



How Video Powers In-Person Learning at any School District



A Video Introduction: It's Here to Stay

As the return to the classroom has continued, educators have quickly learned that there is no going back when it comes to the role of video in any classroom environment.

The pandemic rapidly spurred a dire need for innovation in education. And video became an absolute necessity in order for K-12 teachers to be able to provide the best possible learning outcomes for students.

More than 100 million videos were created using Screencastify in the 2020-2021 school year. Screencastify videos were created in over **70% of U.S. districts**, with one district alone making more than **425,000 educational videos**. And now, more educators are expanding and redefining the value of video technology for in-person learning as teachers and students have returned to the classroom.

In this ebook, you'll learn how innovation through technology positions your district's teachers for present and future success. You'll discover why video will continue to play a major role for in-person learning. And you'll see how professional development will position your educators for continuous success during the ongoing evolution of video's essential role in education.

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Part 1:

Successes During a Pandemic

There's a consensus that despite the unpredictability and unprecedented challenges, school districts and their teachers did many things well, making the most of a difficult situation during the pandemic. The lessons were learned often on-the-fly, but they were lessons that have proven invaluable even as teachers and students return to more traditional classroom environments. And it all began with flexibility.

Empowering adaptability

In districts around the country, there was a collective realization of the new barriers to learning and engagement that students faced. There was also an acknowledgement that there was an urgent need to be adaptable and address them.

Teachers were brought into students' homes in ways they had never been before and were given a first-hand view of distractions and interruptions that prevented students from always being able to join the class at a synchronous time. It also gave a closer view of what individual students needed in terms of personalized learning. This brought the need for adaptability and innovation which led leading school districts to respond by empowering teachers with the technology such as video creation tools needed to produce more asynchronous learning materials.

Building on wins

Whether it's always visible or not, teachers must solve unique problems on a nearly day-to-day basis with their students. However, administrators and districts themselves were — and still are — also faced with solving unique challenges during the pandemic such as:

- Varying amounts of devices for students and staff
- Inequity in access to reliable Wi-Fi
- The ability to provide technical support

Tips for Your District

How can asynchronous video improve student learning?

- Individualized videos and assignments **make learning more personal** in blended, hybrid, or flipped classrooms.
- Interactive videos **help teachers gain insights into students' completion of video assignments** and understanding of subject matter.
- Creating videos for **frequently asked questions or topics** that need repeated explanation frees teachers for more 1:1 time with students.

Districts were required to support teachers and students, and take a “meet them where they are” approach both in terms of their learning and where they are physically. These lessons often were unexpected, but also resulted in victories that can be applied going forward to continuously improve technology in school districts.

Listening is more important than ever

However, even when succeeding through new challenges and building on those successes, there will still be obstacles. And it's important to foster an environment where it's OK to be open about those obstacles. As Sarah Mageson, Coordinator of Connected Learning at Tippecanoe School Corporation, said this of lessons she learned during the pandemic:

"As somebody who works at the district level, what I have seen is that we've given teachers and students and families the permission to say 'I'm not OK,' or 'I need something' ... Then that permission led to the teachers being more innovative and using things that maybe they had access to before but they didn't think about using it that way.

"And then that innovation builds connections between teachers and students. My own kids had much deeper connections with their teachers last year than prior years because that teacher really needed to know the individual students and their needs and to be able to meet those needs."

How Tippecanoe Schools Leverage Video for In-Person, Remote Learning

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Part 2:

From Struggle Comes Innovation

Successes were borne from the struggles brought by the pandemic. One notable success was the fact that teachers and district administrators took advantage of an opportunity to move the adoption of tech into their classrooms forward several years in the span of only months. The full breadth of the advance won't be fully understood for maybe years, but there will be no turning back.

As Sarah Margeson indicated, success and needs can be a catalyst for innovation. This was most evident in the case of teachers being provided with video creation tools for their remote, blended, and hybrid classrooms. Video in place of lecturing isn't a new concept for districts. However, there was a large movement of leveraging video beyond use by teachers.

Thousands of creators through video

Students have countless avenues to create video outside of the classroom. Educators have found that empowering students to create their own video content inside the classroom improves engagement and fuels imagination. Providing the best tools to create gives every student a voice.

Video can be used to:

- Collect quick check-ins with students to gauge their well-being.
- Encourage students to pause and reflect on the learning process.
- Have students walk through their response to a question or prompt.
- Facilitate students providing each other with feedback and comments.

Listening is more important than ever

Shannon Thacker Cregg teaches visual arts at Medina Valley Independent School District. In order to safely coordinate her largest initiative in the 2020-2021 school year — building an art and design career fair for nearly 1,000 students that featured professionals from around the San Antonio area — she turned to the district-provided video tool in Screencastify.

Tips for Your District

How can your entire district benefit from video innovation?

- **The speed of video for communication:** Video makes sending messages across entire districts and communities fast and simple, while creating more of a connection than email.
- **Encourage a revisit of successes:** Remind teachers to revisit what worked in the past year and that those video assets can be reused and repurposed.
- **Position teachers to lead instructional initiatives:** Your teachers are on the frontline every day. Connect teachers who have mastered video creation with other teachers to share best practices.

"I wanted more community involvement in my classroom, but I teach about 850 students," she said. "So if I wanted all of my students to meet an artist, that person would have to be there all day for six straight days. Sending them a Submit assignment and letting them create a video just works better and it's easier for everyone involved."

Replicating but not replacing teachers with video

Teachers are the most valuable resource for students and cannot be replaced. But you can find ways to help teachers be more efficient and extend their voices. Over the past two years, more teachers have begun to create videos that students can go back and watch as many times as they need rather than trying to decipher notes written during the school day. With this resource that can keep renewing and reusing.

Video unleashes power of self-paced learning

Christine Barford, Director of School and District Partnerships at Modern Classrooms Project, points out how districts can empower limitless access to learning through instructional practices powered by video.

*“I think **one of the best things that happened over the last year and innovation was this ... unrestricted access to learning.** And none of the practices that we saw last year need to be relegated to the era of COVID,” she said.*

“Teachers know how they want to spend time in their classrooms — it’s a matter of whether or not they have the skills and kind of the roadmap to do it right. Can we help them build the roadmap and the understanding of the instructional practices that need to take place to get them there?”

A discussion of the power of self-paced learning, mastery-based practices

Learn More

Part 3:

A New View of Technology in Education

As mentioned, video's role has only grown and has contributed largely to the new view of technology in education. However, video is just a part of a larger trend of technology's increasing role in education at the classroom, school and district level.

Set sights on more active roles for parents

Access to technology has provided parents the ability to play an entirely new role in their child's learning and given them a full understanding of the challenges and successes faced. Options to ask questions or receive updates were limited in the past, however, with asynchronous tools your teachers can ask complex questions while conveying the right meaning and tone. Teachers are also able to provide more detailed responses to discuss performance or address concerns.

Envision students learning at their own pace

Barford added that districts that work with the Modern Classrooms Project to train their teachers have indicated that both parents and students recognize the power of video and the level of flexibility that could exist in any learning environment.

While the structure of school previously was rigid with a set number of hours per day and work to take home, parents and students questioned that traditional design. There is a strong desire for districts to provide a self-paced learning structure that:

- Lets students control the pace of their learning
- Allows for personalized learning for each individual
- Promotes true mastery while building confidence
- Supports students' emotional needs

Tips for Your District

How does technology encourage communication from parents?

- **Provide different avenues** for contact: phone, text, email, video messaging
- **Use translation and transcription** features to remove any language barriers
- **Let parents participate** in their students through video assignments

7 Ways Teachers Can Communicate With Parents Using Technology

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See more ‘diversification of instruction’

As Screencastify’s director of partnerships Shaun Conway points out, video can change the way students view their own pace of learning and adapting the speed to what works for them.

*“No matter how hard teachers worked five years ago, **there’s only so much you can do within those confines of having a teacher teach and having students learn,**” he said. “So now, when we think about the diversification of instruction — what if I can listen quicker and I can put video on at 1.5x speed? What if I needed to really slow down and I need to watch it five times to really get it? Every one of those 25 or 30 kids, they’re all learning and listening and reacting on different levels. And so it’s that idea of challenging the norm of what we previously had done.”*

Why Differentiated Learning is in Classrooms for Good

[Read More](#)

Part 4:

Tech Empowers Student and Teacher Learning

Video is a tool for teachers to create the best learning outcomes. However, it's also the avenue for teachers to experience this type of learning themselves through professional development.

By learning through the same medium that they'll teach, teachers are able to diversify their instructional practices in a way that many teachers have sought to do for years.

It has opened new doors for educators, however, video in its current form isn't necessarily the end in and of itself. When given the most innovative technology and opportunity, teachers will innovate. Teachers truly are the leaders in refining and developing new pedagogical approaches. So how can districts continuously support innovation?

Share teachers' successes and skills

Teachers have been forced to quickly adapt to many different learning environments in the past two years. But not each teacher faced the same challenges and it can't be assumed that successes and newfound skills were able to be shared with others. It's crucial that district's enable teachers to share their experiences and strategies for navigating their individual situations.

Teachers must be allowed to adapt at their own pace, however. We've talked about self-paced learning for students and the benefits of letting them build an authentic understanding as they advance. This approach can prove equally valuable for teachers. According to Christine Barford of the Modern Classrooms Project, teachers the organization works with are most receptive and have the most exceptional results when they're able to learn new skills when they're ready to learn them in the same way that students learn in a self-paced setting.

Play to individual teachers' strengths

Sarah Margeson of Tippecanoe School Corporation stresses that, like students, teachers will have individual needs in order to succeed with technology. Districts must evaluate those needs and provide tools that fit the widest range of skill sets and experience levels.

"There's this misconception that if you're a good in

Professional development:

Learn how your teachers can master video in the classroom



Tips for Your District

How can successes be shared in your district?

- **Build a repository** of the most valuable resources and most viewed videos.
- **Encourage "teacher leadership"** and internal professional development from those who have achieved mastery.
- **Foster a community** with ongoing dialogue.

person lecturer that you don't want to innovate or you're anti-video," she says. "It's more about supporting our [individual] teachers with the things that they need [in order to innovate]. It's thinking about 'what is that teacher's strength?'... and bring it forward."

If it's broken, you don't have to fix it

Technology is incredibly powerful but if it doesn't work if the technology is not helping your lesson or if it's a limited technology in scope of capabilities, if it doesn't improve what you're trying to do then scrap it. If it's not creating best outcomes for students, scrap it.

Kim Nidy, Director of Technology at the North Canton City School District, is a strong believer in the TPACK model. And when it comes to limiting digital fatigue for the technology piece of the model, she has a goal: avoid pushing teachers off of what she describes as a “digital cliff”.

She does this by providing frictionless tools so teachers can stay focused on the pedagogical and content aspects of TPACK and create the best learning environments for students. That also means quickly parting ways with “shiny new tools” without a purpose or goals or avoiding them all together.

*“What I've been trying to shift toward is helping teachers to stop worrying about technology,” she said. “I keep saying that we shove people off the digital cliff. But **technology should be the piece that empowers the pedagogy piece** and helps you to get your content across to students ... and not get in the way.”*

Ohio district follows model of simplicity for creating best student outcomes

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Final Thought

Empower innovation

Teachers face unprecedented challenges in ensuring each student's unique educational needs are met while navigating privacy, digital fatigue, and the barriers of text-based communications. In order to be innovative, teachers must be provided with innovative tools — tools that allow them to maximize their time and help achieve true and measurable learning outcomes for students. Through video technology and continuous support, districts can empower teachers to accomplish more, create visible student success and inspire new ways of learning. Every student, every teacher and every school — amplified.

About the contributors



Sarah Margeson

Coordinator of Connected Learning, Tippecanoe School Corporation

Prior to joining the TSC Technology Department, Sarah taught high school math for six years. She holds two degrees from Purdue University, including a Masters in Instructional Design and Technology. Sarah is a Google Certified Trainer and Certified Education Technology Leader (CoSN.) She is married to a teacher and is the proud mom of two sports-loving boys.



David Chan

Director of Instructional Technology, Evanston Township High School

David has been the Director of Instructional Technology for 8 years at ETHS, where he also taught math and science for 10 years and was the Technology Integration Specialist for 5 years. David is an online instructor with Northwestern University's Center for Talent Development, an adjunct instructor with National-Louis University, the conference coordinator for IDEAcn, and a Google Certified Innovator and Trainer.



Christine Barford

Director of School & District Partnerships, Modern Classrooms Project

Christine has spent the last several years coaching school leaders and their teams towards improving student outcomes. Christine spent 10 years prior as a teacher and school leader with KIPP schools. Christine worked across the K-12 spectrum with KIPP Massachusetts' schools as Director of Teaching and Learning, supporting school leaders on curriculum, coaching, use of data, and leadership development.



Shaun Conway

Partner Solutions, Screencastify

Prior to joining Screencastify, Shaun was a classroom teacher and building administrator for more than 10 years. During his time in education, Shaun worked to expand blended learning strategies and 1:1 initiatives, while always focusing on meeting teachers and students where they are. Shaun is a Golden Apple Scholar and Distinguished Alumni from Illinois State University's Department of History.

**Watch the panel's full webinar
for more on the role of video
in the classroom**

Learn More

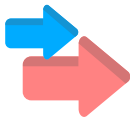
Begin your district's path to better learning outcomes

The new workflow for your educators



Create

No matter the educational environment, Screencastify makes learning more personal. On-demand videos complete in-person, blended, hybrid, and flipped classrooms, allowing to be in many places at once without the need to rely on text-based communication mediums to do so.



Share

Screencastify promotes visible student success, helping make student voices heard and visualize their thinking through activities like speech and language practice, comprehension exercises, and interactive slide presentations. Videos are automatically saved in Google Drive, providing immediate access to the link for sharing.



Assess

Your teachers gain an entirely new view of student progress. With secure insight into students' completion of video assignments and understanding of subject matter, video creation makes the evaluation of comprehension and their individual journeys visible in ways previously not possible.

Are you ready to improve learning outcomes in your school or district?

Connect with Screencastify today

