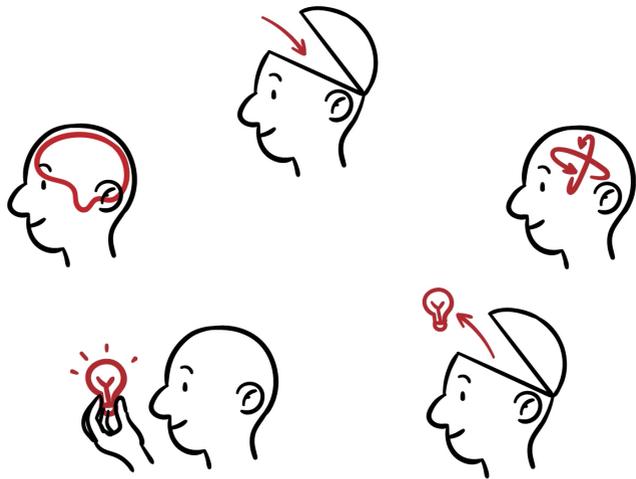


Guidelines for the didactic use of video



Video and learning processes

Videos can enrich the learning environment in a variety of ways, adding value to the learning process. Using videos brings benefits to the students and to you as the lecturer, as long as you give proper thought to how you use them. The Research Group Teaching, Learning & Technology is conducting research into the effective use of videos in teaching.

Flipping the classroom

'Video' means more than just a film clip – there are many forms of images with sound that you can use and that we refer to as 'video'. The most obvious educational use of videos is providing instruction via video, so the instruction can be viewed by students outside of class time. This option has the effect of extending teaching time and freeing up class time to do something other than just instructing your students. Moving instruction into the students' own time and processing into class time is also known as 'flipping the classroom'.

Steps in the learning process

Providing instruction via video is one way of using videos. You can also use videos at other stages in the learning process and for a different purpose. A few possibilities are presented below, based on the steps in the learning process. In vocational education, the learning process must lead to knowledge that can be applied in the performance of professional tasks. The process can be divided into five steps. For each step, we explain the role that video can play.

You can find more information about research into the use of videos in teaching on the website of the Research Group Teaching, Learning & Technology: inholland.nl/tlt

View an animation about this subject via this link: youtu.be/1a7SEGHCxpc



Step 1: Activating prior knowledge

The learning process starts with stimulating students' interest in a topic and focusing their attention on it, with the aim of activating their prior knowledge. You can use videos for inspiration and to activate students' prior knowledge; for example, by giving the floor to someone who is already practising in their field or by allowing them to see a professional in action. You could show such a video during class or get the students to watch it in advance in preparation for the class.

Step 2: Promoting active knowledge acquisition

Once the prior knowledge has been activated, new knowledge is presented. This new knowledge must be actively acquired by the students, which demands a lot from their working memory. If you want to present the new knowledge via video along with instructions for learning tasks, you have to think carefully about which format you choose, and how you can stimulate and support the active acquisition of knowledge by the students.

Step 3: Stimulating effective knowledge acquisition

Active acquisition of new knowledge does not automatically entail that that new knowledge has actually been understood. The new knowledge must be connected to existing knowledge so the new knowledge becomes meaningful to the students. You have to support the processing of knowledge and you can use videos to do so, among other things. Videos can be used to provide examples of where the knowledge plays an important role in practice. You can also use short knowledge clips which explain difficult concepts in greater detail. Students can watch these knowledge clips as many times as necessary.

Step 4: Making knowledge productive

Really understanding new knowledge is a prerequisite for being able to apply it in the performance of professional tasks.

However, knowledge application does not happen on its own – it must be learnt and practised as well. You can use videos to demonstrate the application of knowledge to students; for example, by showing a presentation on how specific knowledge can be used in practice by professionals who also explain their actions. This way, you could provide a step-by-step demonstration of a certain operation via video.

Step 5: Reflecting on learning outcomes

By reflecting on the understanding that they have acquired and their experiences in applying new knowledge, students begin to realise the outcomes of the learning process, which deepens their understanding. You can use videos to trigger reflection by presenting a case study of a different situation in which the same knowledge can be applied. Video can also be the format used by the students themselves to demonstrate the application of acquired knowledge in the context of an assessment.

Embedding the use of videos in teaching

As you can see, videos can be used at many different times in the learning process to achieve a specific goal. Using videos effectively in teaching requires you to think carefully about which activities in a learning process you want to support and what you want to achieve by using a video. Videos should never exist in isolation; their use must always be connected to the other activities taking place within and outside of the lesson.

In short, if you want to use videos effectively in your teaching, it will be beneficial if you obtain some educational support. You can get this support from education specialists at the university as well as from the Research Group Teaching, Learning & Technology. Inholland also has a Community of Practice for Video, where the lecturers who have joined up share their knowledge and experiences of using videos in teaching.