouraging peer mentoring and regularly assessing and addressing any emerging challenges will ensure the sustainable integration of innovative tools and methods in our educational practices.

Key findings

The implementation of screencasting tools has had a positive impact on both students and teachers, as 89 per cent of students report that these tools enhance their engagement and understanding of complex topics by providing clear, structured and interactive content. The flexibility of pausing, rewinding and replaying screencasts allows students to learn at their own pace and aids in effective exam preparation. Despite the initial apprehension from 28 per cent of students about the technical aspects, the majority find screencasting tools beneficial for various study contexts.

Teachers have also responded positively, with 92 per cent appreciating the action plan. The technical training has boosted the confidence of 83 per cent of teachers, and 75 per cent have successfully integrated screencasts into their curriculum. Collaborative learning and ongoing support from experts have been particularly beneficial for 67 per cent and 83 per cent of teachers respectively.

However, to achieve the main goal of the Action Research, it is essential to address the technical apprehensions of some students and continue providing support to both students and teachers to ensure the seamless integration of screencasting tools into the learning process.

Conclusions

The implementation of screencasting tools at Escola Horizonte Verde has yielded significant positive outcomes. These tools cater to diverse learning styles and simplify complex concepts, enhancing students' understanding, retention and exam preparation. Students appreciate the flexibility and interactive nature of screencasts, which allows them to learn at their own pace. Positive feedback from teachers indicates increased confidence and effective integration into the curriculum, highlighting the success of the action plan. Collaborative learning environments and continuous support from subject matter experts have also proved beneficial.

Impact on Escola Horizonte Verde

The successful adoption of screencasting tools has created a more dynamic and interactive learning environment at Escola Horizonte Verde. This improvement can serve as a model for other educational institutions worldwide, demonstrating the value of integrating technology into the classroom to enhance the overall learning experience.

Global learning and enhancements

The findings from this action research can be shared globally, promoting the use of screencasting tools to support diverse learning needs and improve student engagement. Schools around the world can benefit from the insights gained at Escola Horizonte Verde, adopting similar strategies to enhance their educational practices.

'The technical training provided through the action plan has greatly increased my confidence and competence in using screencasting tools, allowing me to integrate them effectively into my curriculum and create more engaging and accessible lessons for my students.'

Teacher participant,
Escola Horizonte Verde

Future actions

To build on this success, it is essential to continue providing technical training and support for educators. Developing more instructional strategies to integrate screencasts effectively, encouraging peer mentoring and sharing best practices will further enhance the learning experience. Additionally, monitoring and addressing any ongoing concerns or technical challenges, and exploring new ways to make screencasting tools even more engaging and accessible, will ensure continuous improvement in the school development cycle.

Acknowledgements

I would like to express my profound gratitude to the Escola Horizonte Verde Board of Directors, which I am privileged to be a part of, for their unwavering support and commitment to this research. Special thanks to the School Principal and his dedicated staff members, whose co-operation and assistance have been invaluable.

I am deeply appreciative of our students for their enthusiastic participation and engagement in this study. To the parents, thank you for consenting to your children's involvement and for your trust in this initiative.

I extend my heartfelt thanks to the British Council for providing the opportunity to carry out this research and for their ongoing support.

A special mention goes to AI, which proved to be an incredibly useful companion, particularly in assisting with grammar and spell checks throughout this project.

Lastly, I am eternally grateful to my family for their moral support and encouragement, without which this endeavour would not have been possible.

Thank you all for your contributions and support.

References

- Kilickaya, F. (2016). *Use of Screencasting for Delivering Lectures and Providing Feedback in Educational Contexts: Issues and Implications*. In M. Marczak & J. Krajka (Eds.), *CALL for openness* (pp. 73–90). New York: Peter Lang.
- Koshy, V. (2010). *What is Action Research?* London: SAGE Publications Inc.
- McNiff, J. (2013). *Action research: Principles and practice*. London: Routledge.
- Molineux, J. (2018). *Using action research for change in organizations: processes, reflections and outcomes*. *Journal of Work-Applied Management*. Bingley: Emerald Publishing.
- Ruffini, M. (2012). *Screencasting to Engage Learning*. *EDUCAUSE Review*. Boulder: EDUCAUSE.
- Schwartz, D. (2024). *How technology is reinventing K-12 education*. Stanford: Stanford Report.
- Timotheou, S., et al. (2022). *Impacts of digital technologies on education and factors influencing schools' digital capacity and transformation: A literature review*. *Education and Information Technologies*. New York: Springer.