



Video in the Classroom

What is it?

Generally, when we hear “video”, we think of entertainment. But when it comes to learning, video is as important today as the textbooks and publications we recommend our students read each semester.

With video-sharing sites like YouTube and Academic Earth, finding video clips relevant to class content is easier than ever. Considering all of our laptops have webcams and simple editing software (iMovie and Movie Maker), creating video is no longer a daunting task. These videos may include short clips of lectures, class activities, or guest speakers. Providing visual access to important topics outside of class is a powerful way to engage students after the lecture ends.

Why is it important?

Instructors who use video as part of course activities, report its many benefits. Providing access to course materials in a variety of formats (including video) allows all students to actively participate in classroom activities. Having students record and edit a film can support deeper understanding of narrative. Working collaboratively as a team, they use and develop skills in problem solving and organization. Video making is also a huge motivation and allows students to communicate sophisticated ideas more effectively using complex media. Faculty don't always need to record their own videos, there are lots of great videos relevant to a variety of topics online and free to use..

Pros...

- A multi-tooled environment stimulates different learning channels (auditory, visual, etc.) and facilitates different learning styles
- Materials can be available for use by students outside the classroom around the clock

Cons...

- Technology and software require time and effort to master. This can be an impediment for instructors designing a course, and for students, who may need to spend time mastering the technology or software in addition to the course materials.

How to Get Started...

There are many video formats that you can use. To get started, consider the following examples:

Mini-Lecture Format

A video lecture should be more than a teacher talking into a webcam. To work as learning objects, video lectures should be short, single-themed mini-lectures. These lectures should be no more than two to three minutes long.

Interview Format

A video interview is a good way to collect content without scripting and they lend themselves to being partitioned into discrete subjects or comments. For example, an interviewee responding to a single question can be edited together into a single video.

Demonstration Format

For demonstrations, limit the video learning object to presenting the procedural portion and not the explanatory portion-"the show" rather than "the tell." More detailed explanations can be handled by an accompanying text document.

Scenario Format

Video can effectively depict soft skills situations, such as ethics and sexual harassment. Videotaping real people role-playing scenarios in real settings can produce realistic video scenarios.

Who used it...

Jim Lee Blogs and e-Portfolios

http://www.youtube.com/watch?v=xhV_UpoWwV0

Gautham Das Building student project websites.

<http://www.wit.edu/td/resources/spotlights/?p=156>

For further reading...

YouTube EDU: Videos and Channels from college and university partners. <http://www.youtube.com/edu>

Academic Earth: Free video resources from leading universities. <http://www.academicearth.org/>

“**Five Ways to Create Engaging Videos**”, by Brandon Hall was published in the September CLO magazine. <http://tinyurl.com/ya24wql>