# Digital Teaching Summer Camp

Three Alternatives to Video Lectures

(Or, "The Road Less Travelled")

# What have your experiences been with making or sharing video lectures?

Share in the chat or unmute to contribute!

# When video works well it…

- … facilitates connection and interaction.

- … is less than six minutes long.

- … highlights or underscores key concepts.

- … is subtitled for accessibility.

# Access and Engagement

- Lengthy lecture videos have several barriers:

  - Students need to be able to focus for a long period and have uninterrupted access to their digital device.

  - Files can be extremely large and unwieldy, and not portable.

  - Students require good and consistent internet access for streaming or fast access for downloading.

  - Are you taking the time to caption your videos?

# We tend to rely on video lectures because, to us, they feel like the best replacement for classroom lecturing.

But do students experience them that way?

# It's not an equivalent experience:

"Our finding that memory performance was significantly higher in the Live session compared to the Video session suggests that the acquisition and retention of the lecture information benefitted from having the lecture delivered by a professor who was physically present in the classroom."

Varao-Sousa, TL; Kingstone, A (2015). Memory for Lectures: How Lecture Format Impacts the Learning Experience. PLOS ONE 10(11): e0141587.

https://doi.org/10.1371/journal.pone.0141587

# All is not lost!

This doesn't mean students can't learn content online. Just that you need to consider a different strategy in order to be successful.

# Flipped Content Approaches

- Students learn content from reading, documentaries, archival materials paired with peer-directed discussion.

- Short video-conferenced sessions give students the chance to check their understanding of the material.

- Highlight videos (sub-six-minute!) are a great supplement.

- Remember: digital pedagogy is **participatory**.

# Structured Activities

- Direct students to find the material they need to learn the content: library scavenger hunts; interviews with willing guests; journal analysis.

- Pair with short (sub-six-minute!) contextual framing videos.

- Build in presentations where student share their learning (create artifacts, too – eg. one-pager, short video).

- Students both acquire and translate knowledge.

- These activities double as unit assessments.

# Podcasting

- Sometimes, you do have a lot of content to share and perhaps a limited time to do it... In other words, sometimes you need to lecture. Consider podcasting!

- Podcasting is:
  - Intimate (students can listen and connect to difficult content).
  - Portable (students can fit it into their real lives).
  - Lightweight (files are small to both stream and download).

- We have a lot of support available for members of the TRU community looking to take up podcasting: https://podcasting.trubox.ca/

# Take-home message:

Use short video ideally **only** as a supplement to more participatory and flexible modes of content delivery.

# Congratulations!

You've earned a badge!

You'll see this appear on your Moodle later today; it also includes a very brief summary of the workshop that might be useful for your APAR/PRC.

Remember that if you complete eight of these sessions this summer, you'll earn our Certificate of Digital Competency to recognize your hard work and engagement.