

Instructional Videos for Blended Learning: an Introduction

Katrine K. Wong, PhD, PFHEA
CTLE/FAH



**Overview:
Principles and practice of blended learning @UM (KW)**

A taster of making instructional videos (FW)

An introduction to Yuja (CF)

Faculty sharing (Henry Kwok, FHS; Miguel Costa, FST)





A balanced combination of face-to-face learning and online learning



Ingredients include pedagogy, technology, time and space



Affords accessibility, flexibility, adaptability, collaboration etc.

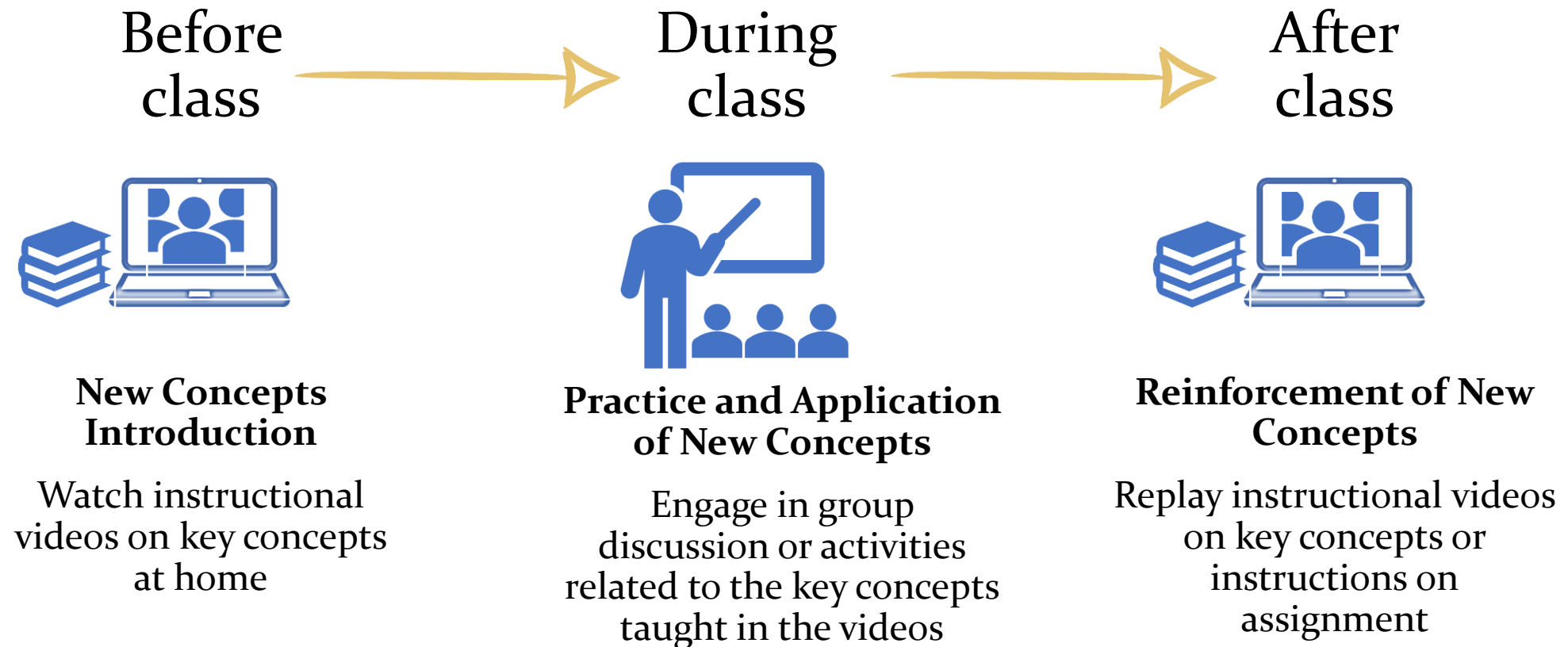
Blended Learning

A T&L blog post offers a broader understanding of Blended Learning:
[Implementation and Design of Blended Learning in Higher Education](#)

Some popular types/styles of Blended Learning in higher education institutions

- Flipped classroom
- bMOOCs (blended MOOCs)
- Remote blended learning (a.k.a. enriched virtual blended learning)
- Self-directed blended learning

The flipped classroom model of blended learning





Efficient use of class time
(Serrano et al., 2019)



Enhances engagement
(Graham, 2019; Serrano et al., 2019;
Fisher et al., 2018;)



Enhances comprehension
(Warren et al., 2020;
Montgomery et al., 2015)



Promotes collaborative learning
(Crawford & Jenkins, 2017;
Henderson et al., 2015)

Benefits of Blended Learning



Flexibility of learning
(Müller & Mildemberger, 2021)



Direct instruction



Quality and standards



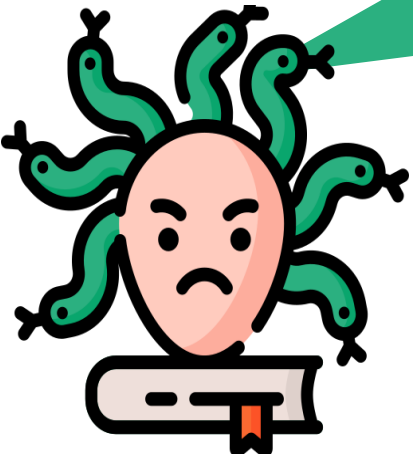
Enables inquiry- /
project- / problem-based
learning

Instructional videos are not applicable to courses in certain disciplines, such as those that are heavily built around projects and activities instead of theories and concepts.

There are various types of instructional videos. How to make the video engaging is dependent on the instructor's style and design of course materials (content, activities, assignments etc.).

Instructors have to go through a new learning cycle of multiple applications in order to produce one video.

While instructors can of course choose to invest time in learning and practising video-making skills, to save time, we recommend that instructors rely on student trainee(s) for technical assistance (e.g. video recording and editing). What is new to instructors is perhaps talking to a camera (lifeless object) instead of to a group of students (breathing organisms).



Myths and Realities

To produce a professional-looking and engaging video is a talent-/discipline-specific task.

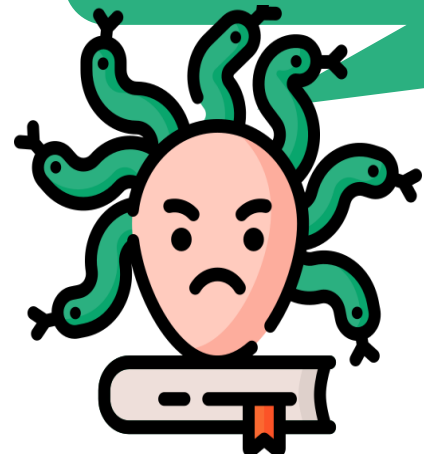
While a relevant background in media is helpful, what really matters is the content and the delivery when it comes to engaging students in an instructional video, which is no different from face-to-face teaching in class. You may be happy to know that PowerPoint with voice narration has been the most popular video style adopted by members of previous batches.



Instructors need to spend months to complete the videos for a course.

With a video plan in mind and scripts prepared ahead of time, recording of videos is typically done within a week, followed by video editing by either the instructor or a student assistant provided by CTLE.

Myths and Realities



AN EFFECTIVE INSTRUCTIONAL VIDEO TYPICALLY:

Covers a few key points (in <20mins)

Begins with a title page and outline of key points to be covered

Includes a good balance of text and images

Includes proper references for all images and media (either in-text or at the end of the video)

Has a 1080p video resolution

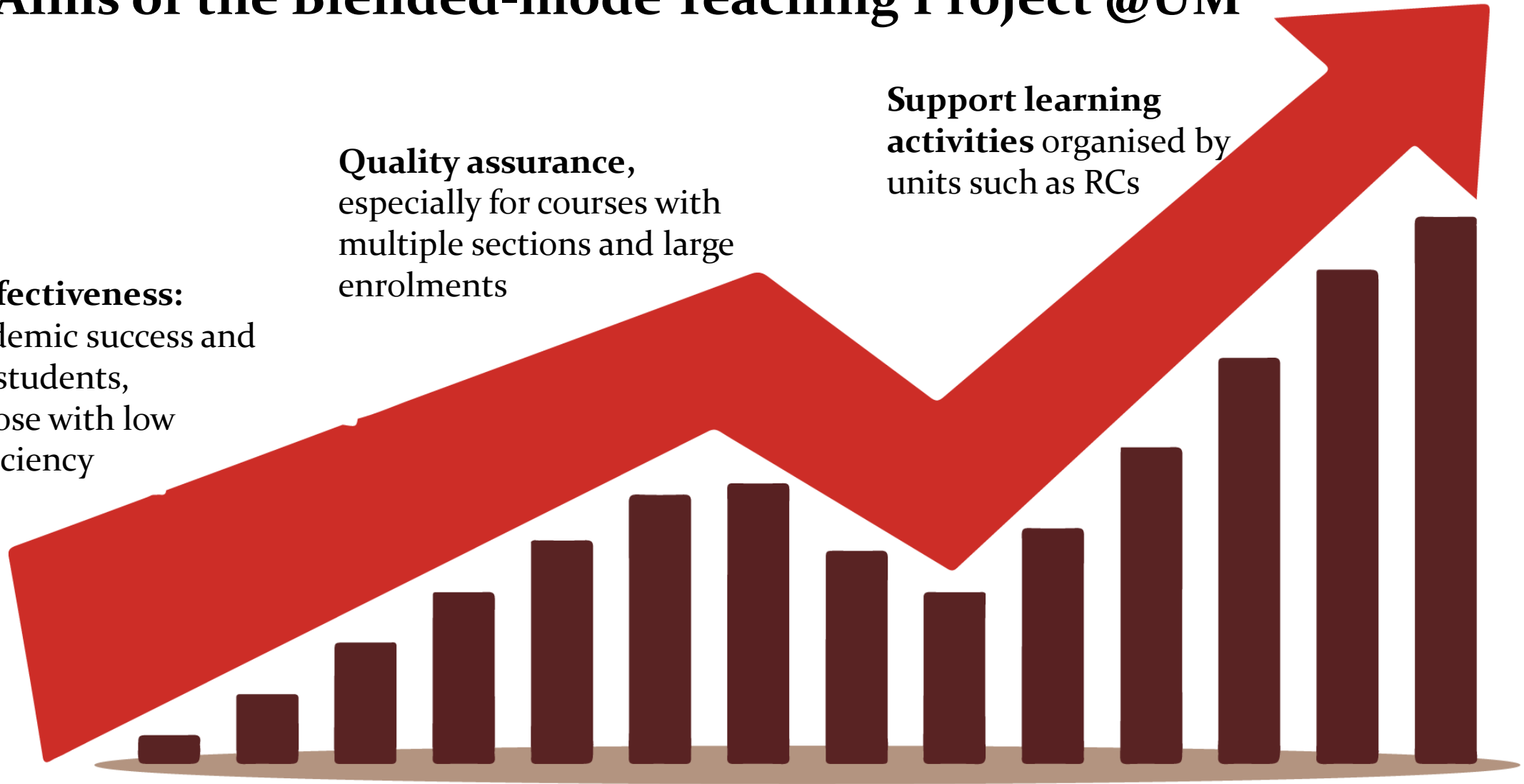


Aims of the Blended-mode Teaching Project @UM

Teaching effectiveness:
increase academic success and retention of students, including those with low English proficiency

Quality assurance,
especially for courses with multiple sections and large enrolments

Support learning activities organised by units such as RCs



Blended-mode T&L at UM means...

- a) Classroom teaching plus a set of instructional video materials;
- b) Each video should cover key terms, concepts, theories to be taught in a particular week or applications/cases and assignment instructions;
- c) Students are expected to watch the assigned video material before coming to class each week;
- d) Students can review the videos as needed.



Video Link:

<https://vimeo.com/751055301/1301e01275>

<https://vimeo.com/738499396/5f061ba455>

Instructors: Responsibilities and Incentive

- a) Design and production of a set of instructional video materials
- b) Attend the training sessions organized by CTLE
- c) Meet the quality standard set by CTLE
- d) Serve as the course coordinator (for courses with multiple sections)
- e) Teaching subsidies



Details on incentive and responsibilities please refer to the brief overview of the task stated in the email sent by Ms. Candy Lam of VRAAO on 28/02/2024.

[Timeline for Current Batch \(BLWG24-25\) Members](#) (only accessible by current batch instructors)

March 2024

Preparation

- Attend CTLE trainings
- Receive information on hardware/software support
- Complete a quick survey on video plan
- Identify your student helper (if needed)

By mid-April 2024

Production of your first instructional video

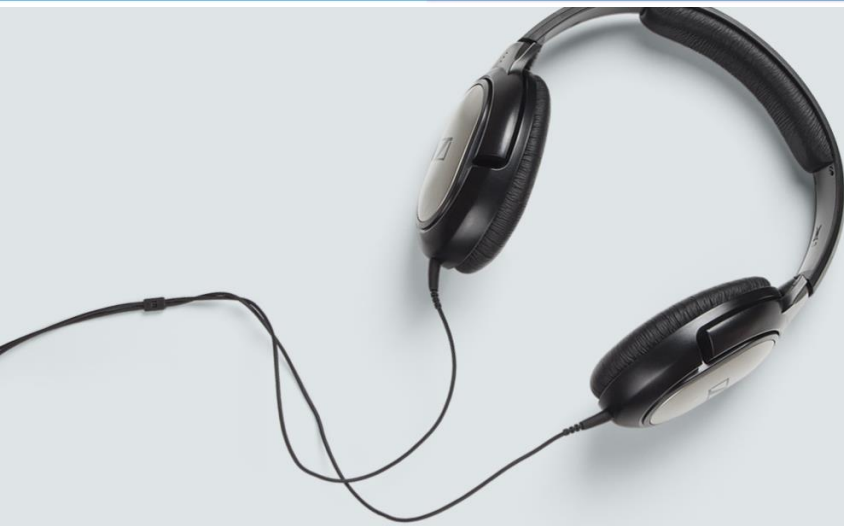
- Record videos in CTLE Studios or at one's own office
- Start editing videos, enhancing audio, etc. (instructors and/or student helpers)
- Upload first video to a designated video server; videos will be reviewed by CTLE based on established guidelines and checklist

By end of July 2024

Production and incorporation of all instructional videos into courses

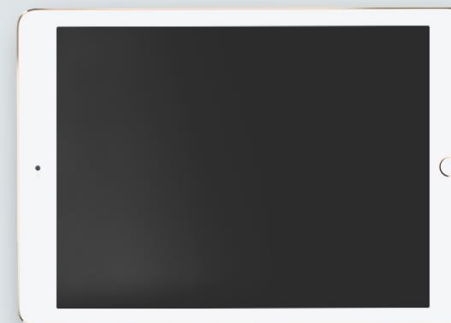
- Submit complete list of course videos & links to CTLE for review
- Check that most of your video recordings are completed and uploaded to Yuja and videos are embedded in your UMMoodle courses

Timeline



Establishing

Content



An instructional video is a video that...


Offers insight into challenging concepts;

Prepares students for course activities, discussions and assignments; and

Helps students succeed in understanding course materials;

Helps students get to know you.





•••••

Different types of instructional video

- **Course introduction; overview of topics, assessments and outcomes**
- **Lectures or discussions of key concepts**
- **Instructions for tasks, activities, discussions, quizzes and assignments**
- **Informal course walk-through that explains how to make the most of the online course resources**



Styles of instructional video

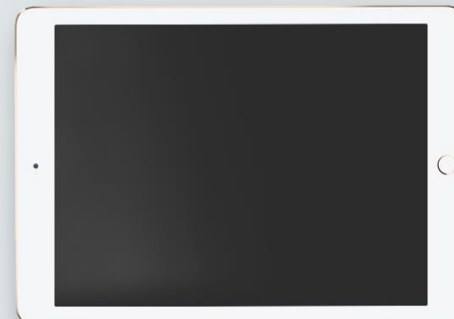
Indoors?

Outdoors?

- PowerPoint slides with a voiceover for in-depth content
- slides with a 'talking-head' for lectures
- on location for introducing a course or topic



Creating Content



To keep in mind...

- Studies show that shorter videos are more likely to be watched in their entirety by learners. (edX; Brame; Slemmons et al.)
- To maximize student engagement, present our lecture content as small, bite-sized segments.
- Gauge your content for your audience. Consider the level of skills and knowledge that your learners currently possess.
- To save time in the production of your videos, it is recommended that you work with a script.

How to prepare your script?

Work with
your lecture
schedule

Create a list of
video topics

Focus on key concepts, key
terms, theories/models,
experiments/ applications/
cases/ texts, instructions for
assignments or activities, if
any. (refer to your course
ILOs)

Make use of auto-
generation of
caption on Yuja
[editable]



How to prepare your script?

- **Storyboard (monologue? interview? ‘silent movie’? a mix of them?)**
- **Script (helpful for video-editing)**
- **Teleprompter**

Key concept 1: Know the purpose of the discussion

Before you walk into a discussion session or when you plan for a discussion, you should know very clearly what the purpose of the discussion is.

Is it To check if student have done the class readings?
 To generate ideas for another task?
To apply newly learned knowledge
 Or.... To practice a certain skill?

What is the outcome you want? Do you want students to make a product? What is the take-home message?

You want to set some clear goals for every discussion and plan your activities and time towards that goal effectively.

Once you have your goals set, you should also plan how you want to spend the discussion time.

Imagine (Miranda acting out scenario):

1. Ok, students, 3, 2, 1, discuss. We will come back in 40 mins.
2. (40 mins later)
3. Great! Good job everyone! I heard some really great ideas. That’s about time for the day. See you next Wednesday!
4. Student: Sorry, Miranda, I have a question!
5. Um... sorry, time’s up for today’s session. Ask me next week?

How do you make sure that students’ time spent with you is worthwhile?

Scaffold the discussion session by including quality preparation, discussion, and feedback time.

This is an example timeline for a scaffolded discussion:

1. Start by telling students what the goals of the discussion are.
2. Review ideas/theories needed for the discussion.
3. Tell students the discussion questions or activities. Then, give them preparation time.
4. Facilitate the discussion by engaging all students.
5. Summarize the main points of the discussion and offer feedback.
6. Allow time for Q & A.
7. Give students a heads-up on what to expect in the next session.

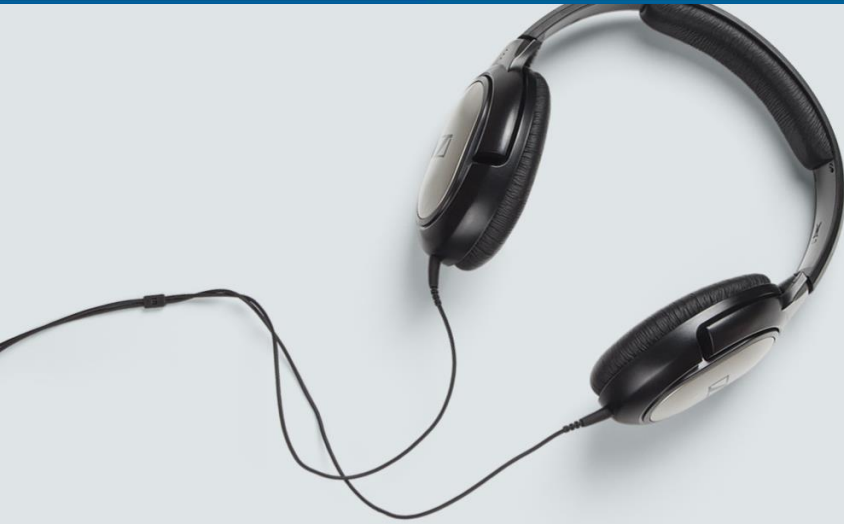
To remember what I just talked about, try following O-P-T

O = decide on the Outcome you want

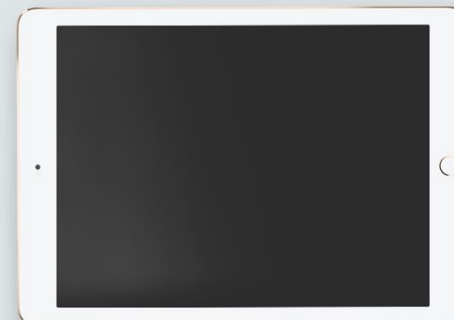
P = Plan the session ahead of time

T = Time the session well

Not sure what goals to set? Consult the students’ professor, your supervisor.



Content



How to present effectively on camera?



Position

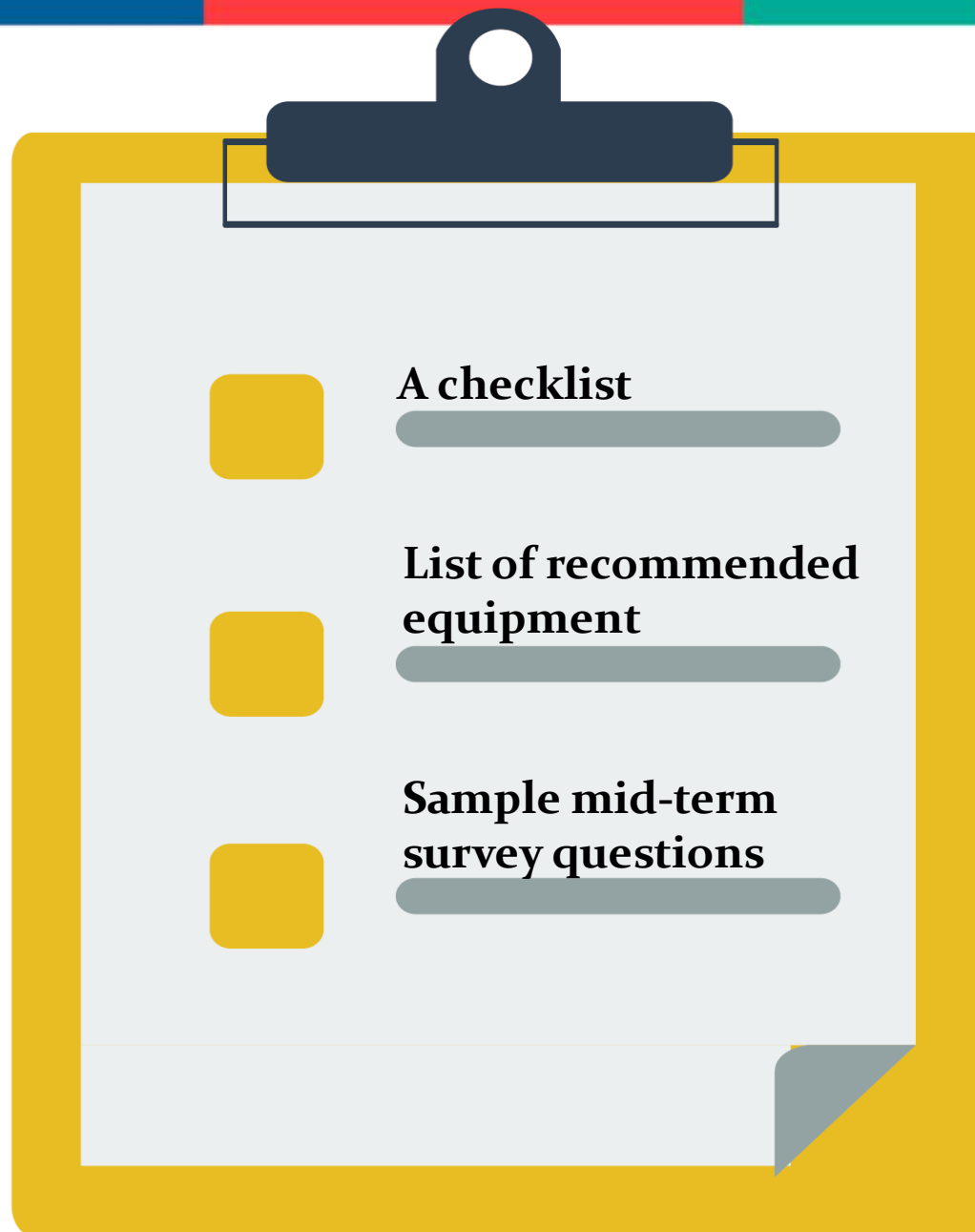
Posture

Movement

Voice

Consider rehearsing with software that provides feedback on your pacing, pitch and use of filler words. Microsoft's [Presenter Coach for PowerPoint](#) is one tool that provides such feedback.

We have prepared:



“ It is recommended that learning design be carefully managed to ensure that it does not overload or overwhelm our students, which could potentially impair student achievement and success. ”

What to build:

A well-structured and -paced course that integrates synchronous and asynchronous features afforded by Blended Learning approach

What to remember:

Be mindful of students' learning needs: 'Blended deliveries ... often rely on students' self-motivation, self-management and self-regulated learning' (Bowden, 2022).

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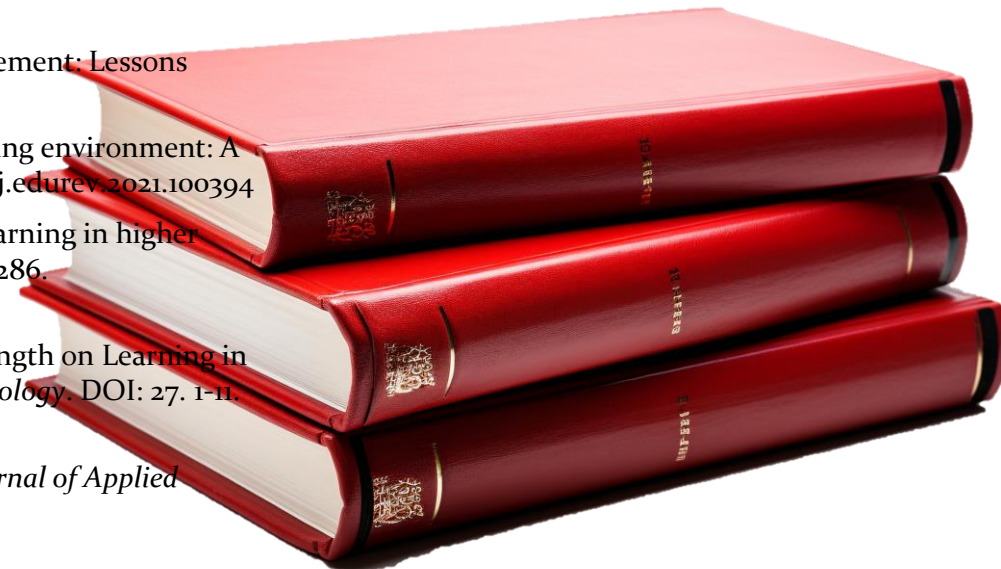
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Thank you

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