How to use videos in teaching & learning?

Evaluation

- Presentation of concepts & theories

- Case-examples

Activating methods in learning of new knowledge, attitudes and skills

Activation of prior knowledge

- Presentation of the teacher and the course

- Testing prior knowledge of the students

- Pre-assignment

To learn is to change
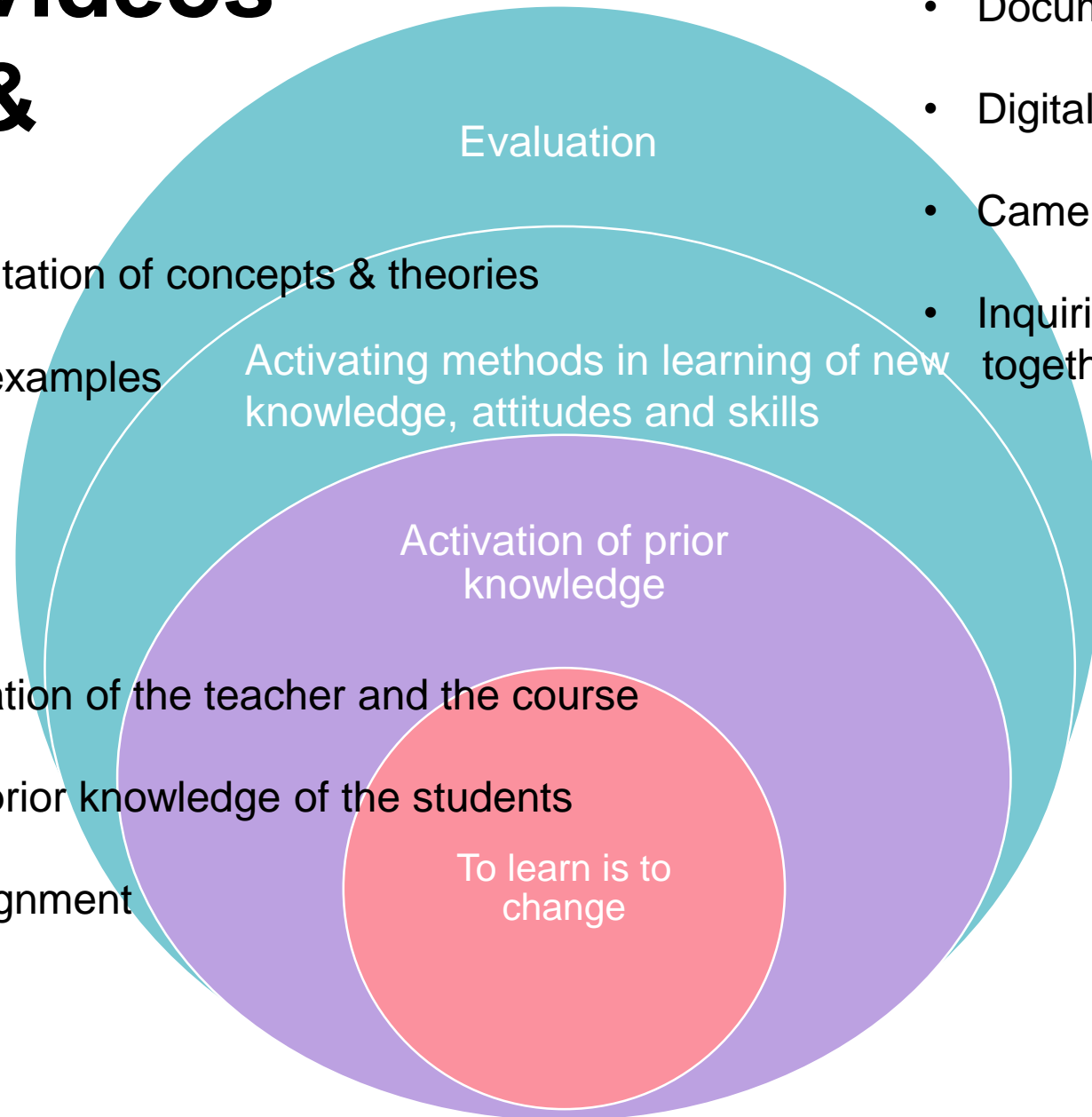
- Documentation of work processes

- Digital story

- Camera pen

- Inquiries, essays, group works together with videos

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How to create interactive content?

H5P: What? Why? How?

Satu Hakanurmi

Starting with the end in mind

- *Management Operating System*, a video in a technology management course, also had high view numbers; **the views were more than three times the number of students enrolled.** This video featured the faculty member delivering a script (using a teleprompter), with the talking-head explanation interspersed with animation. The animation visually displayed a framework students needed to use in a required course assignment; the animation and faculty description provided a visual, synthesized, and contextualized explanation of the framework (figure 1). The video also ended with a scenario that students were expected to respond to in a discussion forum.

Marchand's Strategic Information Alignment Framework

Add Value
customers and markets

Minimise Risks
market financial legal,
operational risks

Reduce Costs
transaction and
processes

Create New Reality
Intelligence (social, political, technological, etc)

Management Operating System video featuring a visual framework

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Starting with the end in mind

- *Pecha Kucha* –presentation produced in previous course provides an example of strategic communication for students participating the new course. It is an example of the course assignment. Students watch the video many times because it is a prototype of the assignment and how to pass the course. There is a discussion forum connected to the assignment and it is focused how pictures and texts interact and what kind of impact the timing, voice and bodylanguage each have.

Integrate the video to the learning assignment

- [Sote-akatemia Monelle-opintojakso](#) produced four short videos for four different patient cases as a teaser for students' group work. Aim is not to with videos. Students produce a plan of healthcare and social support in multidisciplinary teams. Stories orientate students to think the patient in different contexts; at home, with their families, in school and at work.

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Interactive video

- With interactive elements you support the active listening
- Smoothie: https://h5p.org/interactive-video
- In Moodle you can include learning analytics of students progress
- https://h5p.org/
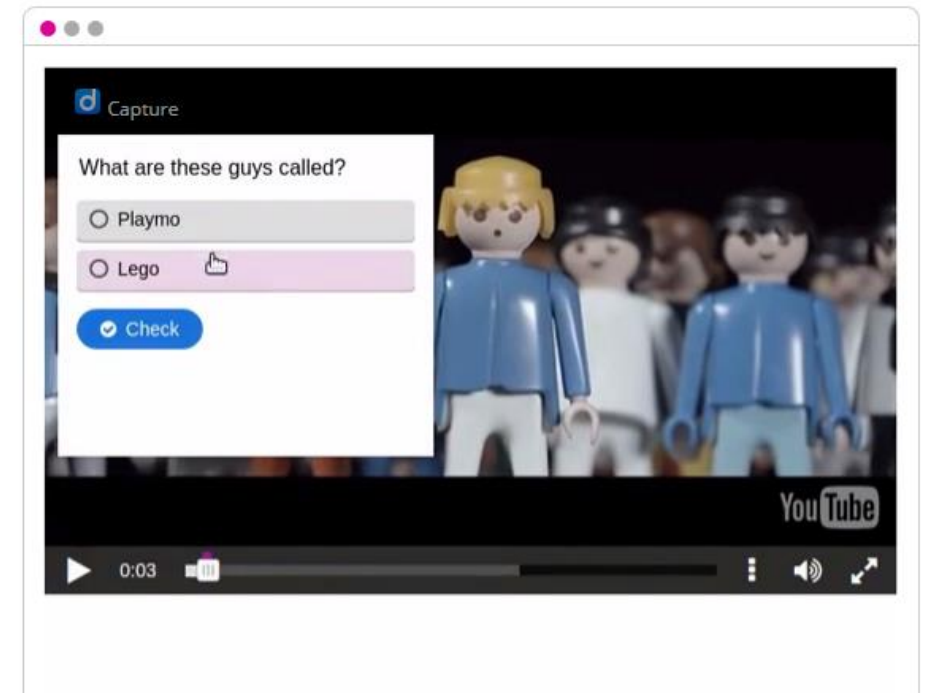
How interactive video works?

> You can add many different types of questions and informational resources.

> Interactions may or may not pause the video when they appear.

> They may appear directly or as a button that users can choose to click to reveal the resource.

> Questions may be adaptive in the sense that the user's answer determines where the user is sent after the answer is provided.

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Features

> Multiple choice questions with one or more correct answers

> Free text questions

> Fill in the blank questions

> Drag and drop questions

> Interactive summaries

> Single choice question sets

> Mark the word activities

> Drag and drop text

> Images

> Tables

> Labels

> Texts

> Links

All question types can be configured to perform adaptive behavior, meaning that **a correct answer could cause the user to skip to a specified place in the video while an incorrect answer could take the user somewhere else in the video.** Typically, submitting a wrong answer will cause the user to be directed to the place in the video where the answer to the question is presented.

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How to do that?

- https://h5p.org/tutorial-interactive-video

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