

USING VIDEOS IN THE CLASSROOM

Use video to add flexibility to your course, increasing class time for interactive activities and allowing for personalized learning around online video material. Videos can be used to spark discussions, supplement key concepts, provide real-life examples, demonstrate problem solving or bring in the views of outside experts.



START WITH AN
IDEA



IDENTIFY AN
APPROACH



FIND RESOURCES



CHOOSE TOOLS AND
EVALUATE BUDGET

EVIDENCE OF STUDENT LEARNING GAINS

Studies have shown that use of videos can improve learning by:

- ▶ Allowing students to view content outside of class, increasing face-to-face class time for application and reinforcement of knowledge through interactive activities and group discussions.
- ▶ Allowing students to have flexibility and control over their learning.
- ▶ Providing additional resources to students to supplement core materials.
- ▶ Providing demonstration or visual examples that cannot be replicated in class.

Contact **Arts ISIT** for a consultation or assistance!
arts.helpdesk@ubc.ca. Learn more about videos:
<http://isit.arts.ubc.ca/video-production/>

Quick Tips for Creating Videos

Integrate immediate assessment and feedback.

Encourage note taking and reflection.

Keep the content focused.

Break up material into clear sections.

Use conversation style.

Emphasize important concepts.

Avoid too much visual information.

Limit video length. (6-8 minutes)

Design for reuse and longevity.

IDEAS FOR USING VIDEOS IN THE CLASSROOM

▶ Key Concepts with Mini Lectures

Identify key learning goals or areas where students have difficulty understanding and create short, mini-lectures to support students. These can be used for flipped classroom application (with active learning or clickers in class to review and extend on video content) or for independent student review.

▶ Organically Generated Tutorials

Provide a space for students to raise questions about concepts they are having difficulty understanding either in class or online. Instead of explaining these questions in class, record short DIY videos to cover the topic. Collect these videos over time to create a collection of most commonly asked questions for students to review.



▶ Pre-lecture Assignment

Create pre-lecture videos for students to watch prior to them attending class. This provides students with an initial exposure to the content, sparks interest, and improves students' understanding.

▶ Worked Example

Instead of providing students with an answer key to a problem, create a video (with narration) working out the solution step-by-step. To encourage students to watch the video, work out only part of the problem in the video and have students complete the rest and submit it online as an assignment or quiz (e.g. through Connect).

▶ Address Student Gaps

Post your videos online and provide a space for students to comment and discuss about areas where they need further clarification (e.g. CLAS). This will allow student questions to be addressed in detail, especially for large classes where class time is limited. This can also provide instructors with an idea of concepts that students are struggling with and re-address misconceptions the following class as a review.

▶ Student Generated Videos

Have learners become the creator of resources for their peers. Look for opportunities where students can create videos such as recording their presentations, writing and acting out a script, explaining a concept using animation or producing field videos. This allows students to not only reinforce what they've learned but also a learning resource for future students.

▶ Address Student Gaps

Record interviews with experts in the discipline, providing examples and explaining concepts relevant to what is being covered in class. This enriches students' learning by allowing them to hear what other experts have to say about a particular topic.

CHALLENGES

Time and Budget: Video can be time intensive and expensive to produce. Learning how to use the audio-visual equipment and editing software requires training and time. Depending on your goals a Do-It-Yourself approach might be a good way to start simply with existing tools and training that are available. For more advanced productions, funding for support might be necessary.

Instructor Workload: Producing videos requires planning, filming, and post-production; all which can be time consuming tasks. Using videos to replace lectures means the instructor will also have to plan and redesign what will be done during class time.

Content Coverage: Keeping videos short enough to keep learners' engaged while covering the required materials can sometimes be a challenge and may require some decisions about what is most important to include. Consider separating the video into multiple segments with distinct topics and learning goals.

Student attitude and workload: Changing the method of learning may cause some students to respond negatively if they are uncertain of the purpose or view it as more work. Communicate the purpose and objectives of the videos so students see them as a useful resource and not an addition to their workload.