1. [intro video]

2. [title slide]

3. Think back to the waterspout example we saw in Part I of this series – Teaching with Animation.

4. We’ve already discussed how movement, specifically animation, can attract student attention and potentially engage your students more in the material. We also saw how animation can simplify a complicated process, and focus students’ attention on specific elements.

   In this presentation, we’re going to look at a different kind of movement: video. Consider the student experience in viewing this [animation of waterspout] ...

5. ... versus this [video of waterspout]. What does video add that animation cannot?

6. [blank screen] To explore this further, imagine you are teaching an English literature class, studying Shakespeare’s Henry V. You are specifically looking at one scene, the rallying speech before the battle of Crispian.

7. Now we could have students read this text, just like this [text on screen].

8. However, we could also show it like this. [Henry V clip].
9. What does the video add that the text cannot?

10. Video is an increasingly popular tool in all types of classes today, including face-to-face, hybrid, and fully-online class sessions. And by video in this context, we mean a piece with fluidly moving images and pictures, no matter what file format is used, or if you link to it online. As an educational medium, it offers several particular advantages over other means of communication.

11. Video is emotional – perhaps its most notable feature is this power to evoke sentiment in viewers and bring concepts to life – particularly in the online environment.

When we study a text in black and white, it is an intellectual examination of word choice and plot. However, watching the video of the Crispian speech brought to life, carefully choreographed and acted, and backed by crescendoing strings, few can help but be moved by the battle cry. Both methods of instruction clearly have value, and many instructors may wish to use both. However, learning with video can again be relatively interesting and consuming for students.

12. This emotional effect is largely because of the storytelling nature of videos - it can draw on classic dramatic techniques to captivate viewers’ hearts and minds.

Due in part to their storytelling ability, studies have shown that videos can increase student enjoyment.¹ This element can obviously be useful for those teaching in areas of the arts, but storytelling video – and video games – have also been used to teach math, medicine and other hard sciences.

13. Video is also historical, that is, it catalogues a certain time and space and can instantly transport viewers there, virtually immersing them in the experience of a different culture. Through video, we can see what it might have


been like to be in the ranks in the army of Henry the V, or how the aboriginal people live today in rural Australia. In this way, video can also introduce skills and experts in a way that a real class cannot. Through video we can hear native Basque speakers pronounce a word or examine first-hand the way Louis Armstrong played trumpet.

14. And finally, video is highly informative. Because it combines millions of images and a stream of audio, it can deliver a wealth of information to students. Consider how many things a student can simultaneously learn from the following 30 seconds of a seemingly simple video ...

15. This density of information can also of course be a potential danger, distracting students from your main point. Because of this, you may find it helpful to clarify before students watch a video exactly what they should be looking for.

16. Video can also be interactive. In today’s digital environment, where almost everyone has a cell phone or computer with at least limited video capabilities, it is possible to incorporate video reflections or production into assignments for your courses. Studies have found positive effects of such techniques on student engagement, however, instructors must carefully consider the time involved, technologies available to their students, troubleshooting capabilities, and how to make sure instructions are crystal clear.

17. A final consideration of video – and animation, for that matter – is that it can be easily replayed, unlike a face-to-face lecture, allowing students to watch the material repeatedly to catch anything they missed. This can be an important study aid for students, and give those with language or hearing difficulties more of an equal footing, as well as catering to visual learners.

18. Along these lines, remember that it’s important to make sure that your material is accessible to all students, including those without vision or hearing. When video is incorporated (or audio only, as well), the content should be made available simultaneously in a text transcript for those with visual needs or hearing needs. All videos and links should also have alternate text, or alt tags, attached to describe the content to those with screenreaders. You can find more on designing documents and presentations for greater accessibility on the GW Accessibility Checklist in this course or posted on the Blackboard eTeaching tab.

Same as previous sources
19. So if you want to use video, in your classes, how can you get it? As we’ve mentioned, you probably have a phone, computer or camcorder with some sort of video capabilities. This means it may be relatively simple for you to film and post a few seconds of video to demonstrate a process or place. However, if you begin to do much editing, realize that the editing process can take a significant investment of time and require technical assistance, and take this into account in your course planning.

20. For faculty members either without the time to devote to video creation or who are looking for video they can’t personally provide, there are billions of clips available to you, most for free if you give proper credit, and the best place to start is online.

21. Of course the first website that springs to mind is probably YouTube – the Internet’s largest collection of free video, and that can be a great place to begin your search. You may also want to check out YouTube EDU, also called “YouTube Education,” which is a collection of videos put out by universities and other education institutions. When you’re using these videos, you may find the website KeepVid.com handy for downloading YouTube files (without any of those pesky ads), or you can try CaptionTube to add captions for different languages or as an aid to the hearing impaired. Some faculty also use YouTubeTime.com to point students to a specific segment of a long video.

22. Another site to find video is our very own Gelman Library catalog. To find video here, you can do an advance search and filter the format to only video.

23. TeacherTube is a bit similar to YouTube but with a more educational focus – created by educators. It also includes more nuanced search options for the content you seek.

24. Merlot is an online repository of educational materials posted – and reviewed – by educators. It includes video as well as other types of media.

25. Another growing and more interactive site is Khan Academy, a nonprofit site that includes material up through basic undergraduate level. The interesting thing about this site is that it includes video lessons, but also interactive elements such as activities, peer-to-peer coaching and feedback on student performance.
26. And of course it’s never a bad idea to do a basic internet search, typing in your subject matter and “video” or “educational video” to your favorite search engine. This may lead you to a wide variety of sites with educational video content, such as Discovery Education, EduBlogs.tv, CosmoLearning, the Research Channel, PBS, USGS Education, or explania.com.

27. There are also troves of video available through some local resources. One such archive is the Library of Congress, which has a particularly extensive collection of videos on domestic issues and history, but also includes international and foreign language. Some content is available online, but you can find more by visiting the Library in person.

28. The National Archives may also be worth a virtual or real-world visit, as it has thousands of historical videos available, many searchable through Google or its YouTube channel. It also has a partnership with Amazon.com to offer free videos online, but it’s easiest to find these by going through the National Archives’ website than by searching Amazon.

29. Of course, when teaching with video as with any other media, remember to always keep in mind the rules of fair use and to cite your source. For more guidance on this topic visit the GW copyright basics page.

30. There may be yet one more resource available to you for getting video for your online courses. Some faculty may be able to obtain funds to contract professional producers if they can demonstrate a strong need for the material and the department has available resources. One example of professionally produced video can be found on the Blackboard eTeaching tab: Professor Edward Robinson of the Forensic Sciences department faced the challenge of helping online students prepare for face-to-face lab sessions, and his solution was to shoot video of all the lab procedures and post it in Blackboard. The video example demonstrates one of the lab procedures covered in the Crime Scene Investigation course.

31. We hope this presentation has given you a sense of the power that movement can have in your classes, when appropriately used. For more examples, or more information about how to animate or how to use video, please check other materials in this course, or the eTeaching tab in Blackboard. With these materials, and these resources, you’re just a few clicks away from bringing your classes to life online.