Video Success Strategies: Create Videos that will Engage and Stimulate Students Learning

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Agenda

- Why Create Videos?
- Theory
- Videos H.E.L.P. and Benefits
- Types of Videos
- Tools Available to Create Videos
- Strategies
- Methods of Engagement
- Wrap-up
Why Make Videos for Online Courses?

- All students learn from videos
- eMail and Time saver
- Engagement Strategy
- Transforms relationships
- Improved course completion rates
3 Elements of Video Design & Implementation

- Cognitive load
  - Amount of information that working memory can hold at one time (John Sweller)
- Non-cognitive elements that impact engagement
- Features that promote active learning
Cognitive Theory of Multimedia Learning

- Amount of information that working memory can hold at one time (John Sweller)
- Working memory 2 channels for acquiring and processing:
  - Visual/pictorial and Auditory/verbal
  - Using both channels the working memory can be maximized
  - Can become overwhelmed
- GOAL - Meaningful learning
  - Requires paying attention to materials, mentally organizing the materials, and integrating presented material with prior knowledge
# Cognitive Theory Recommendations

<table>
<thead>
<tr>
<th>Process</th>
<th>Effect on cognitive load</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Signaling: Highlighting important information</td>
<td>Can reduce extraneous load&lt;br&gt;Can enhance germane load</td>
<td>Key words on screen highlighting important elements&lt;br&gt;Changes in color or contrast to emphasize organization of information&lt;br&gt;Changes in color or contrast to emphasize relationships within information&lt;br&gt;Brief out-of-video explaining purpose and context for video</td>
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<tr>
<td>Segmenting: Chunking the information</td>
<td>Manages intrinsic load&lt;br&gt;Can enhance germane load</td>
<td>Short videos 6 minutes or less&lt;br&gt;Chapters or click-forward questions within videos</td>
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<td>Weeding: Eliminating extraneous information</td>
<td>Reduces extraneous load</td>
<td>Eliminating music&lt;br&gt;Eliminating complex backgrounds</td>
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<tr>
<td>Matching modality: using the auditory and visual channels to convey complementary information</td>
<td>Can enhance germane load</td>
<td>Khan-style tutorials videos that illustrate and explain phenomena&lt;br&gt;Narrated animations</td>
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Student Engagement with Video

- Key – get the students to watch the video by keeping it short
  - Use conversational style speech for a sense of community
  - Speak relatively quick and with enthusiasm
  - Materials feel like it is for this class and group of students
  - Match modality

![Graph showing student engagement with streaming videos based on Guo et al., 2014.](image-url)
Active Learning

- Help students process the information and monitor their own understanding
  - Use guiding questions
  - Use interactive features that give students control
    - Scrub bar in video, select important sections, split into ‘chapters’
  - Integrate questions into the video for student response
  - Make video a part of a larger homework assignment
    - Students need to not be passive
How Videos H.E.L.P.

- Humanize.
- Engage.
- Learn.
- Problems.

- HUMANIZE
- ENGAGE
- LEARN
- PROBLEMS
7 Ways Students Learn With Videos

1. Visual Processing
2. Learning Through Demonstrations
3. Self-Study
4. Classroom Learning
5. On the Job Training
6. Contextualization
7. Illustration
Pedagogical Benefits of Using Videos

- Reach students with variety of learning styles
- Facilitate thinking and problem-solving skills
- Assist with mastery learning
- Inspire and engage with students
- Authentic learning opportunities
Types of Videos

- Lecture
- Mini-Lectures
- Tutorial
- Training
- Presentations
- Demonstrations
- Drawing a Concept
- Classroom Recording
- Documentary
- Interview
- Role-Play
- Scenarios
- Simulations
- Panel Discussion
- Animations
- Lightboard
Tools Available to Record Videos

From UNK eCampus, and ITS
Tools Available to Record Videos

From UNK eCampus, and ITS
More Tools Available to Record Videos
Strategies to Get Students to Watch Your Online Course Videos

- **Instructor Presence:**
  - Engage from the beginning
  - Balance content with connection
- **Keep it short:**
  - Less than 5 minutes
  - Focus on 1 segment at a time
- **Use a Script**
  - Time saver
Strategies Continued

- Avoid Cognitive Overload
- Keep it Engaging and Relevant
- Make Your Videos Irresistible
- Give Your Students a Helpful Nudge
  - Require videos to be viewed - force students to use them enough to see their value
Methods and Tools for the ‘Nudge’

- Reflective Journals
- Video Quizzes
- Video Worksheets
- Observations/Answers
- Fill-in-the-blanks
Finish the sentence using words from the box.

1. Pet pigs are identified using ____________________________

2. The gestation of a pig is ____________________________

3. A mature pig has ____________________________

4. Pigs can run at little in ____________________________

5. Pigs are born with their eyes ____________________________

6. Pigs have a well-developed sense of ____________________________

7. Pigs can run around when they are ____________________________

8. Pigs are born with caps on their ____________________________

9. Pigs are prone to ____________________________

10. Pigs don’t like to toilet where they ____________________________

Download more printable games and quizzes at [www.AmericanMiniPigStore.com](http://www.AmericanMiniPigStore.com)

Learn more about mini pigs and become a member at [www.AmericanMiniPigAssociation.com](http://www.AmericanMiniPigAssociation.com)
Methods and Tools for the ‘Nudge’ pg 2

- Case Study Synthesis (fillable form to answer)
- WSQ – Watch, Summarize, Questions
- Video as a Guided Lesson
- In-depth Discussion Springboard
- Critical Thinking Analysis
- Research Skill and Conceptual Understanding
Methods and Tools for the ‘Nudge’

- **Twitter**
  - 140 characters, think about what they are saying, quick thoughts, back-and-forth conversations, engagement after module is over – or maybe even after the semester is! Use hashtag # to keep discussion together.
  - Post question for students to answer while watching video, tweet questions, definitions, relevant topics/people to follow.

- **Facebook**
- **Instagram**
- **VoiceThread**
- **Padlet**
- **FlipGrid**
Before Recording…

- Effective Use of Video in Teaching:
  - Consider what is important
    - What do you want your students to learn from the video?
    - What is the plan to help students learn?
    - How will you know if they have learned?
Remember:

“Every video that you make has the power to help students build a better life. If you can’t reach every student; reach one. And imagine how powerful it would be if every teacher on the planet developed a real connection with “just” one more student this week.

Frank O’Neill
onlineyearcheryouiversity.com
Resources:

  https://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos/

  https://www.youtube.com/watch?v=3TOMje1Hm4s&feature=youtu.be

- 3 Ways to Get Students to watch Your Online Course Videos -
  https://onlineteacheryouniversity.com/3-ways-to-get-students-to-watch-your-online-course-videos/

- 7 Reasons Students Learn Better With Video – Travis Bergwall -
  https://www.linkedin.com/pulse/7-reasons-students-learn-better-video-travis-bergwall/