



Using Media in Teaching and Learning

**John Kahler, Drew Jacobs,
Nancy Raftery, Matt Ditnes**

Who we – and you – are

- ✧ Introductions

- ✧ Are you:

 - ✧ Instructor

 - ✧ Librarian

 - ✧ Instructional designer, other support staff

Who we – and you – are

- ✧ Introductions
- ✧ Are you:
 - ✧ Instructor
 - ✧ Librarian
 - ✧ Instructional designer, other support staff
- ✧ Do you use media content in teaching and learning?
 - ✧ How often?
Every session | As appropriate | Seldom

Who we – and you – are

- ✧ How do you use media in teaching and learning?
 - ✧ Assigned media content
 - ✧ Instructor-created media content
 - ✧ Student created media content
- ✧ Where and how do you find content?
 - ✧ Library
 - ✧ Online
 - ✧ Student recommendations

Media is Everywhere

- ✧ Traditional broadcast and cable, satellite, etc., etc.
- ✧ Streaming, saved, served
- ✧ Personalized experience – devices in the hand to on the furniture, connected and independent
- ✧ Not just consumption — creation
- ✧ YouTube:

YouTube

- ✧ YouTube has over a billion users — almost one-third of all people on the Internet — and every day people watch hundreds of millions of hours on YouTube and generate billions of views.
- ✧ YouTube overall, and even YouTube on mobile alone, reaches more 18-34 and 18-49 year-olds than any cable network in the U.S.
- ✧ More than half of YouTube views come from mobile devices.
- ✧ YouTube has launched local versions in more than 88 countries.
- ✧ You can navigate YouTube in a total of 76 different languages (covering 95% of the Internet population).
- ✧ Exists as a social platform – and **to sell you to advertisers and data users**

Great Expectations: Students and Video in Higher Education

- ✧ A SAGE White Paper
by Elizabeth Leonard, MSLS, MBA
Executive Market Research Manager, SAGE
- ✧ <https://us.sagepub.com/en-us/nam/press/how-do-students-use-video-in-higher-education>
- ✧ *What students look for beyond required content*

Key Findings

- ✧ Students are accustomed to watching videos for their classes and coursework in colleges and universities; 68% of students report that they watch videos in their classes.
- ✧ In addition to watching videos because they are assigned or shown during class, 79% of students voluntarily watch videos to enhance their understanding of a topic, to better understand material introduced in class, to learn the steps necessary to do something successfully, to understand the practical application of a theoretical concept, and to find a video that they can use during their own presentations.

Key Findings

- ✧ Students are largely unaware of resources that their libraries are providing access to and instead find videos either because their instructors pointed them out or they searched YouTube and Google. Only 32% of students report searching for videos in the library or on the library's website.

Impact of Educational Video

Greenberg and Zanetis (2012)

- ✧ *Interactivity with content*—the learner relates to visual content, whether verbally, by note taking or thinking, or by applying concepts
- ✧ *Engagement*—the learner connects to the visual content, becoming drawn in by video, whether on demand or in real time
- ✧ *Knowledge transfer and memory*—the learner may remember and retain concepts better than with other instructional media.

Why students watch video

- ✧ It's shown during class/required viewing
- ✧ Help in understanding
- ✧ Specific to course/studies for additional information
- ✧ Ability to watch/rewatch

Why makes a compelling video?

- ✧ Charismatic or compelling speaker
- ✧ Real life examples
- ✧ Quickly judge:
 - ✧ Does it fit?
 - ✧ Will it hold interest?
- ✧ “Entertainment” not important

How long should a video be?

- ✧ Most respondents 5 – 20 minutes
(average 4 minutes: *Hibbert*)
- ✧ <1% report watching the entire video
- ✧ Tolerance varies
 - ✧ “Depends on the relevance and style of the video”

Conclusion

- ✧ Desire to increase learning
- ✧ Materials which “make sense” of the course material
- ✧ Bring the topic to life – multiple voices in relatable ways

The Student as Creator

- ✧ Multimedia Assignments: Not Just for Film Majors Anymore
 - ✧ Danny Ledonne, videographer, filmmaker, adjunct instructor, Adams State University, CO in *The Chronicle of Higher Education*
 - ✧ <http://www.chronicle.com/article/Multimedia-Assignments-Not/145939>

Multimedia Assignments: Not Just for Film Majors Anymore



Multimedia Assignments: Not Just for Film Majors Anymore

- ✧ Media production engages a variety of skills and learning styles.
- ✧ Media production can deepen students' engagement in their topic.
- ✧ Media production is highly "shareable" long after final grades are posted.

Resources

✦ CollegeAnywhere.org/UsingMedia

Thank You!