

Use of video in learning and teaching

A brief journey of an academic's use of video

Martin Khechara



Background

- We are tasked with fostering personal, professional as well as educational development in students
- Supporting the student to relate their academic studies to the world and encourage engagement in their studies can be a challenging task for tutors – how can we achieve all? – Video can help



We are living in unprecedented times where technology and particularly video is increasingly important for teaching and learning – No more just giving out reading or a worksheet for distance learning everyone is in the game!



The journey begins in 2009!

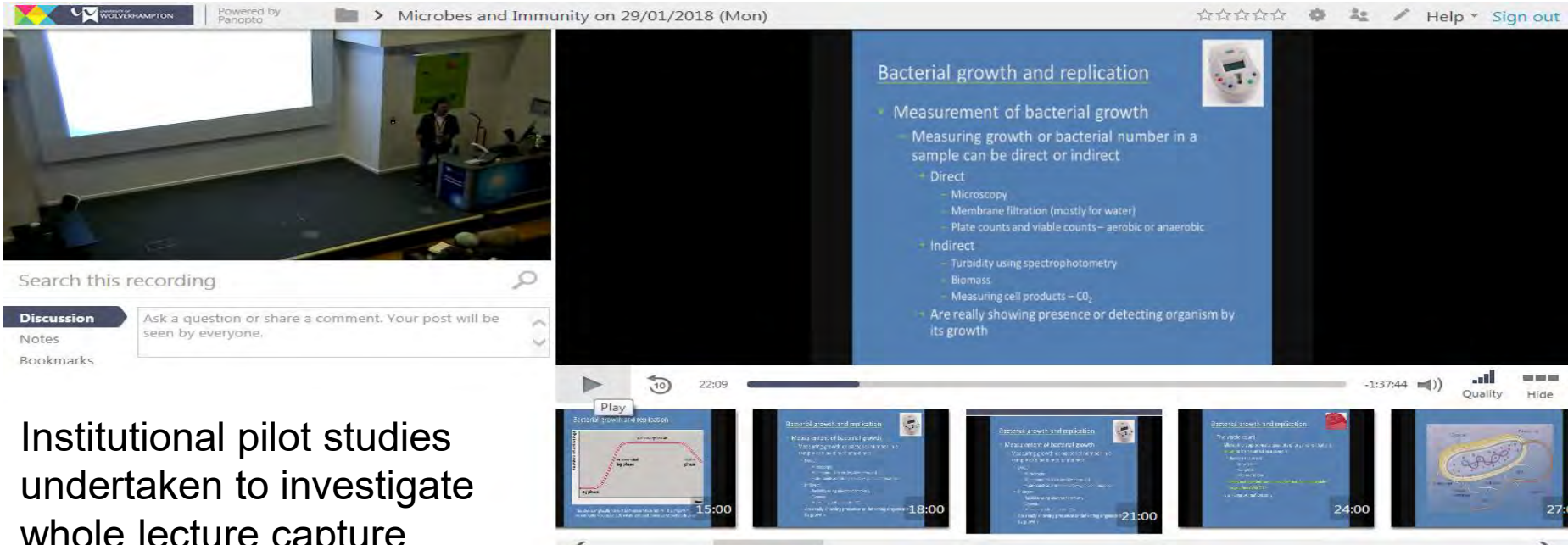
My Journey began
with filming lectures
on a simple camera
and uploading
these to YouTube
and distributing on
a Facebook group





Lecture capture and live streaming

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Discussion Ask a question or share a comment. Your post will be seen by everyone.

Notes

Bookmarks

22:09 -1:37:44

Play

Bacterial growth and replication 15:00

Bacterial growth and replication 18:00

Bacterial growth and replication 21:00

Bacterial growth and replication 24:00

Bacterial growth and replication 27:00

Institutional pilot studies undertaken to investigate whole lecture capture and live streaming



Then the flipped classroom came to UoW



Thank you Jon Bergmann and Aaron Sams – Publication [here](#)



Flipping the classroom

- The Basic flip
 - Started small with a basic ‘flip’
 - Greater tutor-student interaction
 - Still identified issues with student engagement
 - Allowed incorporation of active learning approaches

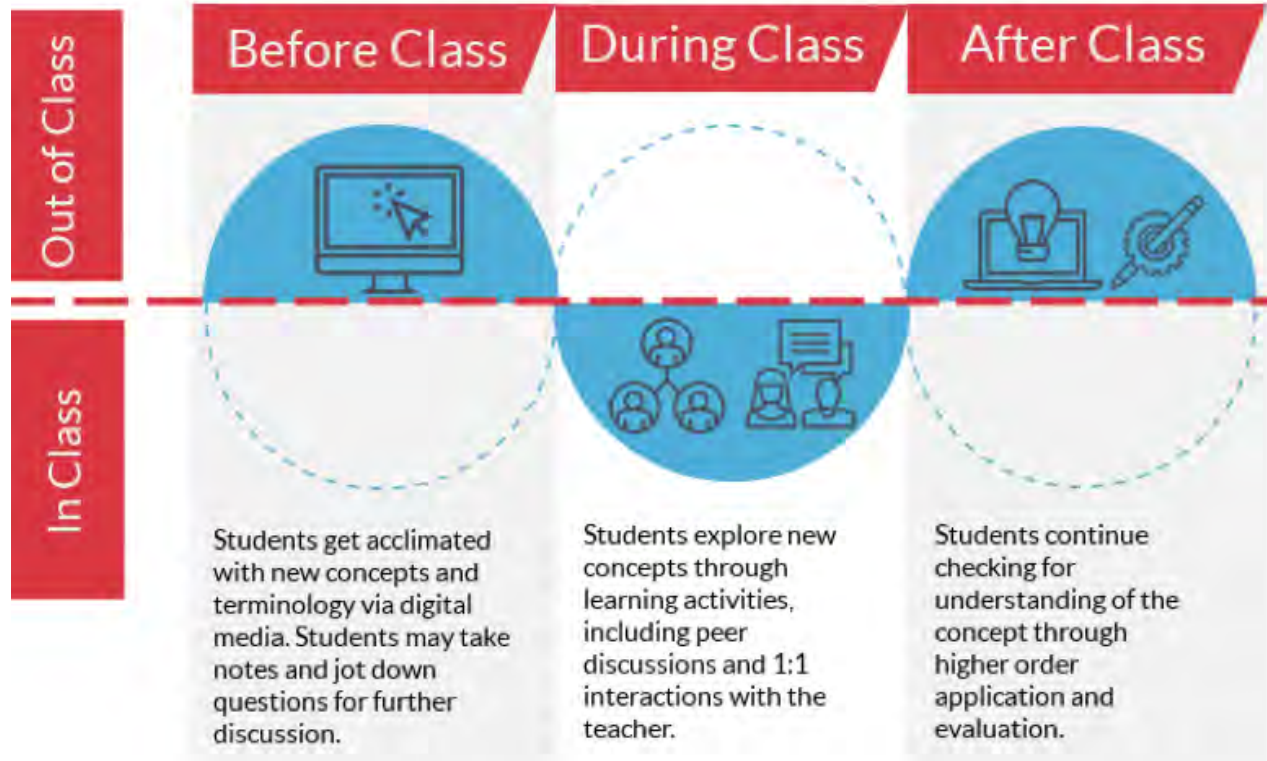


Flipping the classroom

- The Ideal flipped session consists of:
 - A pre-recorded video session watched beforehand
 - A very short plenary - mop up non-engagers
 - A group activity to explore the content actively
 - Supported by the tutor – pbl/tbl
 - Review or out of class activity/quiz



The Flipped Classroom



Flipping the classroom

- The Enhanced flip

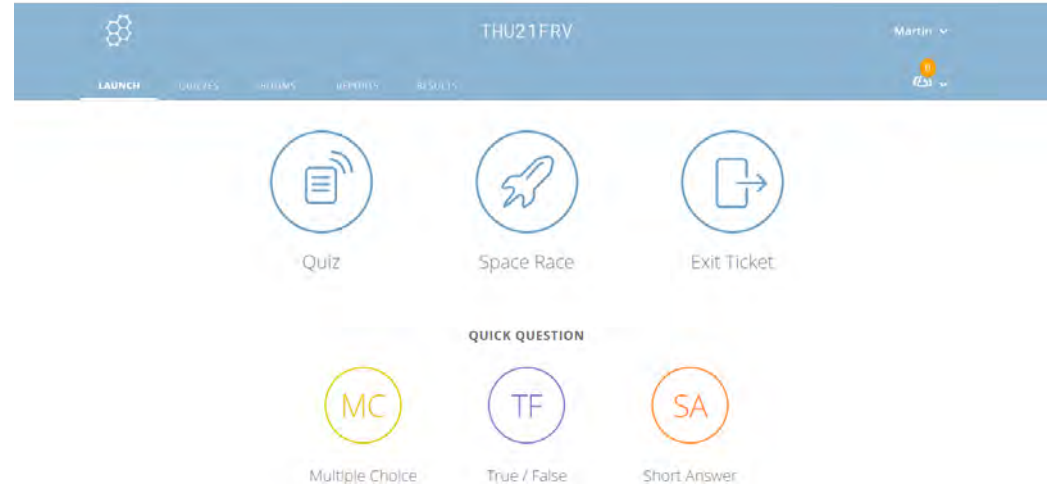
- Incorporation of other 3rd party technology
- Enables evaluation of student understanding of flipped sessions in real time
- Supports student engagement and collaborations
- Developed student confidence – breaking down peer/peer and student/tutor barriers and creates safe spaces



socrative



Free tools like Socrative allow synchronous activity and feedback during sessions face to face and at a distance and enhance the flip



<https://help.socrative.com/en/articles/2242821-what-student-data-do-we-collect-and-how-do-we-use-it>



<https://b.socrative.com/login/student/>

THU21FRV



We established the flipped laboratory.
<https://www.youtube.com/watch?v=9iCa9P9Ez8Y>



The Flipped laboratory works!

- Resulted in better collaboration
- Access to video afforded greater confidence in the lab and encouraged students to 'have a go'
- Helped to contextualise practical techniques
- Tutors found sessions easier to manage - students access certain parts of the videos more frequently - specific demonstration techniques
- May help facilitate social distancing



Multi-camera video for laboratory flipped learning



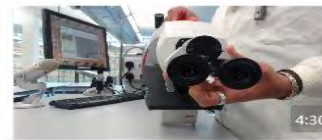
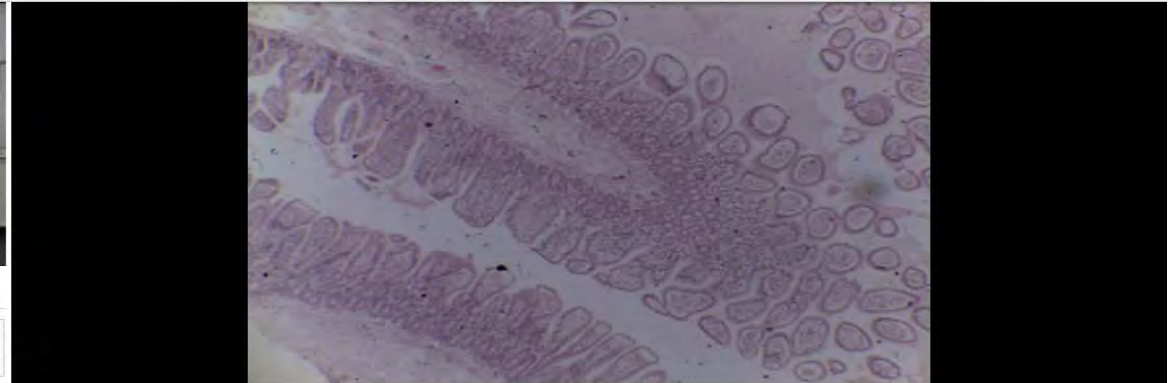
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Use of multiple cameras is essential in filming techniques in the lab



Do you think your
students understand
you?

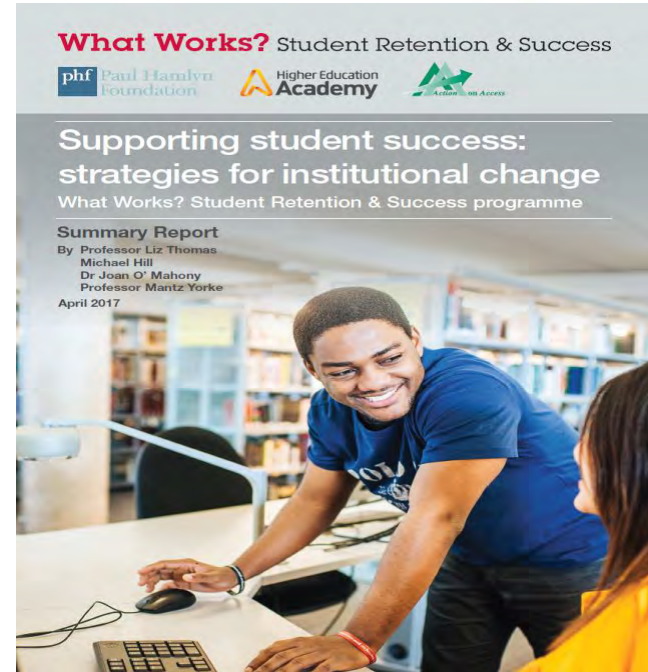


Do you think your
students believe you are
telling them everything?

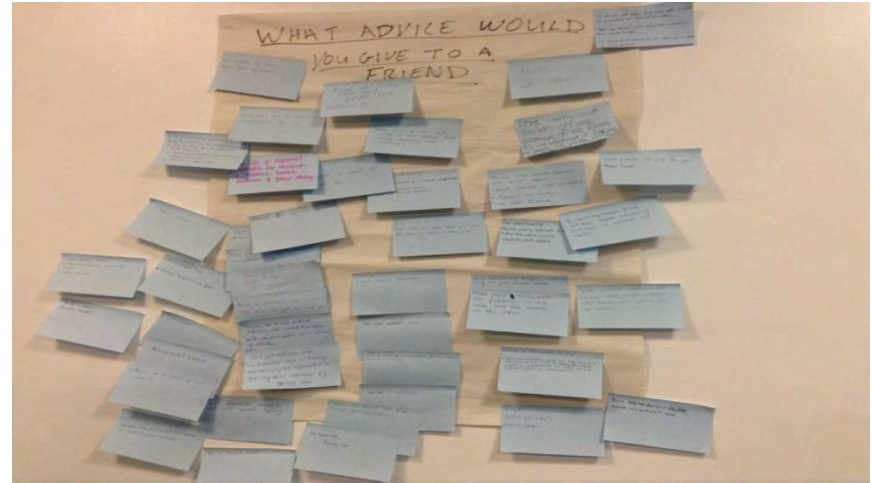
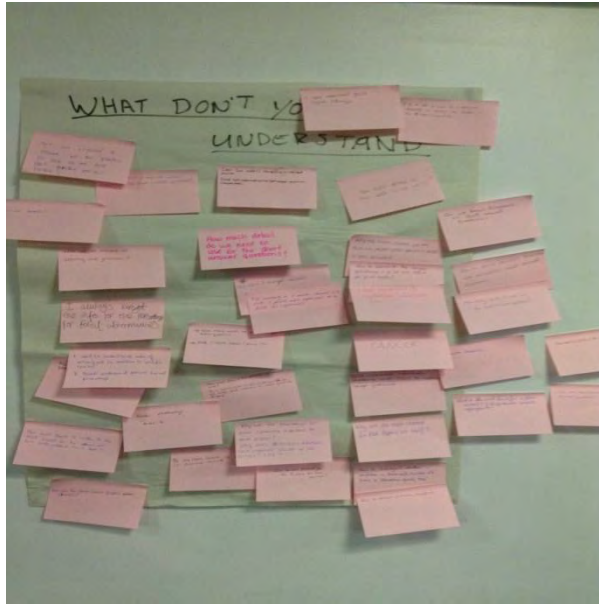


A historical perspective

- Its all started with the with the what works project.
 - Large multi-institutional project
 - HEA, Paul Hamlyn foundation and Action on access
 - Investigate ways improve student retention and success in HE



<https://www.heacademy.ac.uk/individuals/strategic-priorities/retention/what-works>



Thought, concerns and questions are gathered using post it notes or now even Socrative. These anonymous approaches and those using mobile devices are more appropriate than direct questioning.



Using video to unpack coursework

- Course work unpacking has particular stages
 - Development of a very clear, simple and concise written set of instructions
 - Brief about expectations
 - Time in groups with all of assessment criteria to develop questions
 - What don't you understand/ What is important for success
 - Synchronous or asynchronous feedback
 - Easily facilitated entirely online at a distance



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Notes: Your notes (uow\in0582) | [Make public](#) | [Help](#)

Bookmarks

Discussion

Notes are synchronized to what you're watching when you type them. Type and hit Enter to add one.

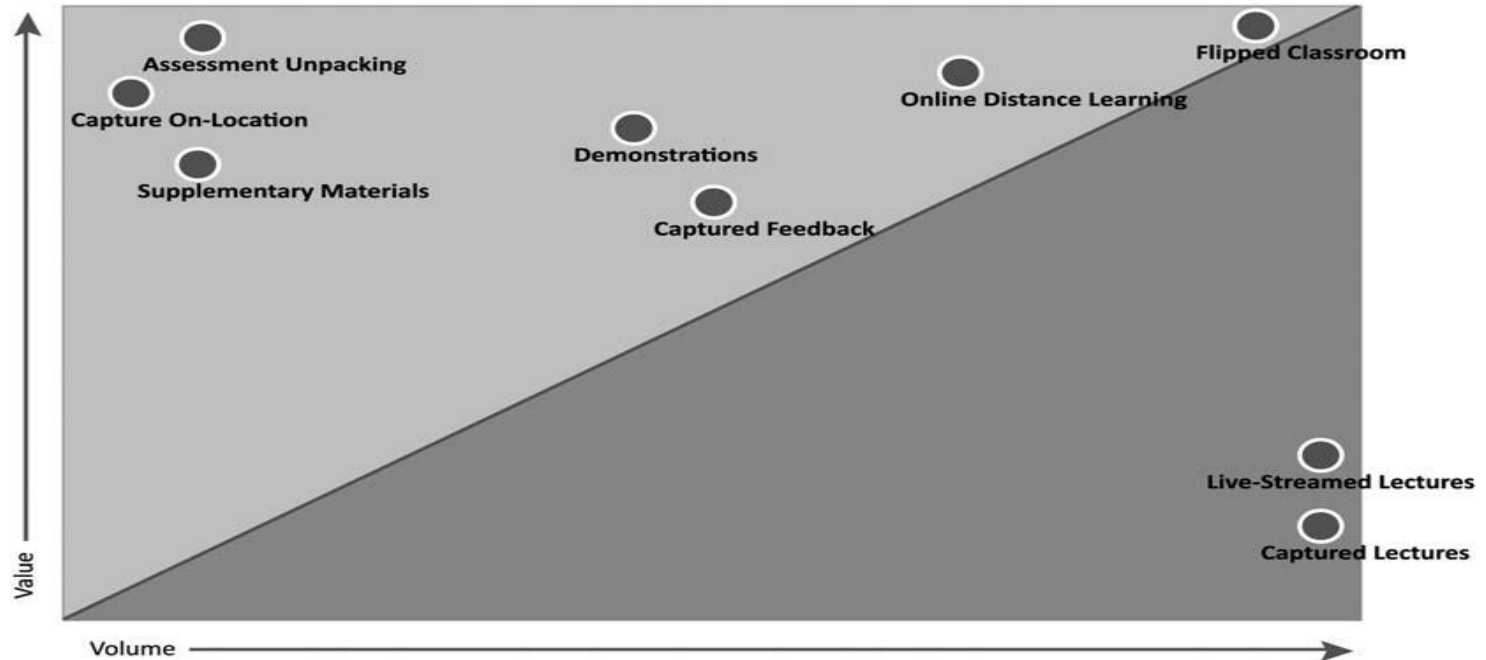
3:10 | -10:33 | 1x Speed | Quality | Camera | Screen | Hide

Thumbnail navigation showing various frames from the recording.

Asynchronous feedback on comments is delivered and recorded from my desk or home using a document camera and a second camera to view me. Socrative can be used to gather comments at a distance



The capture value model



The capture value 'Witton' model of utilisation of captured material (Witton, 2016)



Benefits of student lead unpacking

- It really does help
 - Increases attainment but not necessarily pass rates
 - Students feel more informed and empowered by asking questions anonymously
 - Misunderstandings can be addressed
 - Allows staff reflection on assessment criteria



It is the investment in
Panopto that has made
this all possible.

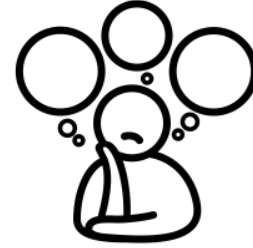
You can manage though with just a smartphone and some imagination – Institutional VLE's and Youtube are perfect places to host video





A few things to consider....

- If you are making a video have a bit of a think first.....
 - Who is this thing for?
 - What is it for
 - How will it be distributed?
 - Have I got the things and tools to do it in the first place?
 - Props, artefacts, images, content, activities, supporting tech
 - How can I make what I do more inclusive?
 - Subs, transcripts, extra resources



A few things to consider....

- Get yourself sorted.....
 - Where to film? – Inside or outside affects lighting and mic choice
 - Backgrounds, reflectors, stand alone lighting – rings, boxes and panels
 - What are you going to film on?
 - DSLR, Handy cam, go pro, PHONE!!!!
 - Tripods, stands and mounts are always required in some way.
 - Can you be heard? Eh?
 - Sound is most important – dead cats and shotguns are wise!
 - Sort yourself and your story!!!!
 - Storyboards will help editing and consideration of your appearance will really help impact



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Go for it. Wether it ends good
or bad, it was an experience.

—via (Quotes 'nd Notes)





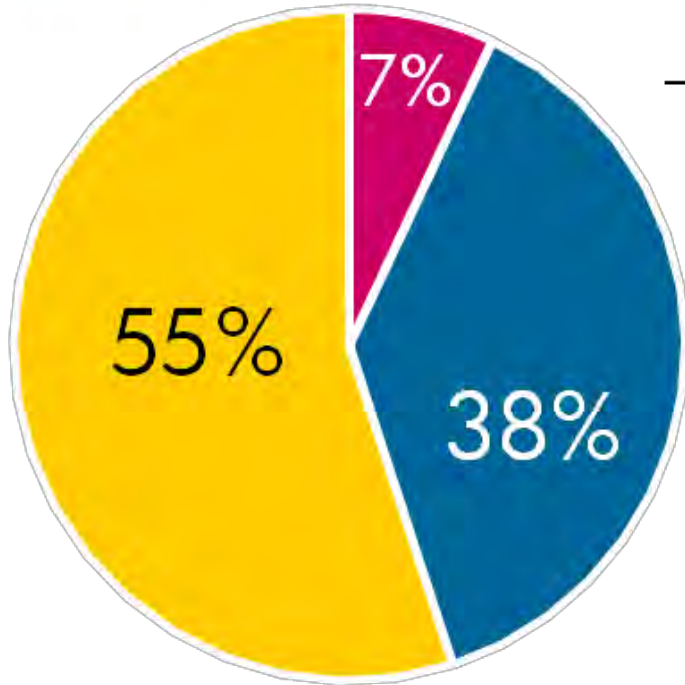
The most important thing in any video you make is you!

You possibly have seconds at the most to engage an audience. How you are matters to the viewers. You must appear in the video, a disembodied voice does not engage an audience



A quick group exercise.....

Do exactly as I say



Dr. Albert Mehrabian's 7-38-55% Rule

Elements of Personal Communication

- 7% spoken words
- 38% voice, tone
- 55% body language

First presented in the book 'Silent messages study'



P.V.L.E.G.S



PVLEGS

- **POISE**, presence and pitch
- **VOICE**
- **LIFE**
- **EYE CONTACT**
- **GESTURES**
- **SPEED**





Final thoughts....

- Video is a powerful and appropriate tool
 - Reusable and socially accepted
 - Provides safe cognitive space and active learning opportunities
 - Increases engagement and supports transition
 - Increases inclusivity of learning??



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