










Videos in Teaching

10 Ideal scenarios for video with example videos (combinations are possible)

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<p>1. Building relationships and rapport</p> <p>A cooperative and harmonious relationship between faculty and learners fosters learning. Video can present authentic scenarios, appear credible and awaken the emotions – more efficiently than text and images alone. It would be thinkable, for example, for instructors to send a short video message to students ad hoc in mid-semester with the following feedback: “It seems that concept ABC presents some problems. I recommend that you go through article 1 and video 14 again carefully. If you don’t understand this concept clearly you won’t be able to keep up next semester.” Here instructors appear personally, act like partners, and appeal to students’ personal responsibility. They remind them that it is important to look at the material now and not later. Video is a good way of addressing the important faculty duty to provide orientation and feedback, with little outlay.</p>	 <p>http://www.brainrules.net/</p>
<p>2. Access to persons and places (virtual field trips)</p> <p>Here selected persons from anywhere in the world who cannot appear in the classroom can make an authentic appearance. Special places or situations can also be presented authentically (for example, the deployment of high-tech apparatus during surgery, or a look at the command centre of a damaged waterworks on another continent).</p>	 <p>https://www.youtube.com/watch?v=i5SqwSU8ns4&list=PLz5O3RXe8ev9h-RIVtsfeChKIUXd07QWx</p>
<p>3. Manipulating time and space</p> <p>The technical possibilities of video allow certain processes or facts to be presented very graphically and meaningfully. Examples are time-lapse photography of meteorological or thermodynamic phenomena or the viewing of biological phenomena from different perspectives via macro/micro images.</p>	 <p>https://www.youtube.com/watch?v=6Nz7BollRo4</p>
<p>4. Telling stories</p> <p>Sometimes it is expedient for the instructor to illustrate a theme with a short story or anecdote. A credible presentation which activates the emotions stimulates the attention, and the theme will suddenly appear (more) relevant to students.</p>	 <p>https://www.youtube.com/watch?v=6sqnptxCw</p>
<p>5. Motivating learners</p> <p>If faculty show real enthusiasm for a theme this usually has a positive effect on students, because it awakens their curiosity and stimulates an appetite for more. Video conveys this better than (e.g.) written information or appeals for interest alone.</p>	 <p>https://www.youtube.com/watch?v=5MgBikgcWnY</p>

<p>6. Historical footage</p> <p>Sometimes a learning situation requires a historical comparison. Original video footage is a good means of presenting past events vividly and meaningfully.</p>	 <p>https://www.youtube.com/watch?v=H1qWxZv_hgw</p>
<p>7. Demonstrations</p> <p>Experiments or psychomotor skills can be presented much more clearly and memorably via video than with text and image alone. The possibility of unlimited repeated viewing of specific sequences is a particularly great advantage. Repetition subsequent to live demonstrations in the lab helps students to remember and promotes retention in the long-term memory.</p>	 <p>http://bit.ly/ZF9DrZ</p>
<p>8. Contrasting concepts</p> <p>Countering misconceptions is often a challenge because these can be stubborn and deeply ingrained. Video can be very useful here. In physics there are numerous familiar misconceptions related to the interaction of mass, size and velocity. Using video to contrast a false concept with the actual facts can be very efficient. For example, seeing that two balls of different weights fall exactly the same distance to the floor at exactly the same speed banishes any other notion.</p>	 <p>https://www.youtube.com/watch?v=mCC-68LyZM</p>
<p>9. Multimedia presentation</p> <p>Even if production requires effort, combining audiovisual elements is an especially powerful way to present critical aspects and complex themes clearly and memorably. For example, a dangerous chain reaction during a chemical process may be combined with a penetrating acoustic signal or superimposed emergency instructions.</p>	 <p>https://www.youtube.com/watch?v=cSTBTGpg5wc</p>
<p>10. Direct interaction with the video regarding the theme, with immediate feedback</p> <p>More and more software tools exist for the creation of videos where viewers may interact with the video image. For example, they must recognise and click on deliberate errors or answer questions before the video will continue. Even gamification elements can be used as configuration levels (e.g. collecting of points or timed tasks). The increased effort involved to make these videos is worth it because they combine and deploy so many factors which foster learning: emotions, checks, relevance, participant activity etc. Because they inspire emotion and are so interactive, such videos tend to remain in the viewer's memory and are thus cognitively effective and sustainable.</p>	 <p>http://www.aovideo.ch/~aoelearn/AOT_launch/aot_c_arm/imagingModule.html</p> <p>http://www.aovideo.ch/~aoelearn/AOS_launch/thoracolumbar.htm</p>