Putting Pedagogy First when Integrating Video into Your Course
Welcome!
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Ever wanted to use video in your class and not know where to start?
Our Agenda

- 20 options for integrating video
- 10 best practices for creating video
- 1 Instructional Video Guide
- Q&A
What type of courses can make use of video?
Types of Courses

Residence
Some online presence

Online
No offline presence
How can you use video to support pedagogy?
20 Options
For putting pedagogy first
5 Categories

- Demonstrate/Show
- Introduce/Orient
- Explain/Tell
- Communicate/Remediate
- Experience
Demonstrate Show

Situation

How to do or how someone does a process

Apply a theory or concept
Situation

- Video used to demonstrate a real-world situation.
- Used for the basis of a case study or as a scripted scene with analysis to demonstrate a concept, theory or idea.
How to do or how someone does a process

- Video emphasizes the step-by-step completion of an interrelated series of tasks.
- Used to emphasize the step-by-step completion of an interrelated series of tasks.
Apply theory or concept

- Video emphasizes the step-by-step completion of an interrelated series of tasks.
- Used to emphasize the step-by-step completion of an interrelated series of tasks.
Explain/Tell

- Concept or theory in a lecture
- Interview an expert
- Timeline of event
- Tour or field trip
- Lesson, Unit, Module overview/summary
Concept or theory in a lecture

- Video emphasizes the step-by-step completion of an interrelated series of tasks.
- Used to emphasize the step-by-step completion of an interrelated series of tasks.
By interviewing an expert

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Lesson, Unit, Module overview or summary

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- Used to emphasize the step-by-step completion of an interrelated series of tasks.
Communicate/Remediate

- Provide feedback
- Clarify confusing info
- Summary/Lesson or Unit review (dynamic)
- Live Two-Way Q&A captured for use later
Provide feedback

- Provide relevant information to current course activities or lessons based on reactions to work or conversations completed by students.
- Used to help students improve performance on assignments, discussions, or tasks.
Clarify confusing information

- Identify course content requiring additional instruction and present information in a new way to ensure understanding.
- Used to help students improve performance by clarifying confusing information.
Live Two-Way Q&A captured for use later

- This type of video is impromptu and may include video of just the instructor, the instructor’s whiteboard/tablet/computer, or a combination to answer questions.
- Used to help students prepare for discussion of difficult or sensitive concepts/topics, provide information communication/clarification on projects or other assessments/activities, etc.
Summary/Lesson or Unit review (dynamic)

- A video that gives an overall summary of a subset of a course in response to what has occurred in that course iteration.
- Used at the end of a lesson to help students internalizes information from the lesson and to refocus on the objective for the lesson.
Introduce / Orient

Course, lesson, module or unit

Faculty to students

Difficult topic

Any type of activity

Context for course, lesson, module, unit, concept
Course, lesson, module or unit

- A video that introduces a course, lesson, module, or unit.
- Used to engage attention and focus student thoughts on what will be covered in the course, lesson, module or unit.
Faculty to students

- A video that humanizes the instructor(s) by introducing them to students.
- Used to humanize the instructor(s) by introducing them to students.
Difficult topic

- A Video that introduces a sensitive subject or a topic that is difficult to understand.
- Used to introduce a sensitive subject or a topic that is difficult to understand.
Any type of activity

- A video that kicks off participation in a class activity.
- Used to kick off participation in a class activity.
Context for course, lesson, module, unit, concept

- A video that situates a course in a broader disciplinary, or societal perspective. Or, a video that situates a component of a course within larger course objectives.
- Used to situate a course in a broader disciplinary, or societal perspective. Or, a video that situates a component of a course within larger course objectives.
Experience (Immersion)

Interactive Simulation

Role Play
Interactive Simulation

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Role Play

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- Used at the end of a lesson to help students internalizes information from the lesson and to refocus on the objective for the lesson.
10 Best Practices
For creating videos
10 Best Practices for Creating Video

1. Have a clear instructional purpose for the video.
2. Put together a plan for the video.
3. Consider privacy issues before recording.
4. Limit the length of the video.
5. Allow time for captioning and transcription.
10 Best Practices for Creating Video

6. Consider material selection.
7. Consider shelf life.
8. Consider the budget.
9. Consider standard production checklist items.
10. Consider how to license the video.
1 Video Guide
For helping you decide

Instructional Video Guide
Questions?
Thank you!

April Millet

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SlidesCarnival icons are editable shapes.

This means that you can:
  * Resize them without losing quality.
  * Change fill color and opacity.

Isn’t that nice? :)

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 aren’t that nice? :)

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