# Getting the Most out of a Video

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# How can you incorporate video into your classes?

## Video can be used . . .

- as a course welcome.
- as a preview for new or difficult content.
- for mini-lectures.
- for simulations or demonstrations. (How to videos)
- to teach culturally relevant events or concepts.
- to access material that may be impossible under normal circumstances.
- to provide realia.
- to provide feedback to students.
- for student created media projects.
- to preserve student presentations.
- to collect samples of student language production.

# What are some advantages of using video?

Video provides more effective learning because it . . .

- can be used in class or online.
- stimulates various modes of learning.
- can be accessed anytime or anywhere.
- promotes self-paced study.
- can provide essential review of content that may not have been grasped initially.
- can be watched by students even if they miss a lecture.

# Consider using interactive video because . . .

- video alone is passive.
- it helps the students focus on the content you want them to.
- it helps students to engage with the material.
- it can lead students to deeper learning.
- it promotes active learning.

# Active learning occurs when . . .

- students are engaged in activities that require them to think about what they are doing.
  - Activities may require students to work collaboratively.
  - Students may also be asked to write short responses to an activity.
  - Activities typically require students to use higher-order thinking skills. (Bloom's Taxonomy)

# Revised Bloom's Taxonomy

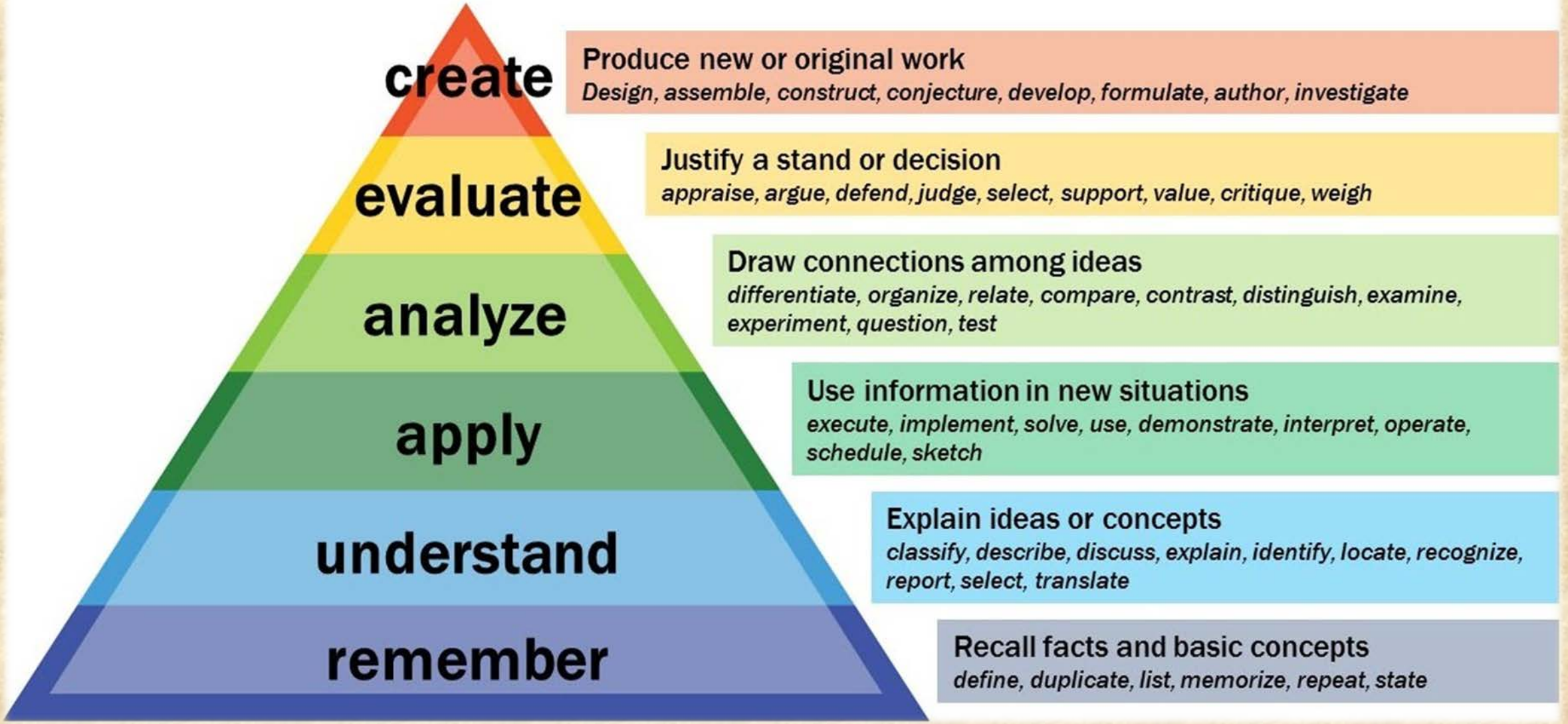


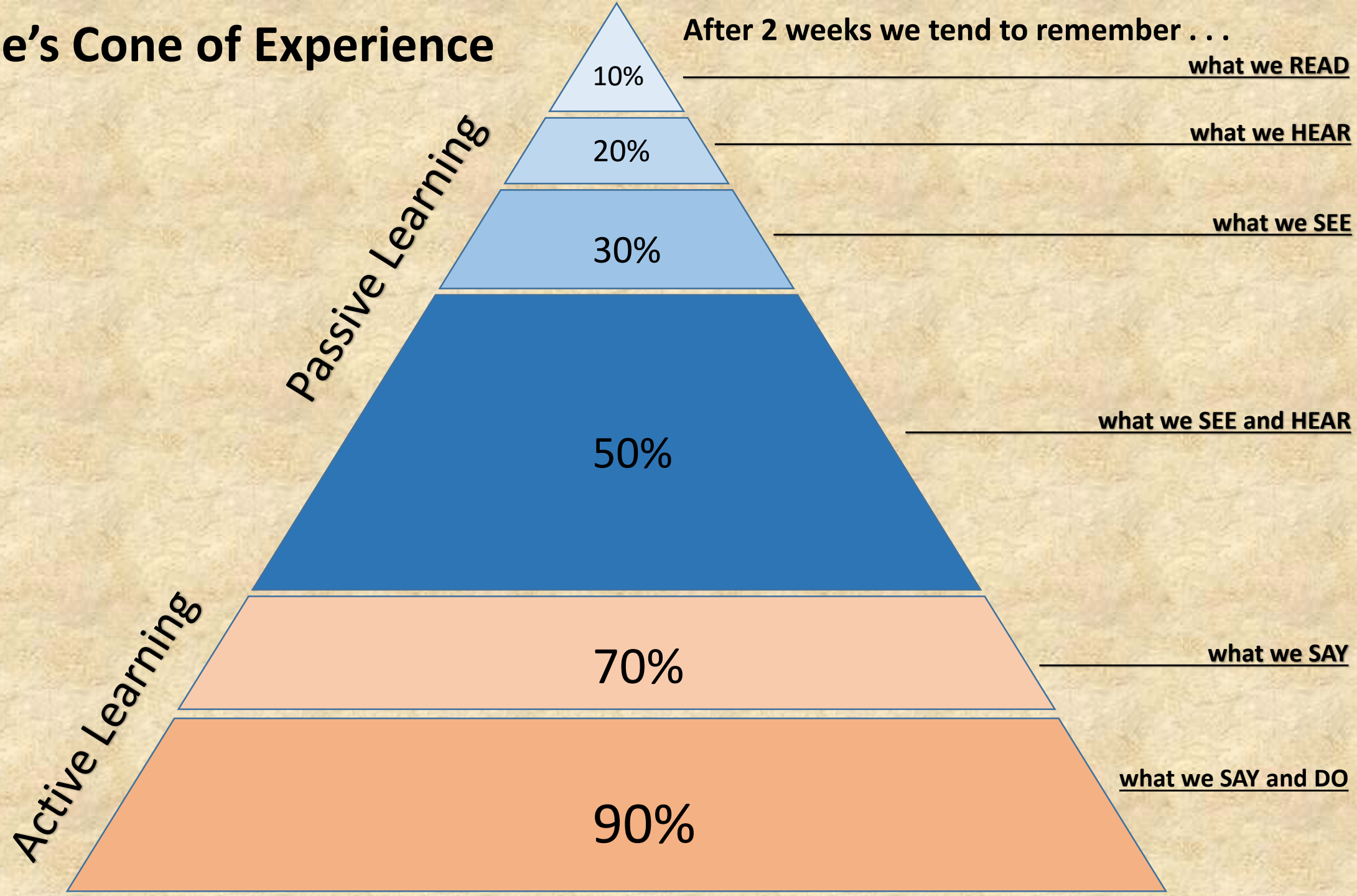

Image from: https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

# Active learning occurs when . . .

- students are engaged in instructional activities in which they must do and think about what they are doing.

  - Activities may require students to work collaboratively.
  - Students may also be asked to write short responses to an activity.
  - Activities typically require students to use higher-order thinking skills. (Bloom's Taxonomy)
  - Studies have shown that students retain more information longer through active learning instruction compared to a teacher-centered approach.

# Edgar Dale's Cone of Experience



# Some common sources for video are . . .

- YouTube Education
- TedTalk Videos
- Vimeo Education
- Publisher Generated Videos
  - If you plan on adopting or adapting, be sure that the video has the appropriate Creative Commons (CC) attribution and is not copyright protected.
- Films on Demand (Macdonald - Kelce Library)
- Self Produced Videos

Each has it's own advantages and disadvantages.

# What are some video best practices?

- Use video strategically
- Keep the video short Optimal Video Length for Student Engagement
- Break up content
- Use existing video if available
- Work with others
  - (Work smarter, not harder. Share the knowledge.)
- Creating your own video? Have a script.
- Provide closed captioning
- Make content available in multiple formats
- Make the video interactive
  - Provide activities that target higher-order thinking skills
  - Provide assessment of target video content

# UT's new desktop recorder and video host option

With ilos you can …

- capture your desktop and your webcam to create your own videos.
- capture just the webcam.
- upload and edit videos that you created with another video capture software.
- embed videos in Blackboard.
- insert multiple choice and short answer questions.
- add an attachment.
- request to have closed captions inserted.
- embed an ilos video into your course with Blackboard Integration.
- insert quizzes into video and have grades imported into Bb Gradebook.
- provide students with a Guest Camera in a Bb assignment to record and submit their responses.

# Thank you!

I hope this was an informative presentation.