

LEARN LOCAL

BYTES

LEARN | ADAPT | INNOVATE



Using video for learning

LAURA HIGGINS, TANYA BASTIN



How videos can make learning content shine



What technology we can use



How video can increase learning



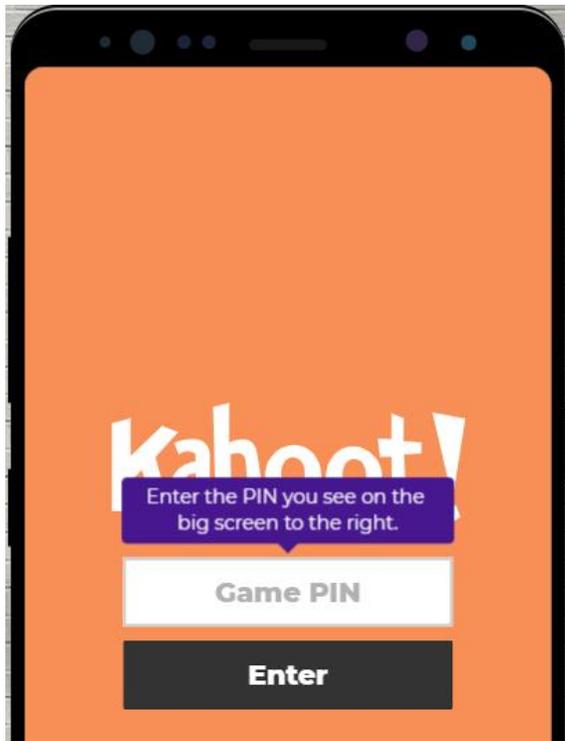
Translating existing curriculum



Creating content for interaction



Uploading content for viewing



Join at **www.kahoot.it** or with the **Kahoot! app**

with Game PIN:

Kahoot!

Are you already creating videos?



▲ Yes

◆ No, but would like to in the future

● No, unsure if I will

■ Add answer 4 (optional)

What is it?	Why do it?	Who benefits?	How do you do it?
Blended Learning	Innovation	Learners	Technology
Face to face teaching combined with online components	Reinvigorated curriculum, improved retention, engagement & accessibility.	<p>Trainers looking to invigorate students and looking at further study</p> <p>Learners that may find it difficult to attend face to face</p> <p>Social connections</p>	<p>i-Movie, Video or Screencast to record content</p> <p>Vimeo or i-Movie for editing the content</p> <p>Embed videos into your learning management platform or Lives – i.e. Moodle or Google Classroom, YouTube</p>

Blended Learning Delivery

What types of videos are best for learners?



▲ Short videos - less than 6 minutes



◆ Instructional video

● Videos that include the trainer's face



■ All listed

What does research tell us?

Finding	Recommendation
Shorter videos are much more engaging.	Think about 'chunking' your content
Videos that intersperse a trainer are more engaging than slides alone.	Think about including the trainer's face into the video to connect with your learners
Videos produced with a more personal feel can be more engaging than highly polished studio recordings.	Try filming in an informal setting ; it might not be necessary to invest in big-budget studio productions use props, diagrams
Even high quality pre-recorded classroom sessions are not as engaging when chopped up for upload	If instructors insist on recording classroom lectures, they should still plan with having it broken up into chunks
Videos where trainers speak with high enthusiasm are more engaging.	Bring out your enthusiasm and love for the topic!
Students engage differently with formal sessions and instructional videos.	For formal sessions, focus more on the first-watch experience, add support for re-watching and skimming.

WHAT	WHY/WHEN	PRODUCTION TYPE
Introduction videos	Personalised welcome message for students. This might include video of the teacher (talking head) or screencast.	Video or screencast
Explain a course description or a specific task.	Video explaining the requirements of an unit, practical task or assessment task. <u>Chunk your content down to smaller elements.</u>	Video or screencast
Spark a discussion forum question	To increase teacher presence and reduce feelings of isolation you may want to record video of yourself posing a discussion question and embed this in the forum (rather than just typing the question).	Video or screencast
Give students personalised feedback	To increase teacher presence (as above) you may want to record yourself providing generalised feedback to the class	Video
Record computer-based narration/demonstration or simulation	Demonstrate a particular computer-based activity or physical activity	Video or screencast

Basic video content ideas

Tips for designing effective educational videos

Don't simply record your long sessions

Shorter, sharper, single concept videos of 6 minutes or less are much more effective learning tools than long lectures.

Break it down

Re-examine the learning objectives and determine what you want your students to achieve. Chunk the information down

Pictures and visuals

Think about using props, diagrams, charts to make it more interactive

Screencasts are a good option to demonstrate how to navigate on your computer

Connection

Make it feel like a community

Make it fun!

Personal preparation for on-camera presentation

- Plan your appearance!
- Avoid wearing loud colours as these tend to be distracting.
- Select colours that separate the subject from the background.
- Remove jewellery or accessories that are likely to create distracting noise.
- Place the camera at eye level or slightly higher

Equipment



Recording

Phone

I-Pad

Computer

Camera

Elevate your recording

Stand

Light ring

Microphones

A solid teal horizontal bar at the bottom of the page.



Don't be afraid. Research shows that teacher presence is more of a motivating factor for student engagement than production values. **Be yourself and have a go!**



Editing Basics on Phone or I-Pad

<https://youtu.be/vzgoQkpj3FU>

<https://www.facebook.com/watch/?v=636356057223776>

Kitchen Kaos - Online



The class supported the students by
maintaining social connections.

Uploading to YouTube and sharing



How to upload a video to YouTube – Part One

<https://youtu.be/bHKoj1mxozo>

How to get the URL (website address) for your video to share

https://youtu.be/9_Wajt53kb0

What content can you create today?



Players type their answers as free-form text up to 20 characters. Their answers will be visualized as a word cloud on the big screen.

Thank-you



laura@officehive.com.au
www.officehive.com.au



Tanya Bastin
tanyabastin@cire.org.au