LEARNINGHOUSE

# Monthly Workshop Series: Video Use in Online Courses

## Workshop Summary

Using video in an online course seems like a natural choice. It allows you to deliver content as you might have in a face-to-face environment, expose students to your personality and passion, and reuse the assets you create. But how difficult is it to put together a truly effective educational video? What equipment do you need? When is it best to use video? How does the use of video affect learning? In this session, we'll address these questions, in addition to exploring the neuroscience behind information processing, best practices in designing visual aids, and accessibility considerations.

## Session Information

| Date/Time | **Thursday 16 August 2018, 1:00-2:00 pm ET** |
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| **Session URL** | http://thelearninghouse.adobeconnect.com/fd-videos-1808/ |
| **Audio** | Audio for the workshop may be done either via phone or your computer's microphone and speakers. If you wish to use your phone, use the following call-in information:<br>    Number:    (888) 619-1583<br>    Passcode:  712 743 4023 |
| **Recommended Reading** | 1. "Cognitive Load Theory: Structuring Learning Materials for Maximum Retention" (969 words)<br>2. "Principles of Multimedia Learning" (1240 words)<br>3. "Universal Design for Learning: The Recognition Network" (Article: 1232 words OR a video lasting 6:11)<br>4. "Web Content Accessibility Guidelines at a Glance" (546 words)<br>5. "Creating Module Introduction Videos" (2,378 words) |
| **Instructions** | At or just before the start time of the session, click the "Session URL" above, sign in as a guest (with your full name), and Adobe Connect will launch in your browser. |
| **Technical Requirements** | Computer with a web browser<br>Phone OR speakers/microphone attached to computer (for workshop audio)<br>Internet speed of DSL or higher (>512 kbps) |

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## Recommended Reading

The effective use of video is grounded in several theories on how humans learn and process information. Cognitive load theory, for example, suggests that the way you structure the information you deliver to students is extremely important when it comes to their ability to retain and process it. Though the theory in and of itself doesn't focus on the educational use of video, it does suggest that video can be an effective delivery mechanism. "Cognitive Load Theory: Structuring Learning Materials for Maximum Retention" covers this learning theory at a high level and describes the three components of cognitive load (intrinsic, extraneous, and germane).

While cognitive load theory provides valuable insight into knowledge acquisition, the best practices that emerge from it are fairly high level. With that in mind, "Principles of Multimedia Learning" provides more targeted suggestions when it comes to how to effectively design visual aids. After all, it's likely that you'll be using some sort of presentation software (such as PowerPoint or Keynote) to both assist in the presentation of your ideas as well as to break up the monotony of staring at your face. (Nothing against your face, by the way. I'm sure it's lovely.) The article summarizes research on the synchronous presentation of visual and aural information, and during the workshop we'll explore how these nine principles influence best practices in presentation design.

Just because video can be an effective information delivery mechanism doesn't mean that it should be used ubiquitously, however. "Universal Design for Learning: The Recognition Network" covers one of the three brain networks addressed by the Universal Design for Learning (UDL) pedagogical framework. The research behind this network asserts that students have a variety of preferences when it comes to the consumption of instructional materials, and accordingly video may not align with some learning styles. This indicates that one of the effective uses of video is as an equivalent alternative to existing instructional materials, rather than the primary medium of delivery. (Note that you can either read the article or watch the video – and that this embodies the instructional design principles embraced by the recognition network.)

Though UDL treats accessibility along a spectrum of learning preferences, accessibility for persons with disabilities should always be a concern when developing multimedia for online courses. "Web Content Accessibility Guidelines at a Glance" lists what you should keep in mind

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when including material into your course. Think of it as a handy list to have bookmarked in your browser when developing new multimedia content for your courses.

Lastly, as we'll discuss in detail during the workshop, developing module introduction videos for your online courses is an excellent use of the medium. In addition to providing instruction, they also serve to build community, enhance instructor presence, and provide much-needed context. "Creating Module Introduction Videos" addresses these benefits, provides suggestions for the content of these videos, and lists some basic logistical suggestions for filming them, which we'll discuss in more depth in our synchronous session.

Reading these articles prior to the synchronous session will allow it to focus more on hearing from each other about our challenges with and innovative approaches to using video in online courses, and to address some of the more logistical aspects of filming. It's important to note that because of the wide variety of operating systems, hardware, and editing software, this session will not focus on the technical aspects of filming, though we will provide some high-level suggestions.

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## Adobe Connect Tips

- If possible, do try to consume the recommended readings prior to the start of session, since the session will build on these materials.
- Be sure that you're in a quiet location with a good internet connection.
- Audio for the session may be done via phone or VOIP (computer microphone and speakers).
- Please mute your audio when you are not speaking. Whether you're using your phone or your computer for audio, headphones are strongly recommended, to reduce the chance of feedback or echoes.
- If using your computer's microphone and speakers, we recommend you arrive a minute or two early and run the Audio Setup Wizard. Once you're in the Adobe Connect room, you can run the wizard by clicking **Meeting > Audio Setup Wizard**.
- There may be polls, activities, and discussion. Please be prepared to participate, and don't hesitate to ask questions at any point!
- Be sure to sign in once you arrive so we know who has attended the session. Though the URL will be provided in the Adobe Connect room, you can also find it here: https://form.jotformpro.com/learninghouse/fd-signin