
TECHNOLOGY AND LEARNING

FALL 2010

PROJECT 2

*TOOL ANALYSIS, DEMONSTRATION,
AND CLASSROOM USE*

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INTRO TO JING

What is
Jing?

- Jing is an application that allows you to capture what you see on your screen and share it with others by using screenshots or short videos.

Where can
you get it?

- <http://www.techsmith.com/jing/>
- <http://www.jingproject.com/>

How much
does it cost?

- Free Version
- Jing Pro - \$14.95/year



Free Version

- Screen Capture & Editing
- 5 Minutes of Screen Recording
- SWF Video
- Screencast.com Free Account - 2GB of storage



Jing Pro

\$14.95/yr

- Screencast.com Free Account- 2GB of storage
- 5 Minutes of Screen Recording
- Screen Capture & Editing
- SWF & MPEG-4 Video
- Unbranded Videos
- Share Instantly to YouTube
- Recording from Webcam



Windows System Requirements:

- Windows XP, Vista, or Windows 7
- Microsoft .NET Framework 3.0
- Broadband recommended

Mac System Requirements:

- Mac OS X 10.4.11, or 10.5.5 or later
- QuickTime 7.5.5 or later
- Broadband recommended

Learning Theories

- Jing would fall into the Cognitive Constructivist learning theory because Jing gives students more control over the learning. Jing allows students to actively participating in their learning which is contrary to the behaviorist theory of being just passive learners.
- Jing is a multimedia tool combining images, words, sounds and video depending on how its used. With the use of multiple mediums we start to see that dual-coding theory come into play. If we look at Mayer's Cognitive theory of multimedia learning he finds that people learn more deeply from pictures and words than from just words alone. (Mayer 1998) With that in mind we can better understand how using a tool such as Jing could be beneficial to a student's learning.

Related Research

- **Chapter 10 -Jazzed about Jing**

Margarita Bianco & Dave McCollom

- A chapter in the Colorado University Online Handbook discusses Jing and some of its uses in higher education. The article discusses uses of Jing for face to face and online courses. The chapter discusses using Jing as a tool to use to help communicate with students and a way to teach. Some of the suggestions were to use jing to respond to emails, give weekly lesson summaries, provide feedback, etc. The article finishes up with reflections provided by students who have actually used Jing and their feedback on the tool

- **E-Learning Tools for STEM**

By Maria H. Andersen, Muskegon Community College

- In this article Anderson list six tools she describe as useful for STEM instructors to use online. One of the tools describe is Jing stating "Jing...has made more of a difference in my online courses than any other." She goes on to provide examples showing how the application can be used. In her online courses she uses Jing to capture screenshots and short videos. The example in the article is help solving a math problem. Anderson states that once her students get the hang of using Jing they began using it to assist one another. Here we see Jing encouraging collaboration and problem solving amongst the students. (Anderson, 2009)

What does Jing do? What is it used for?

Capture a picture of your screen

Record video of onscreen actions

Share instantly over IM, email or web using a simple web link



How does Jing support learning?

Jing is a helpful tool to use when communicating via email, IM or web

Could provide support for online distance learning

Simplify online group work by making communication quick and easy

How can Jing be used in the classroom?

This type of tool could be useful in many classroom settings especially at a distance.

Students can use Jing to demonstrate learning.

Give feedback to students as you record their digital assignment.

Make impromptu "how-to" videos for parents to explain school-related online resources.

Record a question about what you're working on for the teacher. Show exactly where you're confused.

Capture images from the web and copy them into your handouts.

Record educational websites that have exercises for students who might need a little extra help. Show them where to go and what you'd like them to do.

Make quick guides to help students in the computer lab.



JING DEMONSTRATION



[*Jing Demonstration*](#) – Click to follow link

1. First log on to www.techsmith.com/jing to download the application.
2. Click **Download** from the Jing Home Page and choose your operating system to begin download
3. Near the end of the process you should be prompted to sign up for **Screencast.com**
4. Once the download/installation completes you may begin using Jing
5. Find and launch **Jing**: On Windows, the Jing Sun Launcher is at the top center of the screen. On Mac, it's in the upper right corner.
6. As you move over the “sun” three options will emerge. Choose **Capture** (cross hair)
7. Click and drag the cross hair that appears to make selection and release
8. You now have a choice of video or image, in this demonstration we are capturing an image
9. Use the image tools to add notations, arrows, etc. to your image
10. Once you've captured an image or made a video, you have to decide what you want to do with it. The default output options are **Screencast.com** (left button), **Save** (middle), or **Copy** (right, & only works for images).
11. If you click Screencast.com, your image or video is uploaded to your Jing folder on Screencast.com. Once the video or image is uploaded to Screencast.com, you get a link to it.
12. Next, paste the link into your email, document or online conversation.



JING ASSIGNMENT

1. Download and install Jing on your computer
2. Capture something on your screen or if you like capture a short video of you doing something
3. Paste the URL that has been copied onto your clipboard into your response in Vista

That's all there is to it, Jing is fun and easy to use.

Completed Assignments:

Erin Higgenbotham - <http://www.screencast.com/users/ErinLouise82>

Paula Davis - <http://screencast.com/t/FqzEA4pgC>

Both students followed the video and created screenshots and successfully uploaded them onto Screencast.

CLASSROOM USE

RATIONALE:	Jing could be used in the classroom to increase interest and student involvement. It has a lot of training potential that can be beneficial to parent, teachers and students alike. Students can use Jing to help each other understand concepts through quick screen videos and images, then store and share them online at Screencast.com. Jing not only facilitates learning but also adds a personal touch.
CONSIDERATIONS:	Things to take into consideration would be the age group, prior knowledge and technical skill level of the students. Also making sure instruction is tailored to the group and their needs.
POSSIBLE USES:	Jing can be used in the classroom for collaboration assignments, sharing and providing feedback, communicating with students and parents and also demonstrating how to use software or demonstrating how to accomplish certain computer related tasks.
PRODUCTS:	<ul style="list-style-type: none"> • Video Tutorials • Projects • Group Assignments https://wiki.itap.purdue.edu/display/INSITE/Jing
ASSESSMENT:	Work will be assessed based on the quality and accuracy of information shared through Jing.
CURRICULUM STANDARDS:	<p><i>ODE ACADEMIC CONTENT STANDARDS – K-12 TECHNOLOGY</i></p> <p>Standard 3- Technology for Productivity Applications:</p> <ul style="list-style-type: none"> • <i>Jing is a type of technology tool that supports student learning. The tool can be used to collaborate, plan and produce a product that will enhance their learning.</i> <p>Standard 4 – Technology for Communications Application</p> <ul style="list-style-type: none"> • <i>This tool will allow for communication amongst, parents, students and teachers. It could also provide a means for students to participate in distance education opportunities, thereby, enhancing learning.</i> <p><i>ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS</i></p> <p>STANDARD 1 – CREATIVITY AND INNOVATION</p> <ul style="list-style-type: none"> • <i>Students have an opportunity to be creative when using Jing when working on assignments.</i>
STUDENT LEARNING:	<p>Collaboration – there are many ways that students can use Jing. When working on group projects Jing would be helpful when sharing ideas, how-to videos, etc.</p> <p>Creativity – Students can come up with different ways to use Jing. One way Jing has been used is in distance learning courses. Students used Jing to do a short introduction using pictures.</p>
LESSON PLAN:	The following pages include an example lesson plan followed by the Lesson Analysis and Adaptation Worksheet.

Spanish Speaking Countries	
Objective	The student will be able to label Spanish speaking countries using Jing with 100% accuracy.
Learning Environment	The student will be working individually in a computer lab with internet access.
Learners	The students will be first year Spanish secondary students.
Standards	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
Materials	The only material needed for this lesson is a computer with internet access.
Procedure	<ul style="list-style-type: none"> • Students are given a brief lesson in how to use Jing to take picture captures. This lesson does not require the video use of Jing. • The students are instructed to find a blank map of Latin America and South America to take a screen capture of using Jing. These can be separate captures, one for Latin America and one for South America. • The students are then required to close out any internet windows to prohibit cheating. • The students are then instructed to use the arrows and text features of Jing to label the Spanish speaking countries of Latin America and South America. • The students are then instructed to save their projects to their computers and to a class flash drive for the teacher to have access to the projects.
Application	The students will create a screen capture using Jing to demonstrate their knowledge of Spanish Speaking countries as well as their knowledge of how to use Jing and its features.
Evaluation	<p>The students will be evaluated on this project according to following:</p> <ul style="list-style-type: none"> • 5 points for the correct and sufficient use of Jing • 10 points for correctly labeling Latin America • 10 points for correctly labeling South America

Lesson Analysis and Adaptation Worksheet

Content Area/Topic

Location and Title of Lesson:

Intended Audience for the Adaptation:

The lesson...	Indicators	Comments
Works toward appropriate goals.	<ul style="list-style-type: none"> * Content and technology standards are mentioned. * Standards are for the correct grade level and content area. * Objectives are aligned with standards. * Tasks focus clearly on obtaining the objectives. 	
Requires the use of higher-order thinking skills and “new” literacies.	<ul style="list-style-type: none"> * Students are asked to do more than memorize or understand (e.g., summarize, synthesize, predict, etc.). * Media, visual, communicative, technological, mathematical, and/ or other nontraditional literacies are addressed. 	
Integrates the learning goals.	<ul style="list-style-type: none"> * Communication * Production * Critical thinking * Creativity * Content * Problem solving * Inquiry/research 	
Includes a variety of resources.	<ul style="list-style-type: none"> * Students have choices of materials at different levels. * Materials are available in a variety of modes (e.g., graphics, sound, text, video) and media (e.g., books, films, photos, computer). 	
Engages all students actively in authentic tasks.	<ul style="list-style-type: none"> * Students have roles/tasks to perform throughout the lesson. * Connections are made between the task and real life. * Students must actively search for answers to essential questions. 	
Uses technology effectively, efficiently, and as a learning tool.	<ul style="list-style-type: none"> * The technology makes the task more authentic. * The technology makes the task easier to accomplish. * The technology helps students complete the task faster than without it. * The technology is secondary to the content and goals. 	
Addresses the needs of a variety of students, including ELLs and students with physical and other challenges.	<ul style="list-style-type: none"> * All students can access task instructions. * All students can access task materials and resources. * Students have different ways to accomplish the same objectives. 	
Includes appropriate assessments.	<ul style="list-style-type: none"> * Assessment is aligned to the standards and objectives. * Assessments are fair for all students and not based on one ability (e.g., writing). * Assessments allow students to show what they know/can do rather than what they cannot. 	

LESSON ADAPTATIONS

SCAFFOLDING TECHNIQUES

It would be a good idea to give an overview of Latin and South America by either providing some websites for students to check out or some worksheets.

WHERE WILL THE TOOL BE USED?

According to the Lesson Plan the students will work individually in a computer lab that has internet access.

SCENARIO: NO INTERNET

Materials Needed:

- Blank Map Printouts
- Social Studies Book and Library Books
- Pencil
- Paper
- Scanner
- Computers

We will say that the students are working in the computer lab in the library and the internet is not working in the lab. In this case we would not start by using the computer; the students will come together in small groups (2-3) and work at the tables first.

1. Students are given a brief lesson in how to use Jing to take picture captures. This lesson does not require the video use of Jing.
2. Students will be given blank maps of Latin American and South America
3. Using their textbooks and library resources students will research the different places in South America and Latin America taking notes on one sheet of paper while labeling the maps
4. Students will scan their document and save it to a shared folder
5. Each group will work together to take a screen shot of the scanned map using Jing and then use arrows and text features of Jing to describe certain areas and what they're known for. This could be certain foods that grow in the area, dances, art, etc.
6. The new image can be saved and later presented by the groups.

Students actually have an opportunity to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied this way.

REFERENCES

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