



Interactive Technology Screen Recording Checklists for Students

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"I found the checklists to be very powerful, especially as the class itself was coming up with the 'must have' concepts, not the teacher handing them out. When peer conferencing about their problems and videos, the 'must have' process was another component that helped lead the conversation."

—Colleen Henry, Auburn School Department, Auburn, Maine

Purpose

Ms. Henry and her grade 2 students created checklists to help them make higher quality screen recordings of their thinking during mathematical problem solving. The checklists ensure that recordings are easier for classmates and teachers to view and understand and can help generate more meaningful critiques.

How do they work?

Students use a general screen recording checklist for all recordings and a companion "must have" checklist with criteria specific to given assignments.

Screen Recording Checklist

After Ms. Henry's class began making screen recordings and videos, she noticed that many students were unsure whether their videos were complete. She wanted to help them think through the characteristics of a quality video for these types of math assignments. Ms. Henry's district has been emphasizing transparency in teaching and learning targets, so she decided that students could also benefit from clear learning targets for their recordings. Ms. Henry and her students started the process of creating a general checklist by viewing student videos they had already made and talking about the characteristics that made some of them high quality. She then turned this list of ideas into a checklist of expectations.

Students use the checklist while planning, recording, and reviewing their own videos. The checklist also gives other students and teachers something to work from during critiques of videos, and helps to reinforce the concept that although something might not be high quality yet, with more work every student can improve. Ms. Henry finds the checklist extremely helpful for students, and she plans to use a checklist like this in the future.

"Must Have" Checklists for Specific Assignments

By using the screen recording checklist, Ms. Henry's students know how to include all the characteristics of a quality math video. But they are also benefiting from short checklists that explain expectations for specific assignments. As students worked on more

challenging problems as the school year progressed, Ms. Henry noticed they were skipping important aspects of the problem-solving process or their explanation. She decided her students would benefit from short companion “must have” checklists. These short lists include the four or five most important ideas or concepts to include in a screen recording for a specific assignment. The students in her class write each “must have” list together as part of the launch of a lesson or problem, and they practice using the list as a whole class before starting to work individually or in small groups. Students also refer to the “must have” lists during peer conferences about their video explanations.

Example “Must Have” Checklist

The example below was created for a geometry task during which students made various quadrilaterals. Students’ screen recordings for “Shape 2” had the specific criteria shown.

“Must Have” List for Shape 2

<input type="checkbox"/>	1. Shape must be a quadrilateral
<input type="checkbox"/>	2. Shape must have ONLY 2 right angles
<input type="checkbox"/>	3. Shape must LOOK like a quadrilateral
<input type="checkbox"/>	4. I must explain these vocabulary words: quadrilateral right angle

Example Screen Recording Checklist

Is My Video Complete?

	 Got it!	Not yet. I need to work on this part some more.
I can hear my explanation.		
I say what problem I am solving.		
I see a picture that helps explain my thinking.		
My picture and my writing are clear and easy to read.		
My explanation is easy to understand.		
I explain the math words (when needed).		
My math is correct.		