

TEACHING ELEMENTS EMBED NEED TO KNOW IN YOUR VIDEOS

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One concern many professors share is that students will not watch the video materials assigned as homework. One way to mitigate this potential problem is to focus the video on content that will address the question in students' minds, "why do I need to know this?"; help them *want* to watch the material and clearly see its relevance.

And, every time you have students watch a video, build in reflective activities to have students explore the "why do I need to know this" perspective. Some formats for reflection may include a blog or discussion post, a photo essay, a guided reaction video or essay, or review in the form of a take-home quiz or exercise.

Blog or discussion post:

In a literature course, your video may be an overview of the socio-political landscape in the time period the novel you are studying was written. After viewing the video, students are asked to adopt the persona of the author and do a blog or discussion post on one aspect of the socio-political landscape that they believe most influenced the author.

Photo essay:

In a design course, your video may describe the unique features of a specific design style. After viewing the video, students are asked to take photos of examples items they feel illustrate or represent the influence of that design style.

Reaction video or essay:

In a history course, your video may outline a main event in the period of time and region of the world being studied. After viewing the video, students are asked to prepare a three minute "reaction" piece, covering their opinions about the factors leading to the event and the lasting effects of the event, videotaping or writing about their reaction to share with the class.

Take-home quiz or exercise

In a math or engineering course, your video may review basic formulas, equations, and principles for solving problems. After reviewing the video, students are asked to complete a take-home quiz or practice exercise, which prepares them for more complex problem sets during class. With instructor as a "guide on the side" in the classroom, these more complex problem sets build on the basics they have reviewed and practiced outside of class via the video and exercise.

In addition, your classroom activity must closely relate to the video material to reinforce to students that they will benefit from viewing the video materials. Be sure to use a pedagogical model that supports this, such as project-based learning, game-based learning, or understanding by design. Become a master of those models first, and then use the flipped classroom to support the learning.