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Videos Impact Learning!

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Videos Impact Learning!

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Best Teaching Practices Expo 2020

The practice and the need it addresses

Incorporate video in F2F or Online courses

At the Office of Online Education, we utilize the Community of Inquiry Model and Online Teaching Competencies (Garrison, Anderson, Archer, 2000) that identifies three teaching presences: teaching, cognitive and social.

Instructor presence in instructional videos, positively influenced student's perceived learning and satisfaction for the topic and led to a lower level of self-reported mental effort for difficult topics (Wang and Antonenko, 2017)

The use of video can impact teaching presence (establishing and maintaining an active learning community and providing direct instruction) and social presence (the ability of the learner to project themselves socially and affectively in a community of inquiry).



Evidence this practice benefits UNLV Students

Enhance student engagement and impact learning outcomes

Research from indicates that participants recall of information from the video was better when instructors participated in the video (Wang and Antonenko, 2017).

The creative use of providing content summaries delivered by guest lecturers in online courses was found to improve student recall of online video lecture content (Fanguy, Costley & Baldwin, 2017).

Videos are used at UNLV for course introductions, lectures and lab tours and tutorials.

With an increase of students with anxiety including our student population (UNLV DRC Report, 2018) utilizing video is an effective method to humanize the learning experience and aid in creating a social presence.

References:

Fanguy, M., Costley, J., & Baldwin, M. (2017). Pinch Hitter: The Effectiveness of Content Summaries Delivered by a Guest Lecturer in Online Course Videos. *The International Review of Research in Open and Distributed Learning*, 18(7). <https://doi.org/10.19173/irrodl.v18i7.3208>

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Hilbert, B, and Leland, D. (2018). End of Year Report (2017-2018), UNLV Disability Resource Center

Ou, C., Joyner, D.A., & Goel, A.K. (2019). Designing and developing video lessons for online learning: A seven-principle model. *Online Learning*, 23(2), 82-104. doi:10.24059/olj.v23i2.1449

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Resources and where to find them

DIY and By Request Services

A resource is the Office of Online Education. We have an underutilized resource with our video production team. We can assist with course introduction videos (online and face-to-face), lecture, lab tours and lab tutorials, and guest interviews.

In addition, we have tools through our H5P technology for knowledge checks in videos. We have several resources online, experts in our department and an accompanying Spring Workshop series to help faculty.

We are launching our DIY services which allow faculty to request video production services.

<https://www.unlv.edu/teach-online/recording-videos>

Additional resources include recent research cited on videos impact, student preferences and design and development principles (Ou & Goel, 2019).

How other UNLV teachers might adopt this practice

Contact Us

Instructors can adopt the practice by utilizing the resources of the Office of Online Education. Working with our team, we can help you develop video content and utilize the tools we have available.

In our office, we provide researched-based theories and assist faculty along the technology spectrum. If the information you would like to produce will be static for 2-3 years, then we contact us for By Request services. If your video will be utilized for less time, we can provide consultation of DIY resources.

Type of videos, best practice for length and turnaround times:

- **Course Introduction** – 2 minutes
 - 3-5 days turnaround
- **Lightboard/Lecture** – 5-15 minutes
 - 1 week turnaround
- **Lab Tour** – 10-20 minutes
 - 1 week turnaround
- **Lab Tutorial** – 15-20 minutes
 - 2 week turnaround