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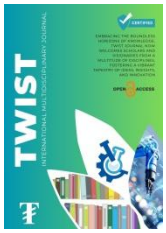

# Reflections on the Adoption of Screencast Video to Reinforce Accounting Content in Initial Teacher Education Training in One Comprehensive University, South Africa

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**Abstract**
Innovative methodologies that incorporate screencast videos in the teaching and learning of accounting education in the context of initial teacher education training bring dynamism to the learning process. Accounting is not just about crunching numbers but understanding the broader implications of financial data. Innovative approaches can make the subject more engaging and relevant to students. This paper aims to reflect on the use of screencast videos to reinforce accounting content in initial teacher education training as a strategy to improve teaching and learning processes in students of the faculty of education in rural universities. The implementation of screencast video technology in accounting education is based on the principles of constructivist learning theory and cognitive load theory, which both support the use of multimedia tools in improving learner understanding and autonomy. Screencast has a pedagogical purpose with valuable resources for students in rural areas who may have limited access to traditional educational materials. It is observed that the interaction with screencast videos provides a visual medium to explain and demonstrate accounting principles, making learning more accessible. Students can watch screencast videos at their own pace, pausing and rewinding as needed. It is reflected in greater motivation and understanding that Screencast videos can serve as a supplementary resource to reinforce classroom or textbook learning. Students can revisit topics for revision or clarification. It is also exhibited in this study that creating screencast videos can be cost-effective, especially when compared to printing and distributing physical materials. This can help reduce the financial burden on students.

**Keywords**
Screencast, Accounting education, Teaching, Learning

## INTRODUCTION

Research has investigated how screencasts and ICT-enhanced methods affect accounting education in rural areas with limited resources. The implementation of screencast assignments leads to better student involvement and academic achievement while enhancing graduate attributes including communication and multimedia competencies (Wakefield et al., 2011; Wakefield et al., 2019). The tools demonstrate particular advantages for students who struggle academically and produce better outcomes in final examinations (Wakefield et al., 2019). The researcher is on option that adoption of ICT-enhanced teaching methods encounters multiple obstacles because of insufficient infrastructure and restricted internet access and differences in student and faculty technological abilities. Students have a positive view of screencasts which indicates that educators should maintain their length and use them to condense lectures or clarify difficult material (Morris & Chikwa, 2014). Institutions should direct their efforts toward enhancing technological infrastructure and delivering ongoing training programs for educators and students to maximize ICT-enhanced approaches.

Screencast videos have proven to be an efficient method for delivering educational content to students. Research shows that screencasts improve learning results across computer information systems and physics and productivity software subjects (Lang & Ceccucci, 2013; Vondracek, 2011; Vellappan et al., 2023). The educational videos enable teachers to demonstrate step-by-step procedures while explaining difficult material and building customized learning paths (Lang & Ceccucci, 2013; Vellappan et al., 2023). Students find screencasts valuable for reviewing course material

and catching up on absent classes and preparing for examinations (Vondracek, 2011; Morris & Chikwa, 2014). Research indicates that screencasts produce a moderate yet substantial effect on student knowledge retention (Morris & Chikwa, 2014). The effectiveness of screencasts increases when instructors maintain brief video lengths and summarize lectures and complex concepts while implementing collaborative group work (Lang & Ceccucci, 2013; Morris & Chikwa, 2014). Students have a positive reaction to screencast videos because they find them both interesting and effective for enhancing their educational experience (Vellappan et al., 2023).

Higher education institutions transform their accounting discipline because of technological progress which demands new teaching approaches and curriculum structures. Students tend to favor traditional teaching approaches but they use information and communication technologies more frequently as additional educational tools (Dimitrios et al., 2013). Digital technologies improve educational processes which demands teachers to learn how to integrate them into their teaching practices (Carcavallo, 2020). The accounting profession faces major changes because of automation which requires educational institutions to modify their curricula to focus on problem-solving and technological competencies (Al-Htaybat et al., 2018). Students adopt pervasive learning in accounting education through big data and personalized learning approaches because educational institutions provide them with technological conveniences (Probowulan, 2022). The developments demonstrate why sustainability must be prioritized in accounting education to enhance accuracy and reliability and maintain relevance in the dynamic environment.

Research indicates that implementing screencast video technology in accounting education leads to better student engagement and performance results. Research conducted by Wakefield et al. (2011) and Wakefield et al. (2019) demonstrates that student-created screencasts enhance both student participation and academic achievement in introductory accounting classes. Students have positively received screencast feedback because it provides them with personalized audio-visual comments that are easy to understand (Marriott & Teoh, 2012). The implementation of screencast videos for teaching productivity software creates uninterrupted personalized learning spaces which help students focus better while completing tasks efficiently (Vellappan et al., 2023). Student-created screencast assignments help students develop essential graduate attributes including communication skills and creativity and multimedia abilities while simultaneously enhancing their final examination results especially for students who perform poorly (Wakefield et al., 2019). The research indicates that screencast technology serves as an effective educational resource to improve accounting instruction while meeting professional requirements for graduates with diverse skill sets. This reflection discusses how the integration of ICT tools in accounting education impacted my understanding of learner engagement and pedagogical effectiveness."

## SCREENCAST VIDEO IN ACCOUNTING EDUCATION FROM A THEORETICAL PERSPECTIVE OF PEDAGOGY

Screencast videos in accounting education can be a powerful pedagogical tool when viewed from a theoretical perspective. Pedagogy refers to the methods and approaches used for teaching, and integrating screencast videos aligns with various pedagogical theories. Screencast videos serve as an essential educational resource in accounting instruction because they provide various advantages to students. The creation of screencasts by students leads to better student engagement and better final exam results especially for students who need improvement and helps students develop their communication skills and multimedia competencies (Wakefield et al., 2019; Wakefield et al., 2011). Students find screencasts as assessment feedback tools highly effective because they receive personalized comments that are easy to understand (Marriott & Teoh, 2012). Students have a positive view of screencasts as optional learning resources which demonstrate a moderate yet meaningful effect on knowledge acquisition (Morris & Chikwa, 2014). The effectiveness of screencasts depends on their brevity because they should either summarize lectures or explain difficult concepts instead of delivering full lectures (Morris & Chikwa, 2014). The implementation of screencasts in accounting education requires consideration of student developmental needs and learning styles according to Wakefield et al. (2019) and Morris & Chikwa (2014).

Figure 1 demonstrates how screencast videos in accounting education align with various pedagogical theories, offering a versatile tool that caters to different learning styles and instructional approaches followed by researchers' demonstration on adoption of Flip classroom in teaching and learning of accounting and assessment linked with university LMS.

The visual model demonstrates above show how different pedagogical theories relate to screencast video implementation in accounting education. The theories receive ratings from 1 to 10 which assess their connection to this ICT-enhanced teaching method.

## SCREENCAST VIDEOS ALIGNMENT WITH FLIPPED CLASSROOM THEORIES IN ACCOUNTING TEACHING

Screencast videos are closely aligned with the Flipped Classroom pedagogical model. The Flipped Classroom, also known as the inverted classroom or flipped learning, is an instructional approach that flips the traditional teaching model. In a traditional classroom, students receive instruction during class and do homework outside of class. In the Flipped Classroom model, the order is reversed: students learn content outside of class, typically through videos or other materials, and use class time for interactive and application oriented.

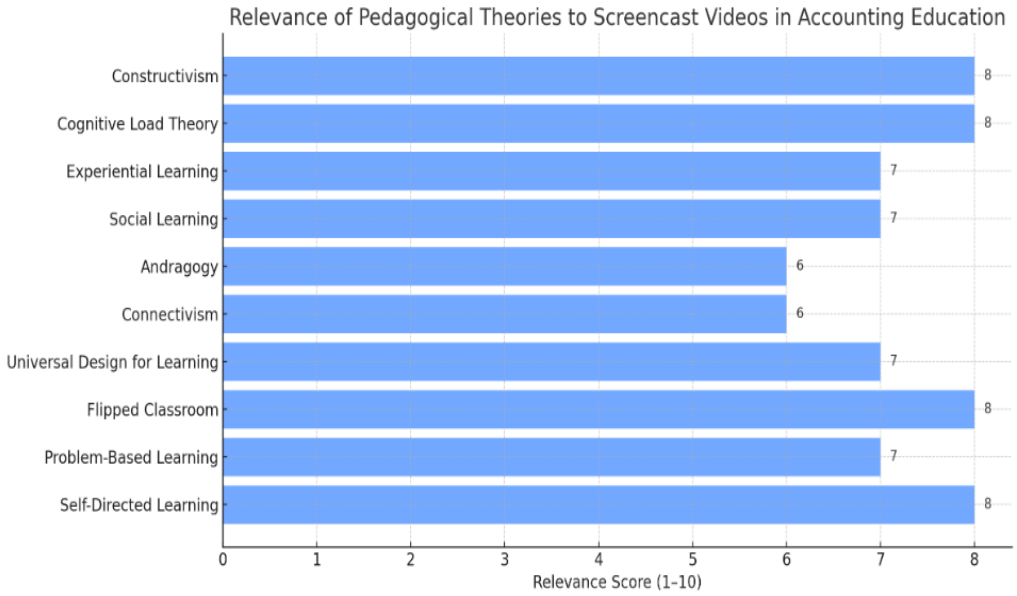



**Fig. 1** Different pedagogical theories relate to screencast video in accounting classroom

The following images are a reflection on how Flip Online pedagogies are adopted in accounting classroom

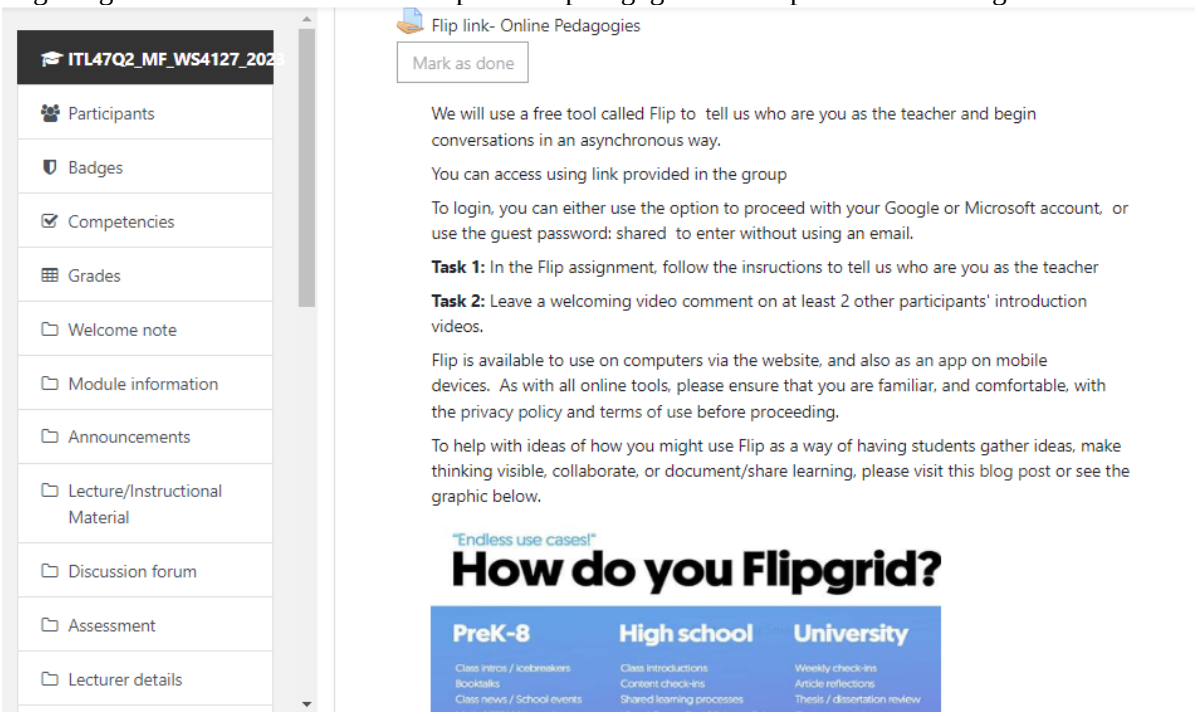



**Image 1** Students use screencasts videos to reflect as accounting teachers (asynchronous conversations) and post link in university LMS

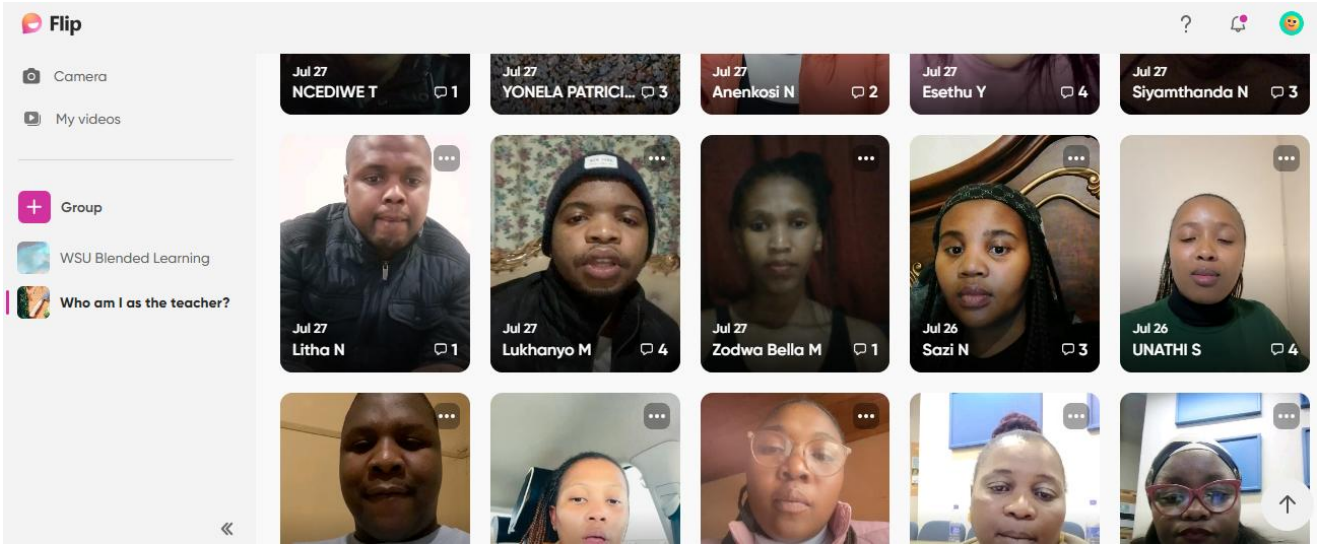



**Image 2** Videos posted on flip classroom in the initial teacher education program

## CONSTRUCTIVISM SCREENCAST VIDEOS IN THE ACCOUNTING LECTURER ROOM

Constructivism is a valuable educational theory that emphasizes active learning and student-centered approaches. In the context of accounting education, creating screencast videos can be an effective ICT-enhanced approach to implementing constructivist principles. To enhance screencast effectiveness, designers should consider reducing external processing demands and aligning with students' cognitive and learning styles (Muhammad Razuan Abdul Razak et al., 2015).

Figure 2 below shows brief overview of how do the researcher incorporate constructivist principles into accounting classroom using screencast videos**.** The graph is illustrating how effectively various pedagogical principles are implemented through screencast videos in accounting education. It highlights strong alignment in areas like self-paced learning, real-world application, and multimedia integration, all key to enhancing student engagement.

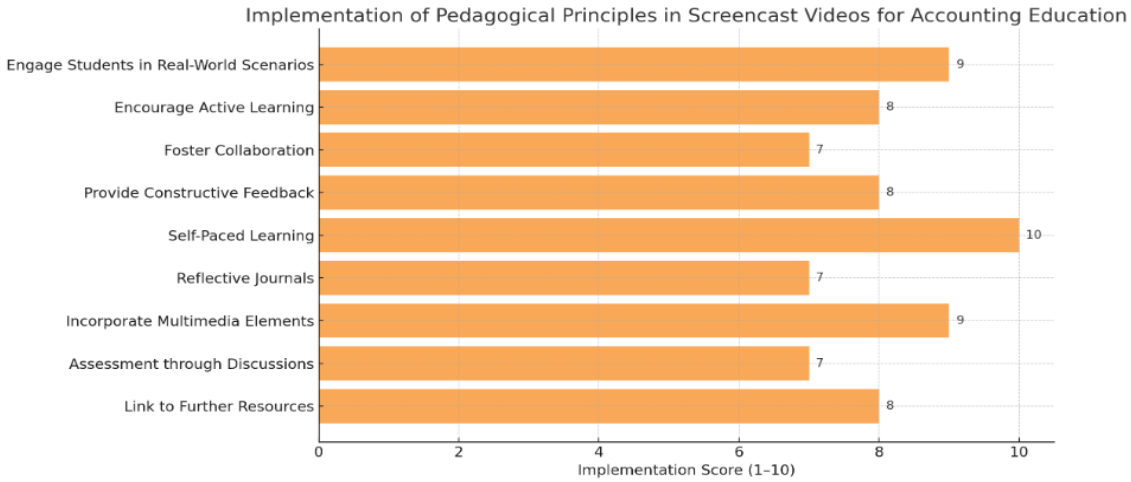
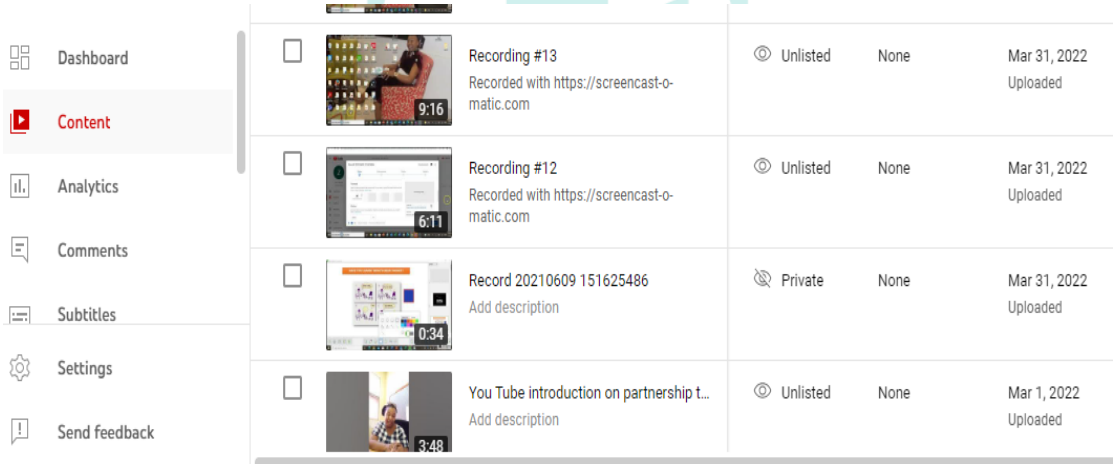



**Fig. 2** Concise overview of how the researcher integrate constructivist principles into accounting classroom through screencast video

## SELF-PACED LEARNING AND LINKS TO ADDITIONAL READING MATERIALS TO ENCOURAGE DEEPER EXPLORATION OF SREEANCAST IN ACCOUNTING CLASSROOM




The image shows a portion of a YouTube Studio dashboard, specifically the "Content" section, where the researcher manages uploaded videos, these videos are educational recordings—likely screencast tutorials or instructional videos related to accounting concepts partnerships, and accounting principles.

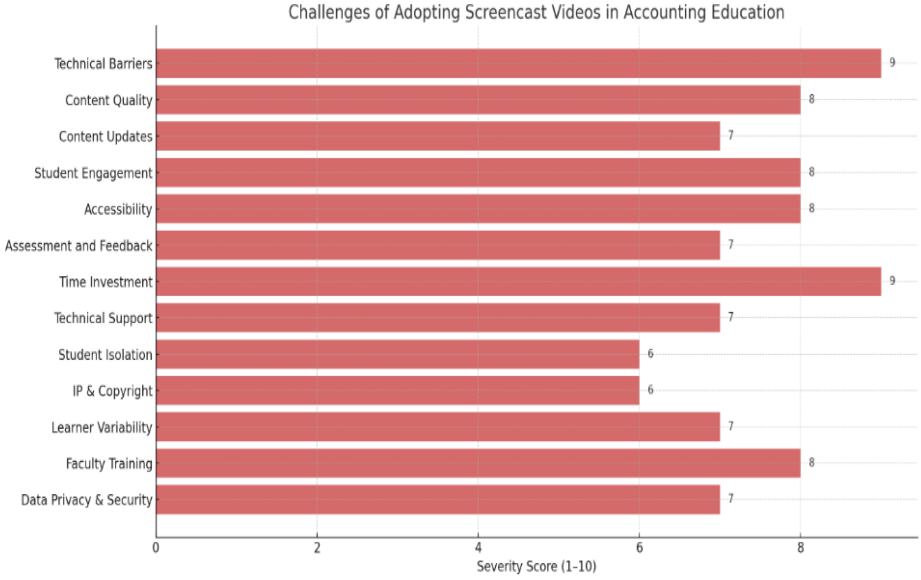


**Fig. 3** Visual representation of the challenges associated with adopting screencast videos in accounting education, ranked by severity (on a scale of 1–10). The graph shows that the most critical challenges include:

- Technical Barriers
- Time Investment
- Accessibility
- Faculty Training

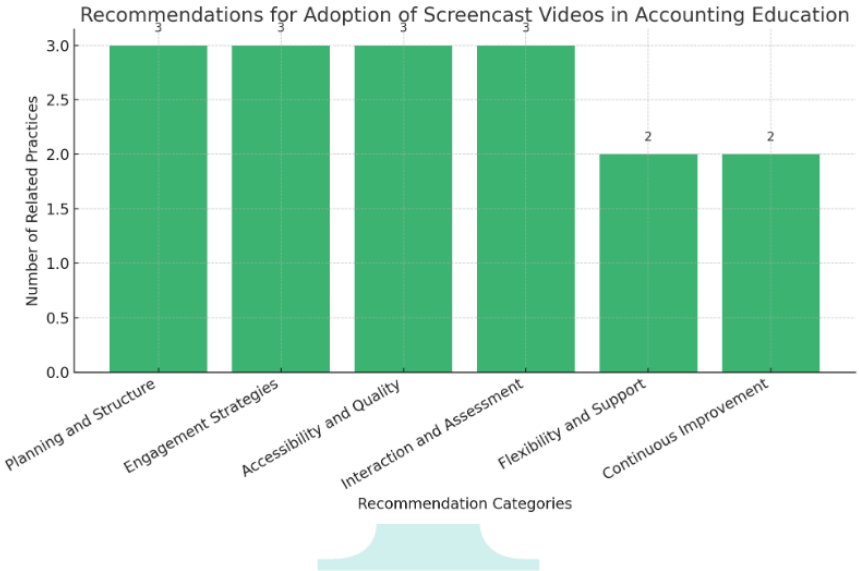
These areas may require strategic planning and resource allocation to ensure successful integration of screencast technology in university context.

## RECOMMENDATIONS

Visual representation of key recommendation categories for adopting screencast videos in accounting education. Each bar reflects how many practices are related to each category:

- **Planning and Structure**
- **Engagement Strategies**
- **Accessibility and Quality**
- **Interaction and Assessment**
- **Flexibility and Support**
- **Continuous Improvement**

This grouped approach helps instructors focus on strategic areas when integrating screencasts into their accounting teaching and learning.




## CONCLUSION

Screencast videos bring innovative educational value to accounting instruction through their integration into teaching practices. The approach delivers multiple advantages through enhanced student engagement and flexibility and better conceptual understanding but it comes with technical limitations and requirements for faculty development. Lecturers can maximize the educational impact of screencasts through strategic planning and active learning strategies and continuous refinement. The adoption of this teaching method supports modern educational approaches while creating an inclusive student-focused learning environment for accounting students.

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