



Teaching through the 'Looking Glass'

Mastering the affordances of Educational Video

Key Note: Tag der Lehre - University of St. Gallen

May 27th, 2021, 13.00-14.00

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Inholland University of Applied Sciences



Video Teaching Blog <http://zacwoolfitt.blogspot.com/>

**Is this the most
important
moment
in the history
of education?**

- 📺 Why 'Now' matters
- 📺 Frameworks for learning
- 📺 You and video
- 📺 The physical classroom
- 📺 Through the 'Looking Glass'
- 📺 Video affordances
- 📺 Faculty and students online
- 📺 Synchronous Asynchronous
- 📺 Envisioning education X.0



**To experience, practice
and reflect on all forms of
'Video Teaching'**



Today 'presentation

Based on personal
perspectives and
observations

11 years of experimenting
with educational video

The best learning...

... follows from looking at specific events through **competing theoretical prisms**, although some will work better than others

This presentation examines the current moment in higher education from the **specific perspective of educational video**

Padlet <https://edu.nl/cxfaq>



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113

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114

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- (With thanks to all the photographers at Pixels & Pixaby for the photos and images)

116

See Padlet for sources, literature and materials

How are you...?



Menti.com

Check-in with audience (May 27th, 2021)



Why present today via a live video connection?

Why not a podcast?

What is the added value of synchronous video interaction?

Ed Hub Days, Jan 2020

u^b

**UNIVERSITÄT
BERN**

 *eduhub.ch*

Key Note Jan 29th, 2020

‘Continuing the transition
into the age of video’

[\(slides\)](#)



Eduhub Days, University of Bern, January 29th, 2020, 10.30-11.15

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university of
applied sciences



We used to teach like this





**The most
important
moment in the
history of
education?**



March 2020

Across the world

All education moved online

Overnight!

Unprecedented



Physical classrooms 'locked'



Response

Reactive

Emergency Remote Teaching

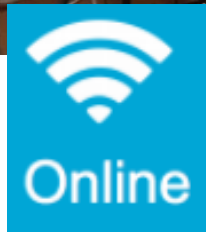
Some prepared

Now entering recovery



Moving from Face to Face





To teaching from home

Improvised

Different experience

Extra cognitive load



Lecturer as media producer

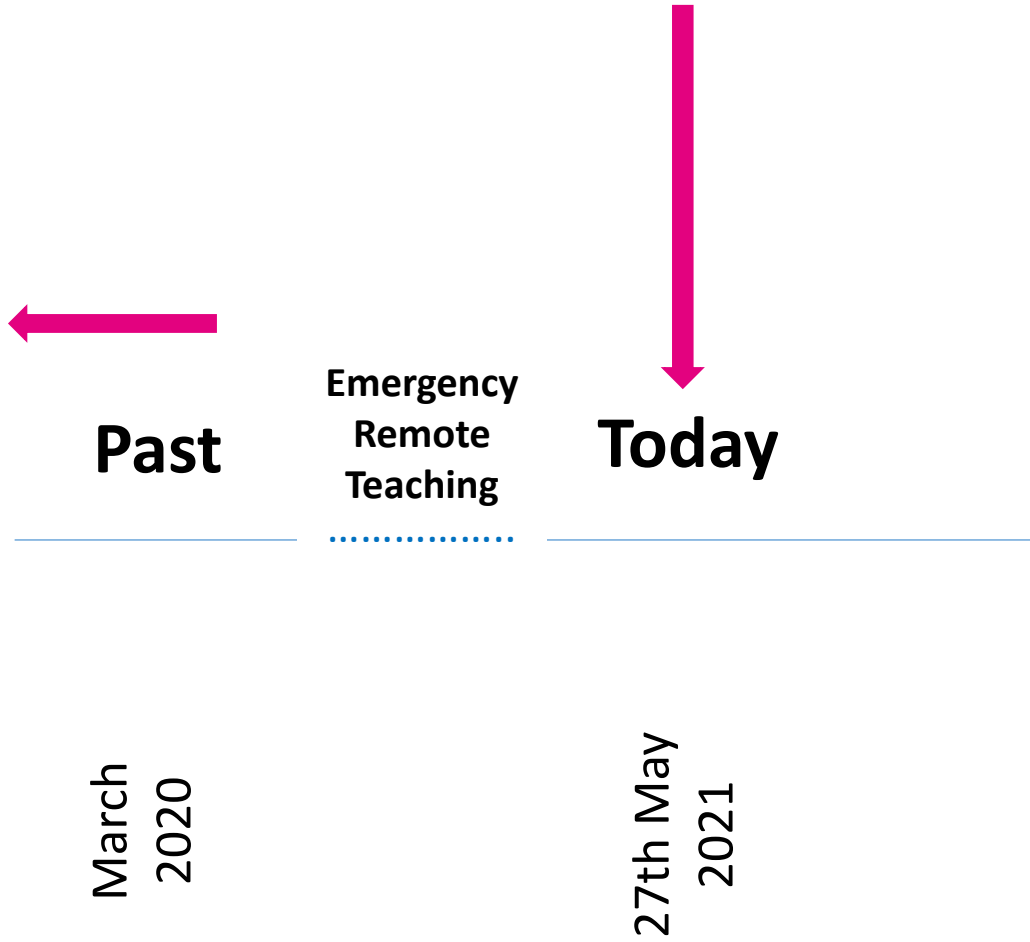


Two dimensional
One directional



‘Mirroring’ real world
(Idealised view shown here!)

Why 'Now' Matters



Why 'now' is so important?

(Hodges et al, 2020, Educause Horizon Report, 2021)



Education changes slowly

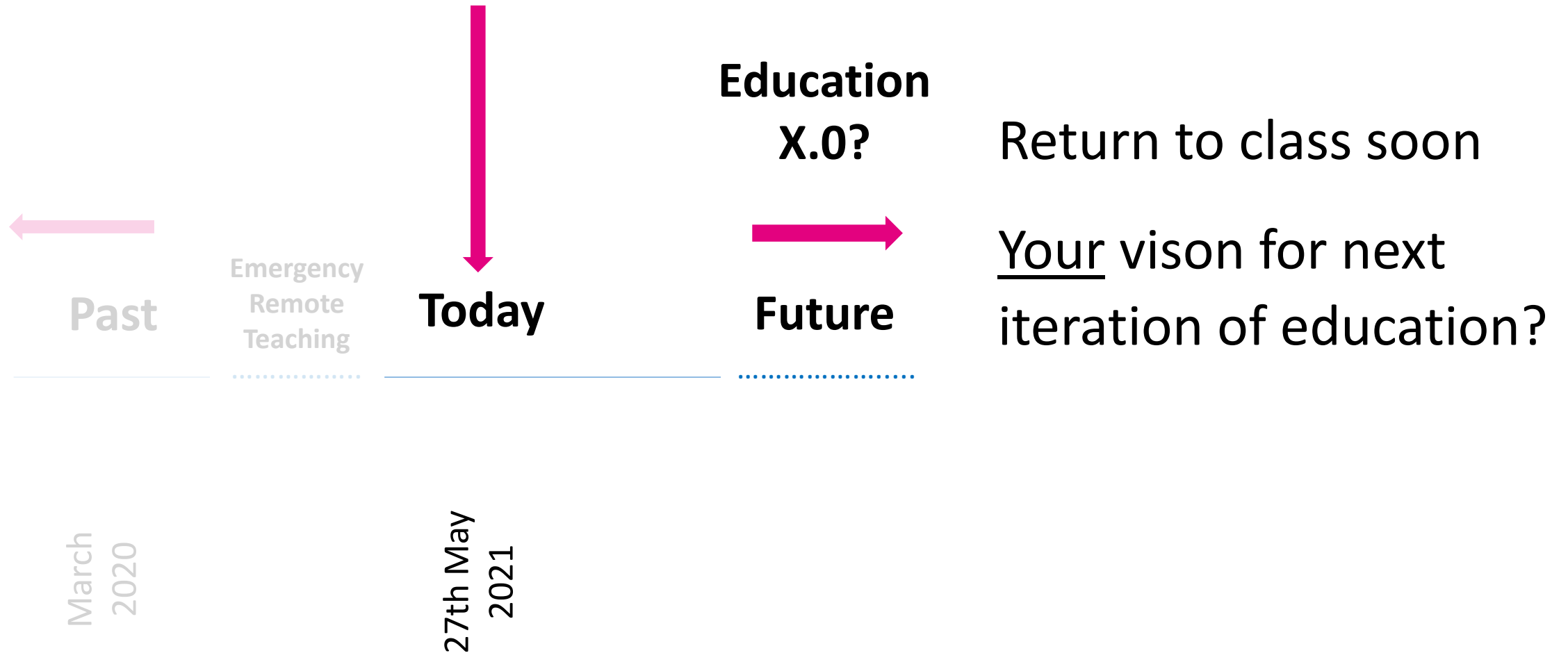
World-wide 'hard reset'

First time ever

Opportunity to 'move'

Reinvention

Why Now Matters





Your 'Mental Models' of education?

Your role in innovation?

Ready to take this moment?

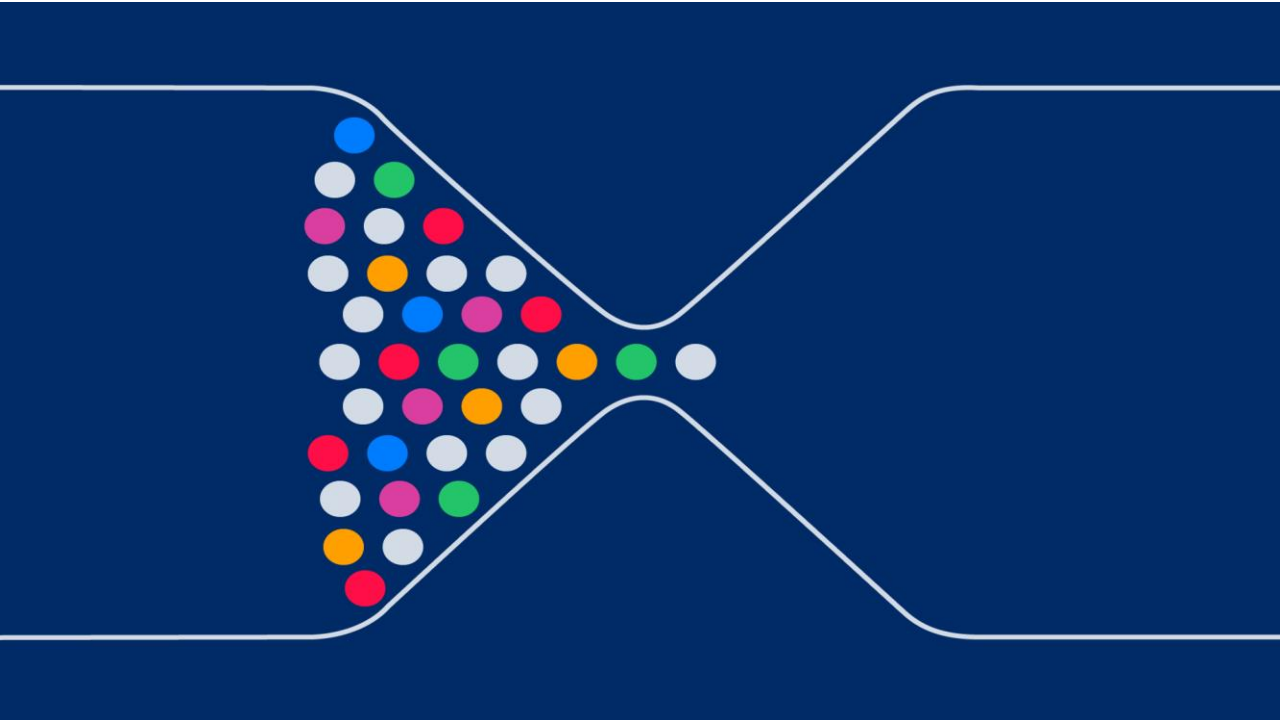
Soon 'back to normal'

Unique moment will be gone



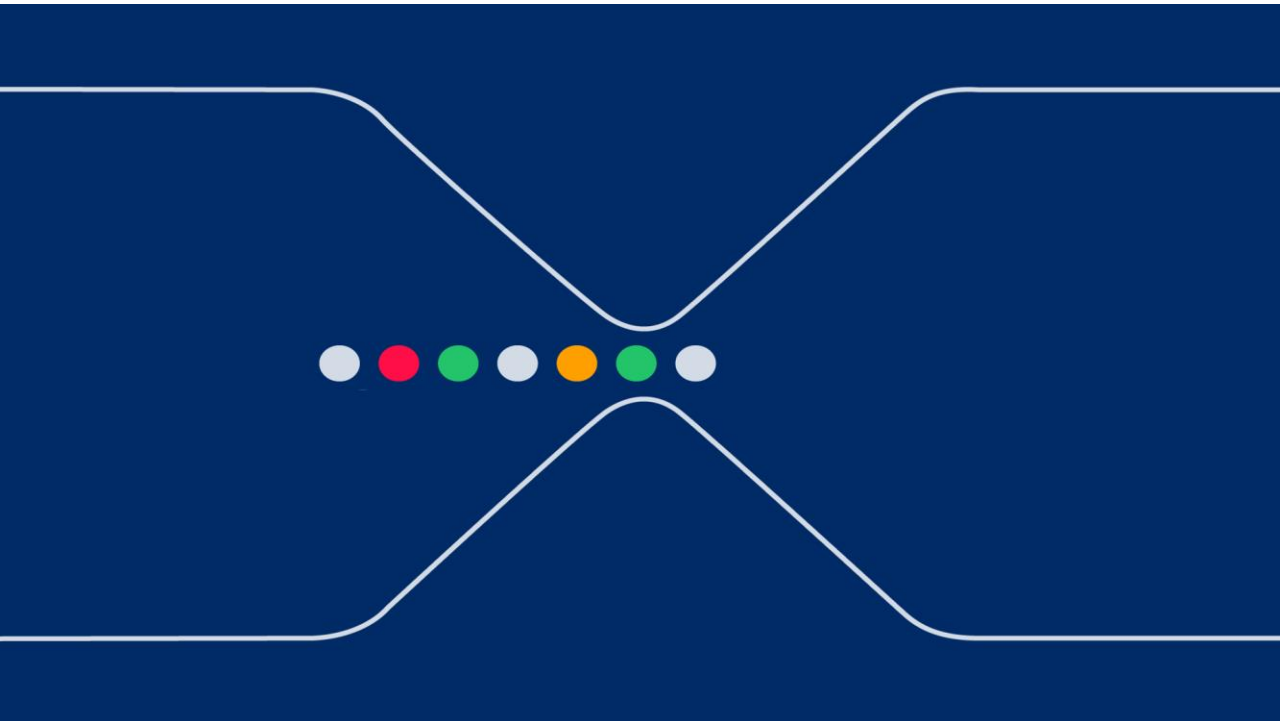


Frameworks For Learning



Cognitive Load Theory

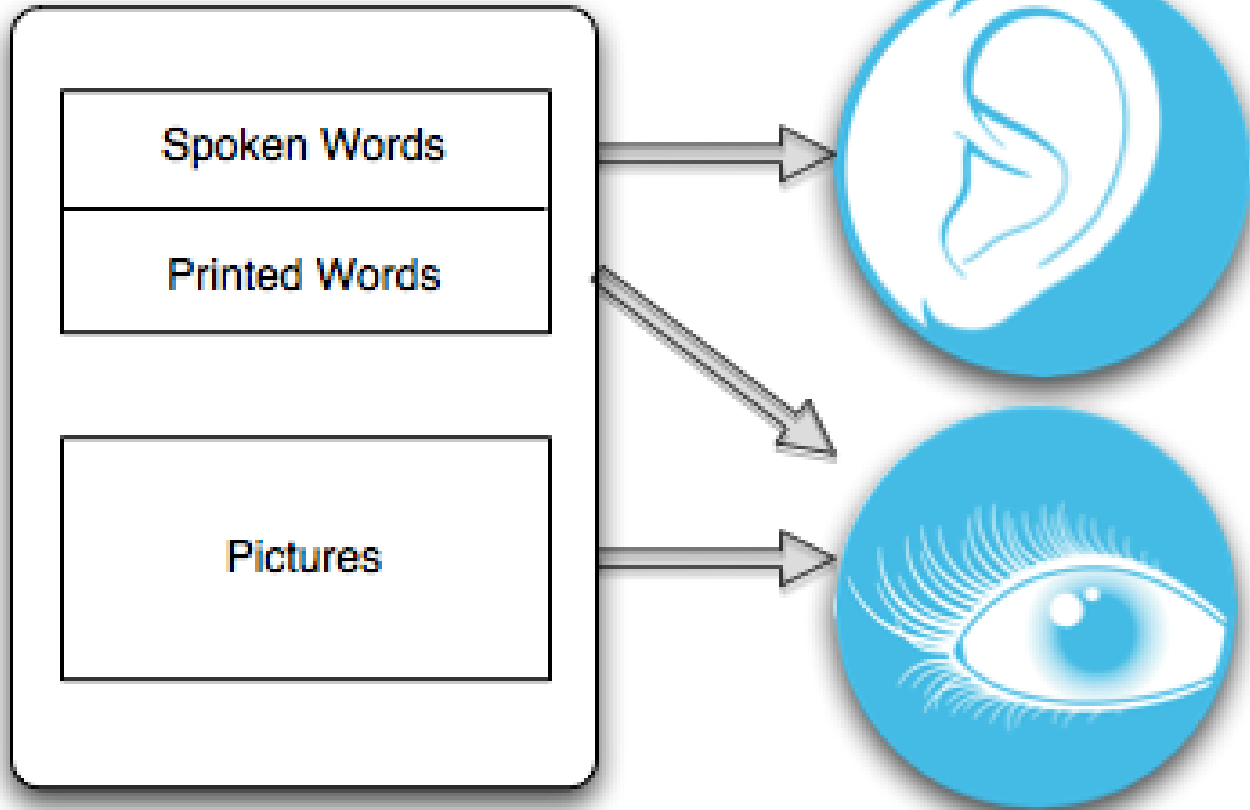
Limited Working Memory



Simplify communication

Reduce Extraneous Cognitive Load

Support learning and transfer to long term memory



Multimedia Theory

Two channels

30 yrs. of empirical research

Read the 2018 article!



You and Video



What is the first recorded personal moving image of you?

In what format?

Filmed on what device?

Stored where?

The screenshot shows a web lecture player interface. At the top left, it says "powered by mediasite". The main area is a grid of video thumbnails. The first row contains three thumbnails: 1. "Introduction to Destination Management Part 1 and Part 2" (00:00), 2. "Destination Management (DM) part 1 & part 2" (00:16), and 3. "The Destination Management minor explores..." (00:37). The second row contains three thumbnails: 4. "Creative Destination Marketing" (01:47), 6. "Part 1 - Project - The Themed City" (02:42), and 8. "Part 1" (03:53). To the right of the grid is a video player window showing a man with glasses speaking. The player is paused at 00:04/11:23. Below the video player, the title "Destination management part 1 & 2" is displayed, along with the name "Zac Woolfitt" and a description "Click paperclip for links English web lecture". At the bottom of the player, it shows the date and time "10/18/2010 10:00 AM WEDT" and the length "Length: 00:11:23".

What is the first recorded image of you teaching?

My first web lecture 2010

Positive experience

Many benefits

Colleagues hesitant



I 'crossed the road'

Many colleagues hesitated

Why?



‘Catching the Wave of Video Teaching’ research

Interviews with colleagues

Why is teaching via the screen different to teaching in the physical classroom?

Teaching via video is different because...?

no physical presence

No energy from the audience
No informal interaction

High expectations on video quality

no eye contact

there is no response from the students

students/viewers are likely distracted by many other things

cant read faces

Lack of atmospheric feedback

no immediate feedback

more vivid

no emotional response - empathy

Looking to the camera instead of in the eyes

Menti.com

Check-in with audience (May 27th, 2021)

It took a lot of time on making and editing videos

I hate my appearance on video

Few possibilities to chat with students personally

I feel more exposed on video

timespace ist different

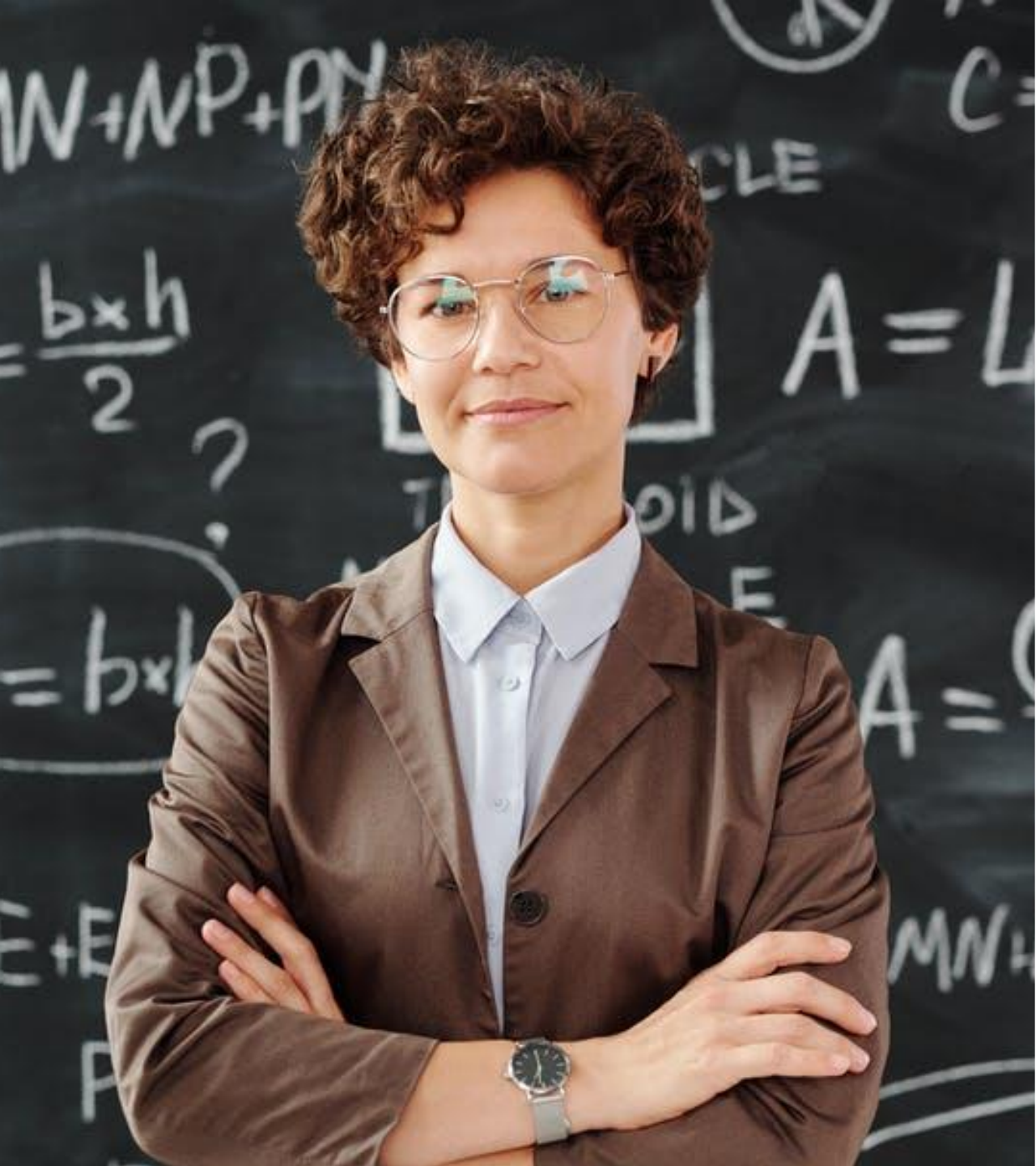
bad teaching becomes much more apparent than in face-to-face teaching; much less forgiving



The Physical Classroom



Personal, intimate,
synchronous, transient,
minimal 'data trail', non-
verbal communication,
pausing, eye contact,
checking understanding,
more natural...



We don't 'see' ourselves

Does how we see ourselves
match how others see us?



Minimum opportunity for reflection on our teaching



Through the Looking Glass



Shift to 'Video Teaching' like
Alice going 'through the
looking glass'



The world is different on the other side

New rules apply

We have additional 'powers'



Our teaching interactions are mediated through the screen
The screen is our new stage



Recording educational video
requires extra technical
elements

Less intuitive?

More linear?



Private becomes public
Reaching wider audience
'Fear' of mistakes
Vulnerability
'Permanent' data trail



Video shines a bright spotlight!

Can be confrontational

Forced to reflect

Challenging



Teaching with empathy
Requires positive self-image

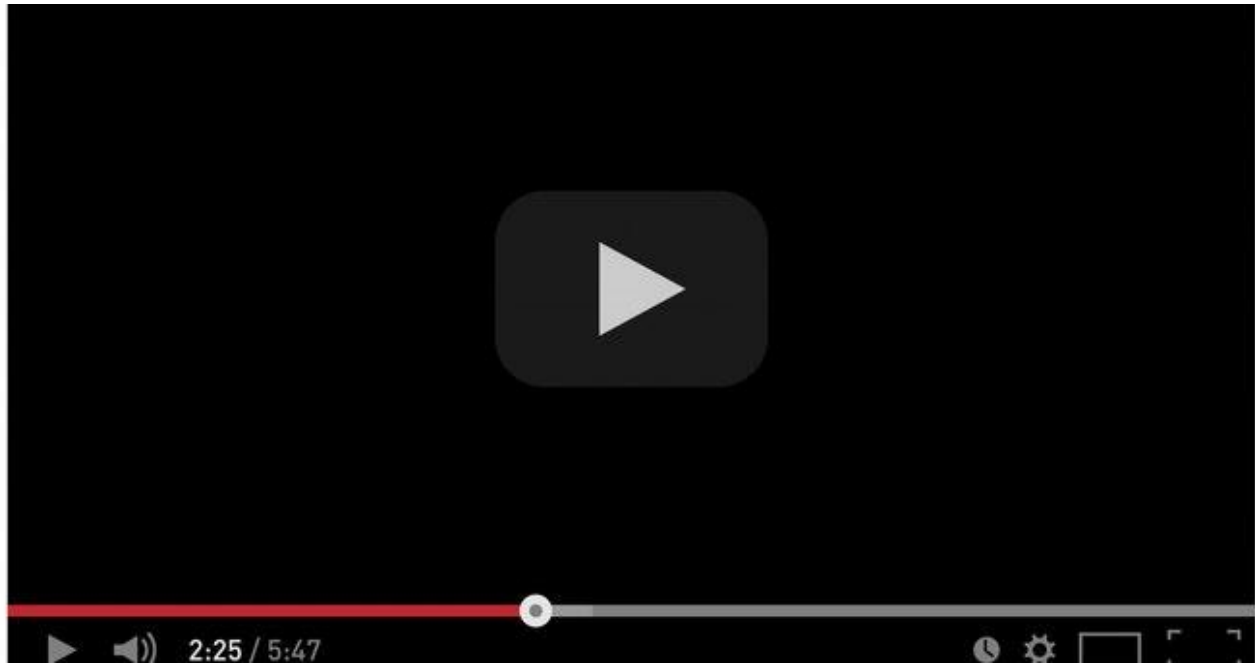


Some insights into hesitancy
Shift to video not always easy

Video Affordances

Affordances of video

The **quality** or **property** of a video that defines its **possible uses** or makes clear how it **can** or **should** be used



Play

Linear

Time

Settings

Learn... Entertain...



Video teacher is supercharged

Asynchronous viewing

From any location

Multiple views

Fast, slow, pause, skip

Add layers: Polls, quizzes...

Searchable...

All Dates

[Back to Report](#) | [Excel](#) | [Xml](#) | [More](#)

[← Result Summary](#)

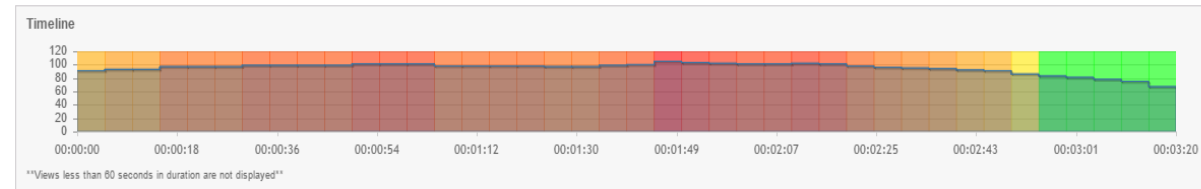
Presentation Summary: Destination Management 00 - Intro

Total Views: 185 | [Presentation](#)

Views: 185 Total | 0 Live | 185 On-Demand
Time: 6:36.41 Total Watched | 0:02:09 Average Watched (h:mm:ss)
Peak: 2 Connections
Clients: 86 Users | 10 IP Addresses
Range: First Watched on 10/10/2013 | Last on 1/15/2015

[Date Activity](#) | [Users](#) | [IP Addresses](#) | [Viewing Trends](#) | [Platforms](#)

Style Heat



Opened [Descending](#)

<< 1-10 of 185 >> [More](#)

520821@student.INHolland.nl from sr0254.intranet.inholland.nl (10.1.145.54)
Watched: On-Demand via mediasite.inholland.nl
Time: Opened 1/15/2015 11:13 PM
Platform: Chrome on Windows 7

520495@student.INHolland.nl from sr0253.intranet.inholland.nl (10.1.145.53)
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Time: Opened 1/15/2015 6:38 PM
Platform: Chrome on Windows 7

Anonymous from sr0254.intranet.inholland.nl (10.1.145.54)
Watched: On-Demand via blackboard.inholland.nl
Time: Opened 1/15/2015 6:17 PM
Platform: Chrome on Windows 7

Anonymous from sr0254.intranet.inholland.nl (10.1.145.54)
Watched: On-Demand via mediasite.inholland.nl
Time: Opened 1/15/2015 1:55 PM
Platform: Chrome on Windows 7

Anonymous from sr0253.intranet.inholland.nl (10.1.145.53)
Watched: On-Demand via mediasite.inholland.nl
Time: Opened 1/15/2015 1:00 PM
Platform: Internet Explorer on Windows 7

508424@student.INHolland.nl from sr0253.intranet.inholland.nl (10.1.145.53)
Watched: On-Demand via mediasite.inholland.nl

Video collects data

Number of views

Time

Viewing patterns

Heat map...

Video is

Synchronous

and/or

Asynchronous



Video is

Synchronous

‘High-quality face-to-face instruction and videoconferences (via channels such as “MS Teams”, “Skype”, “Zoom,”) that allow dynamic interaction between staff and students.’



Video is

Asynchronous

‘Asynchronous learning activities: The lecturer and students exchange documents, information and media clips in the online learning environment.’



Continually evolving video formats

Different affordances

Clip, Web Lecture, Live Lecture Capture, Screencast, Student Generated, video assessment...



360 degree video
Augmented reality
Virtual reality...



Innovative practices emerging
Communal Zoom lessons
apart but 'together' in nature



Online classroom

Lifesize faces

Synchronous interaction

Conversation more 'natural'

High quality audio



Hybrid Virtual Classroom

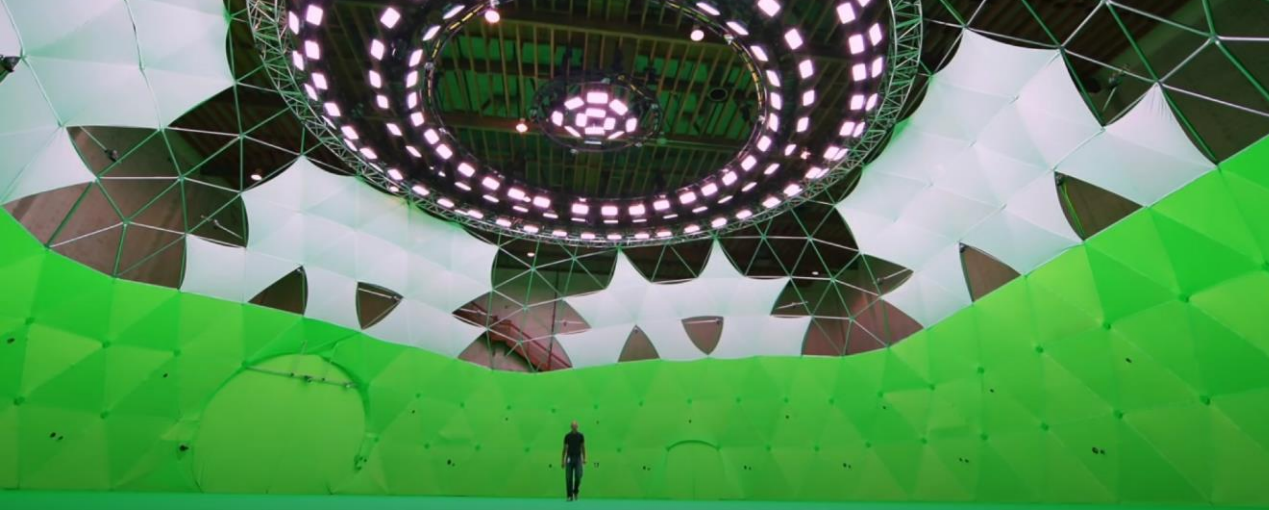
Students in physical classroom

And students online

Flexible learning

Pedagogy more complex

Moderator/technical support



Volumetric Video

Filmed from multiple angles

Walk 'through' the action



Remote control mobile iPad
teaching presence

Anywhere in the world



Next generation

Back to '3d'

Hologram teacher

Teacher 'seems' more real

This is already here...



Faculty Online



Past

Emergency
Remote
Teaching

March
2020

How did faculty adjust?

What additional pressures?

No choice



Public vs Private

Blurring of 'lives'

Multi tasking

Less travel

'Sharing' private space

You are on
mute

Technical challenges (still!)

Complex

Additional cognitive load

WORKING FROM HOME CONFERENCE CALL BINGO

You're the first to dial in	"You need to unmute your mic"	"I can see you, can you see me?"	Shock of seeing people in casual clothes
Two people try to talk at the same time	Twice in a row	Three times	"Ok you go first" four times
You hear someone's kids	You hear someone shouting at their kids	You hear someone's dog	"Show us the dog"
Cat jumps up on the desk	Calling from kid's room or hallway	You spend the whole call looking at yourself	"Whats that thing behind you?"

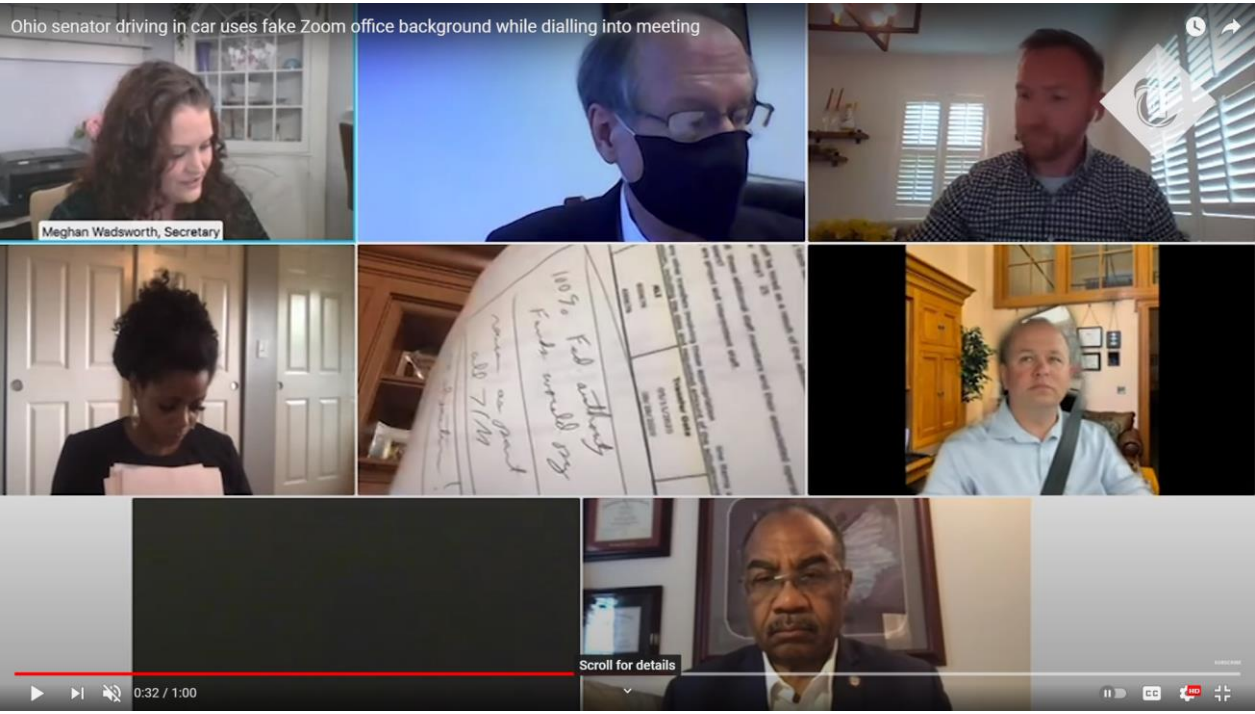
@twisteddoodles

Additional distractions

Amusing/embarrassing

More or less efficient

'Re-learning' to communicate



Senator in Zoom meeting
'Background' is living room
Seat belt indicates location.



'It's me... I'm not a cat'
Judge can't remove cat filter



Investment in equipment
Support from employer



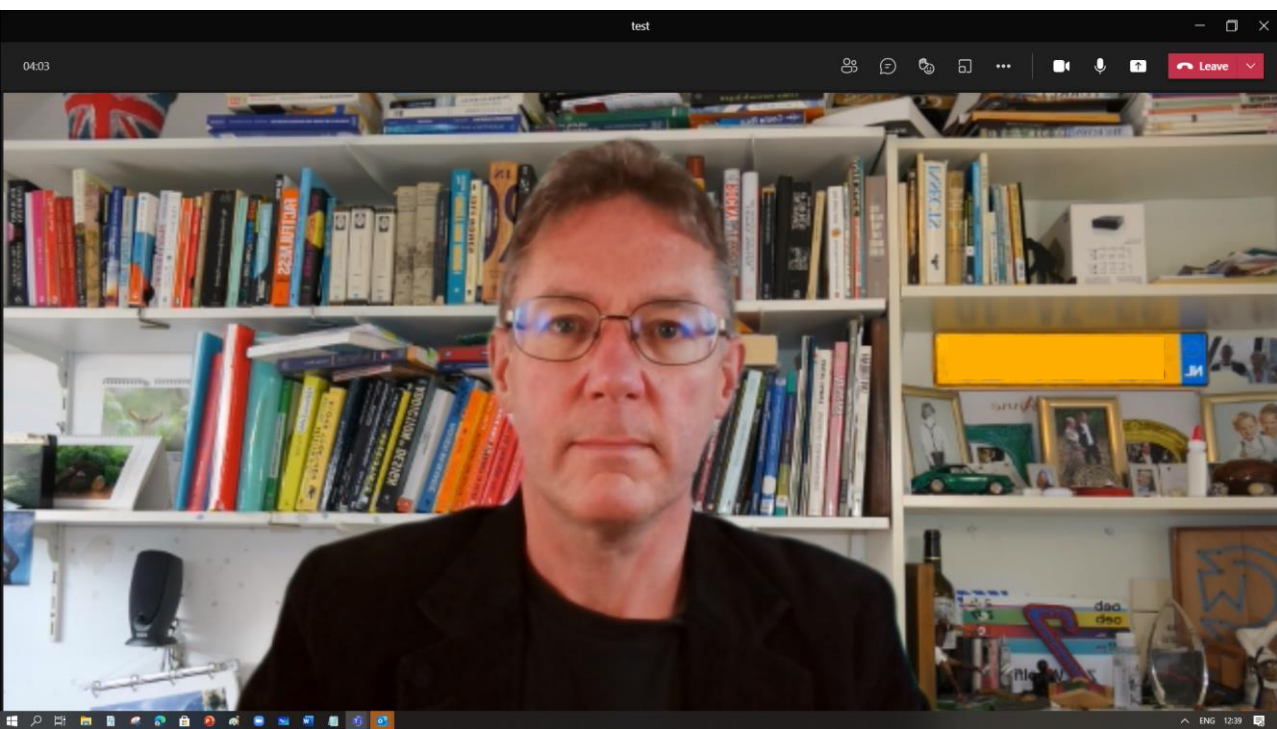
Audio quality essential

Wifi essential

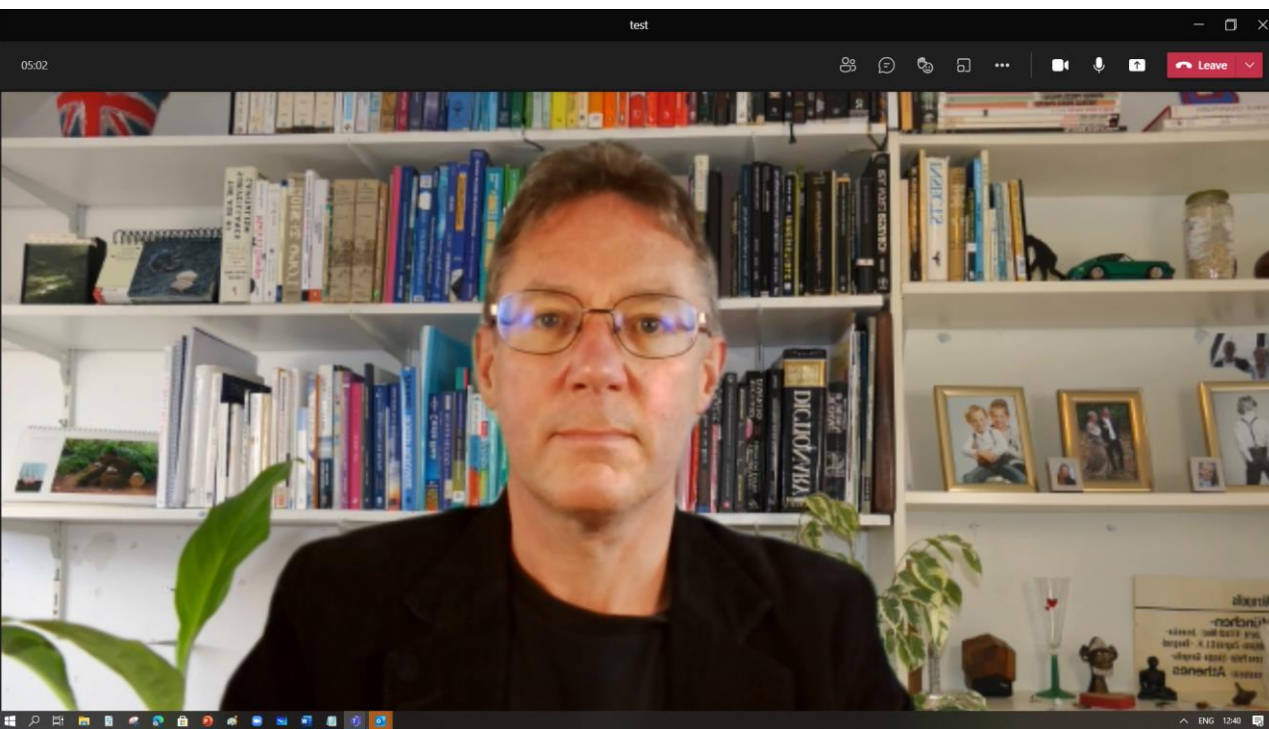




Improved home classrooms
Additional screens and lights



Zoom background check
Messy, distracting



‘Curating’ personal space
Conscious of online ‘persona’
What and how you choose to share



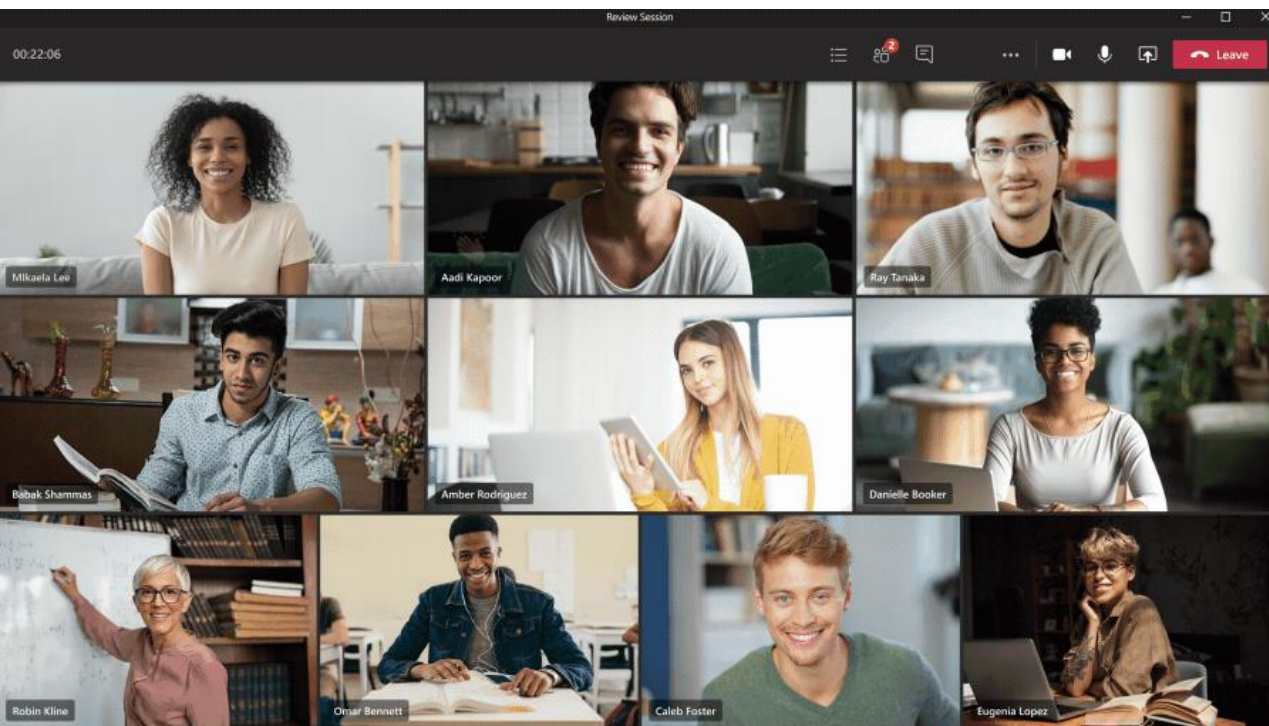
'Zoom' as a verb for all forms
of online synchronous video
Gloom, Doom, Fatigue?



Zoom Exhaustion and Fatigue Score

Why we get tired

How to reduce fatigue



Multiple faces staring at you
Tiring and stressful
Awkward 'elevator moment'



Exaggerated gestures

Nodding

Thumbs up

Expected 'engagement'



Continual self-awareness

Mirroring

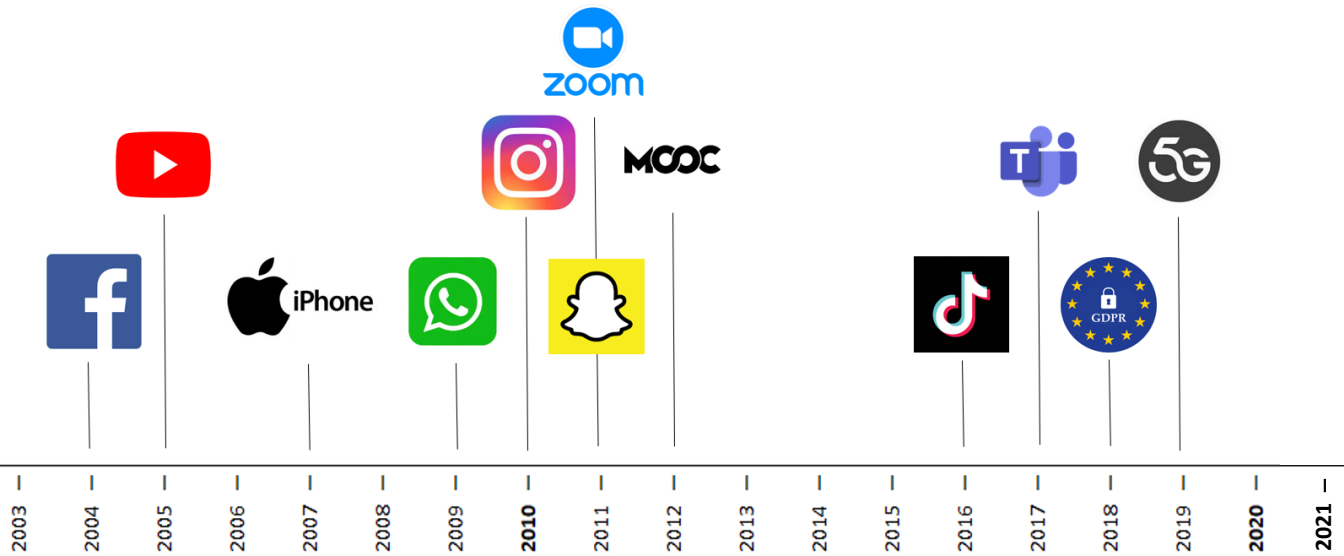
Comparing to others



Women experience more Zoom Fatigue

(See Fauville et al., 2021)

Students Online



An 18 year-old Student
starting in 2021

Was born in 2003

Into the 'Age of Video'

Battle for student attention

Education competing in a
crowded landscape



Learning via video requires

Self-regulated learning

Intrinsic motivation

Adequate Wifi and devices

Suitable learning space



Learning in a pandemic

Additional mental and health pressures

Loss of social contact



Learning on a small screen
During other activities

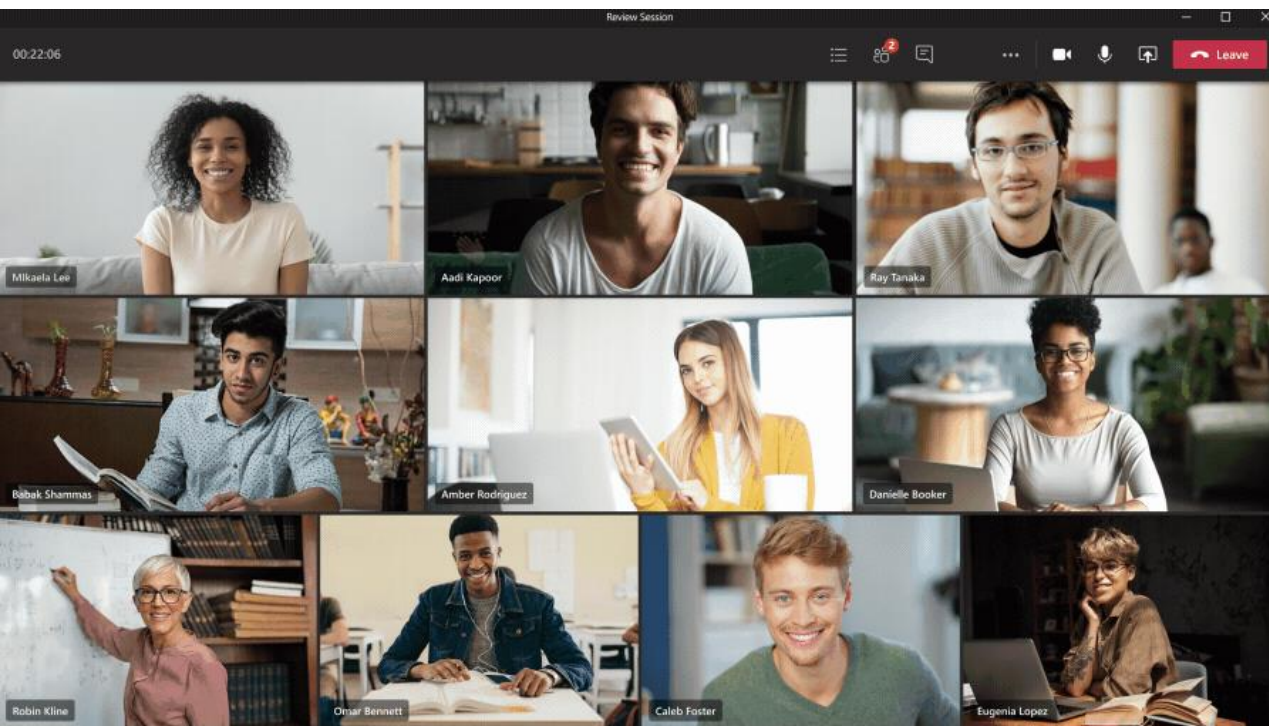


Balancing work with study

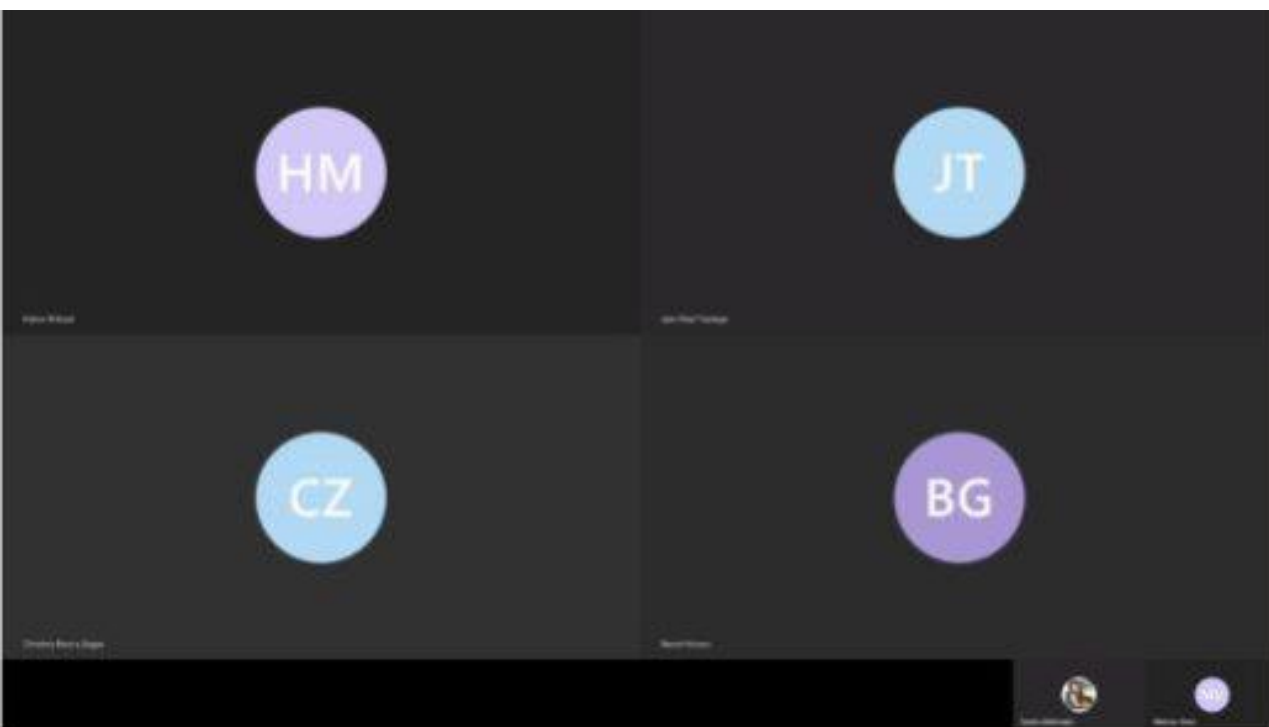
Motivation and energy issues



Focus vs. isolation



Camera on, Camera off?
Your expectations?



Student Privacy

Rules

‘Recording’ lessons

Student also confronted with own online identity

‘Pinned down’ to one persona



Synchronous
Asynchronous

Online

F2F

TU Delft



Watch video



Discussion board



Assignments



Wiki



Peer feedback



Read Chapter



Online quiz



Online brainstorm



Blog



Case study



In depth lecture



Lab work



Problem solving



Clickers



Student presentations



Peer Instruction



Guest lecture



Excursion



Difficult exercises



Discussion

Blended Learning

‘Learning as a result of a deliberate, integrated combination of online and f2f learning activities’

Asynchronous



Watch video



Discussion board



Assignments



Wiki



Peer feedback



Read Chapter



Online quiz



Online brainstorm



Blog



Case study

Synchronous



In depth lecture



Lab work



Problem solving



Clickers



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Excursion



Difficult exercises



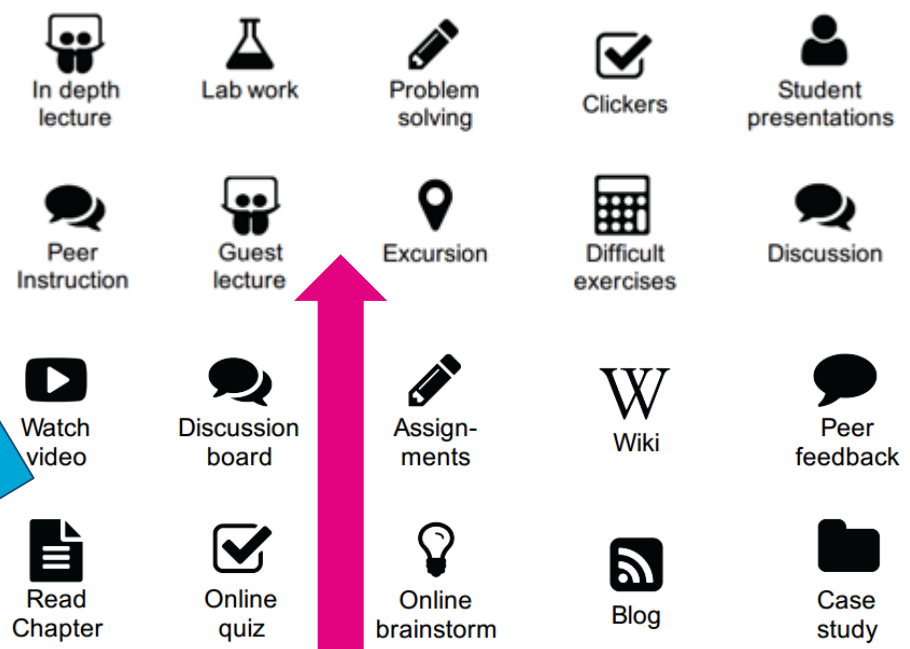
Discussion

Hybrid learning

Learning combining f2f and online forms based on deliberate, integrated combination of synchronous and asynchronous learning activities

Asynchronous

Synchronous



Video is a powerful tool to move (some) f2f synchronous activities into asynchronous space



In depth lecture



Lab work



Problem solving



Clickers



Student presentations



Peer Instruction



Guest lecture



Excursion



Difficult exercises



Discussion



Watch video



Discussion board



Assignments



Wiki



Peer feedback



Read Chapter



Online quiz



Online brainstorm



Blog



Case study

Asynchronous
Synchronous



Rethinking which learning activities for synchronous space?

Rethinking role of lecturer?



How to select activities?
 Based on phase of learning
 Based on type of learning

Reinventing education: what will the new normal be?

Professor Sanjay Sarma, Vice President for Open Learning at Massachusetts Institute of Technology (MIT) shares his experience with THUAS.



DE HAAGSE
HOGESCHOOL

The move to online teaching was easier than it should have been.

Why?



Envisioning Education X.0



Your vision for X.0?

Faculty?

Student?

Higher Education?



Soon you will 'Unlock'
your classroom



What will you find?

What have you learned?

What will you keep?

What will you toss?



What are your expectations?
Old or new 'Mental Models'?



How will you teach?

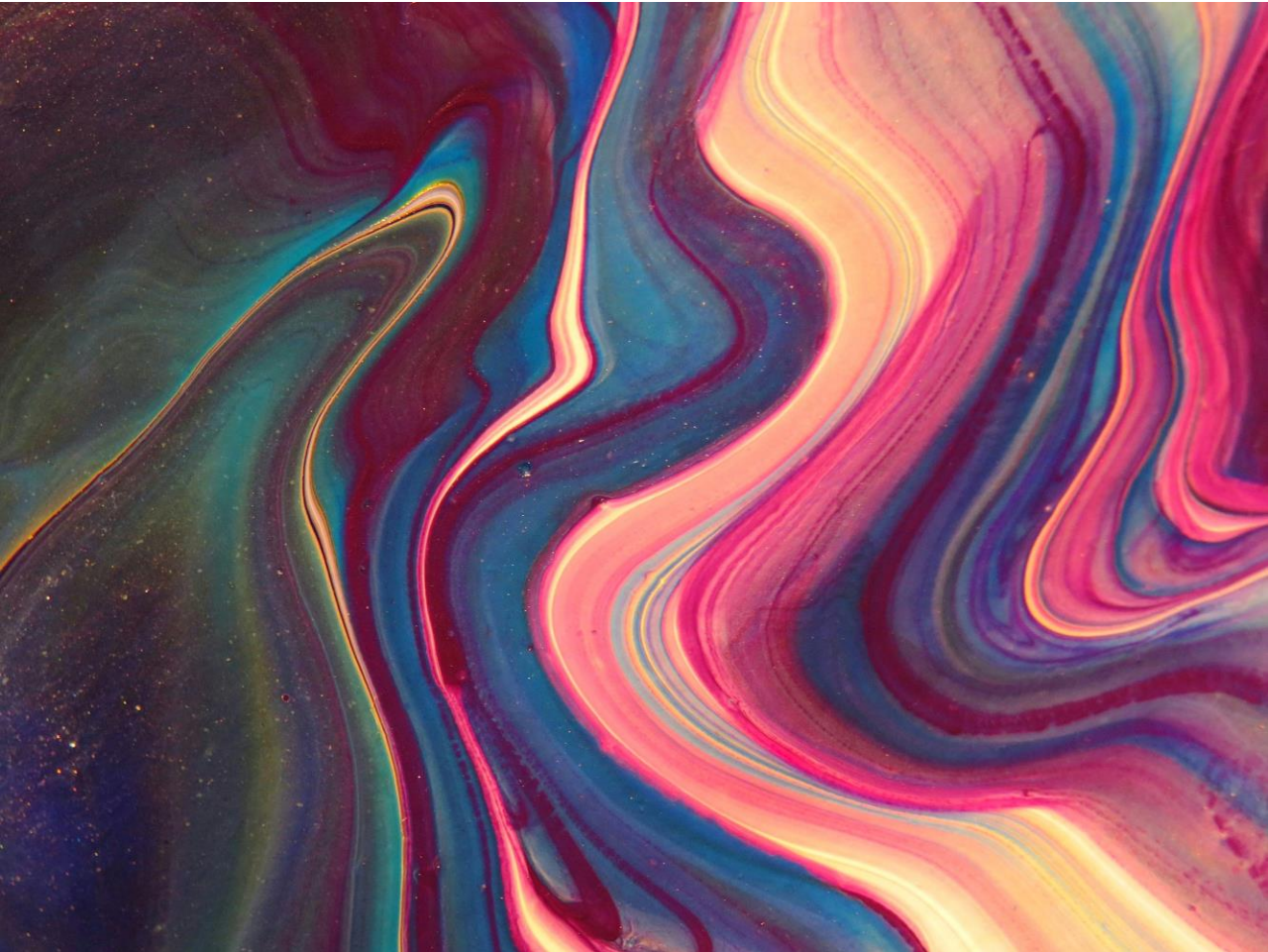
How will students learn?

How will you organise classes?

Online and in Person?

Which learning activities?

What is the role of video?



Education still 'fluid'

BUT... 'Re-freezing' soon?

How can management and faculty maintain 'fluid' mindset?



Continued flexibalisation of learning

(Keira Burton, Pexels)



In which locations?

(Ivan Samkov, Pexels)



Formal vs. Informal learning?



Creating and facilitating hybrid learning spaces

(Christina Morillo, Pexels)



Wrap Up

The best learning...

... follows from looking at specific events through **competing theoretical prisms**, although some will work better than others

We have examined the current historical moment through the perspective of 'Video'.

This is only one of many perspectives...

Padlet <https://edu.nl/cxfaq>



References (1/4)

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113

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