

Dr. rer. soc. Wolfgang Widulle Institut for Counselling, Coaching and Social Management, Olten School for Social Work - UAS North Western Switzerland

Teaching with Videos is fine...

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

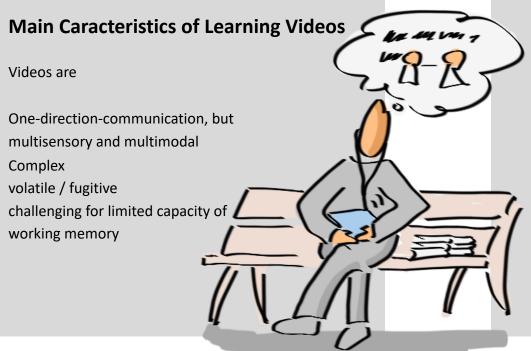
Eduhub Days Barcamp Session 29.01.2020



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)



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

Clearify 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, aks 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.

