



Teaching with Videos is fine...

...but how do we instruct Students
how to LEARN with Videos?

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Characteristics and challenges of learning with video

- Video has become a very natural, self-evident source of learning and knowledge in my classes, but.
- Learning strategies of a relevant part of students seem to be not efficient enough.
 - Only few questions and discussion topics on video lectures, when no instructions or tasks
 - Tasks, tests etc. often are not edited (I ask frankly)

Main Characteristics of Learning Videos

Videos are

One-direction-communication, but
multisensory and multimodal

Complex
volatile / fugitive
challenging for limited capacity of
working memory



Challenges of learning with video

Reported by Jörn Loviscach

- Passive consum / bad entertainment habits
- Personal beliefs - "video is easy, reading is hard"
- Procrastination - I look... tomorrow, before class, I didn't...
- Too many gadgets - distraction?
- Binge learning - 200 video at 2x speed?
- Easier seen than done
- Avoiding "desirable difficulties"
- Just watching is not enough
- Aversions against "active learning" – it takes time !!

Some learning strategies reported by my students

General appreciation of video is high

Variety of learning materials is appreciated

In general Video is rated as helpful

Talking head ist accepted

Video facilitates self-regulated learning



But how do they learn actually?

Printing handouts and personal note taking

Stop and Go, Repeat, watch again

Read handout first

Setting goals before watching

video systematically embedded in learning process (before/after readings)

Video only for compensation of absences

Estimating time for watching and learning

Repeating Handouts at the end

Not watching at all - prefer reading

Note taking in iPad with split screen video and Onenote/Goodnotes

Personal reflection in the end

Use as a video library

Instructing students for video learning – some considerations

Clarify purposes of videos – edutainment, sensitization, overview, knowledge acquisition, feedback?

Embed videos properly in self-regulated learning – goals, tasks, demanded level, outcome.

For beginners - give detailed instructions how to deal with video
Download presentations, ask questions, take notes, reflect, summarize.

Give orientation about additional learning materials – redundancies, deepening readings or alternative choices.

Don't punish self learners by repeating longer video lectures in class –
Same presentations again are demotivating!

Test knowledge acquisition by classroom response systems or groupwork quizzes, partner interviews etc. – make learning visible!

Use blended learning environments and social groupwork in class to make use of knowledge, take up critical questions and discussions.

