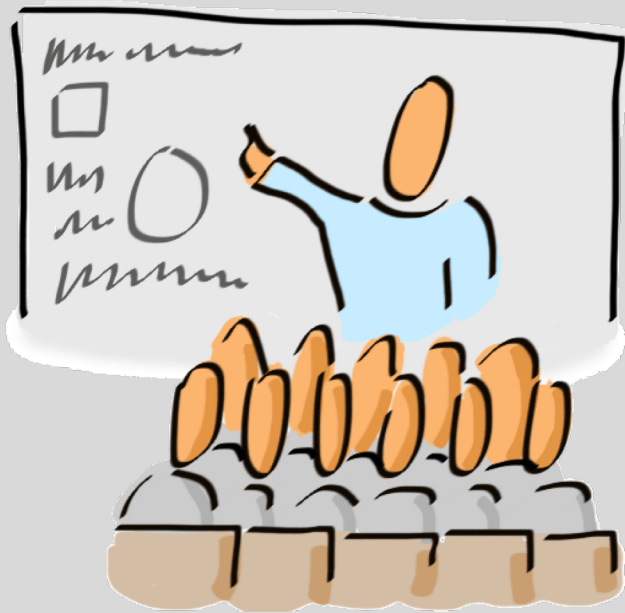




A massive black hole?

The student-side of video based learning strategies

- 1 Brexit, british humour and a video for assertiveness training
- 2 The big picture – learning from knowledge to action
- 3 Enabling a wide range of video formats
- 4 What successful learners do in self-regulated learning
- 5 Characteristics and challenges of learning with video
- 6 Challenges and critique – video lectures
- 7 Now – which learning strategies where used?
- 8 Learning strategies in role play videos
- 9 Instructing students for video learning – considerations
- 10 Literature



„It is a tragic fact that most of us only know how to be taught; we haven't learned how to learn.“

Knowles, 1975 in Mandl/Friedrich 2006, 390

Would you support this statement for your students?

Still in 2019? Please vote!

1: No not at all 2: partially 3: I agree

1 Brexit, British humour and a video for assertiveness training



Video as a source of modeling
for assertiveness and repartee

Quelle: AFP, AP, Reuters, [Parliamentlive.tv/tagesanzeiger.ch](https://parliamentlive.tv/tagesanzeiger.ch)

Watch John Bercow and write down, what he's doing well..

1 Brexit, British humour and a video for assertiveness training



Video as training stimulus for spontaneous action
"Scene – stop – reaction"

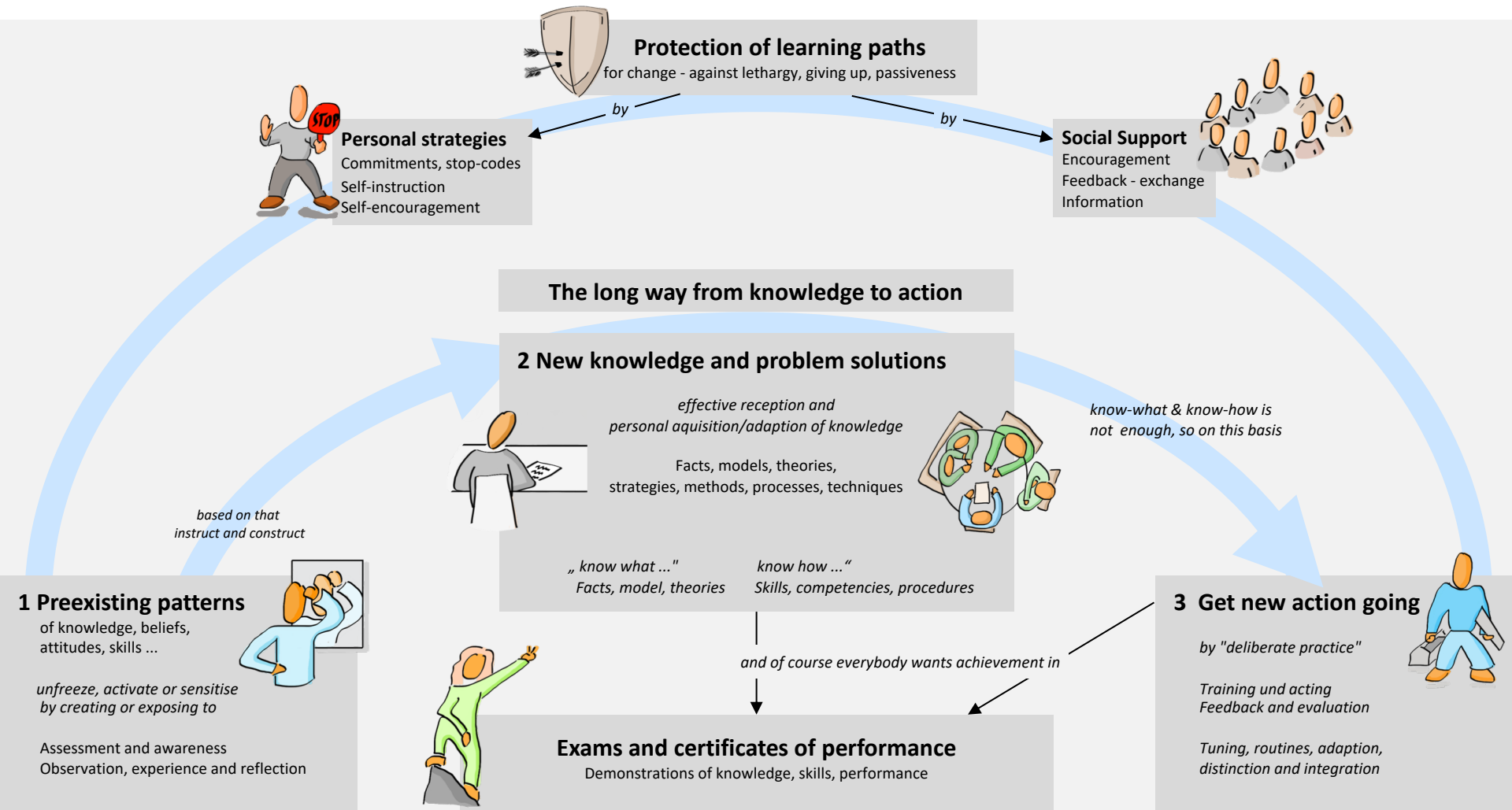
"We all noticed in recent months a sticker in your car, making derogatory comments about Brexit. Now, this is a serious point about partiality! Have you driven that car with the sticker there?"

Quelle: AFP, AP, Reuters, Parliamentlive.tv/tagesanzeiger.ch

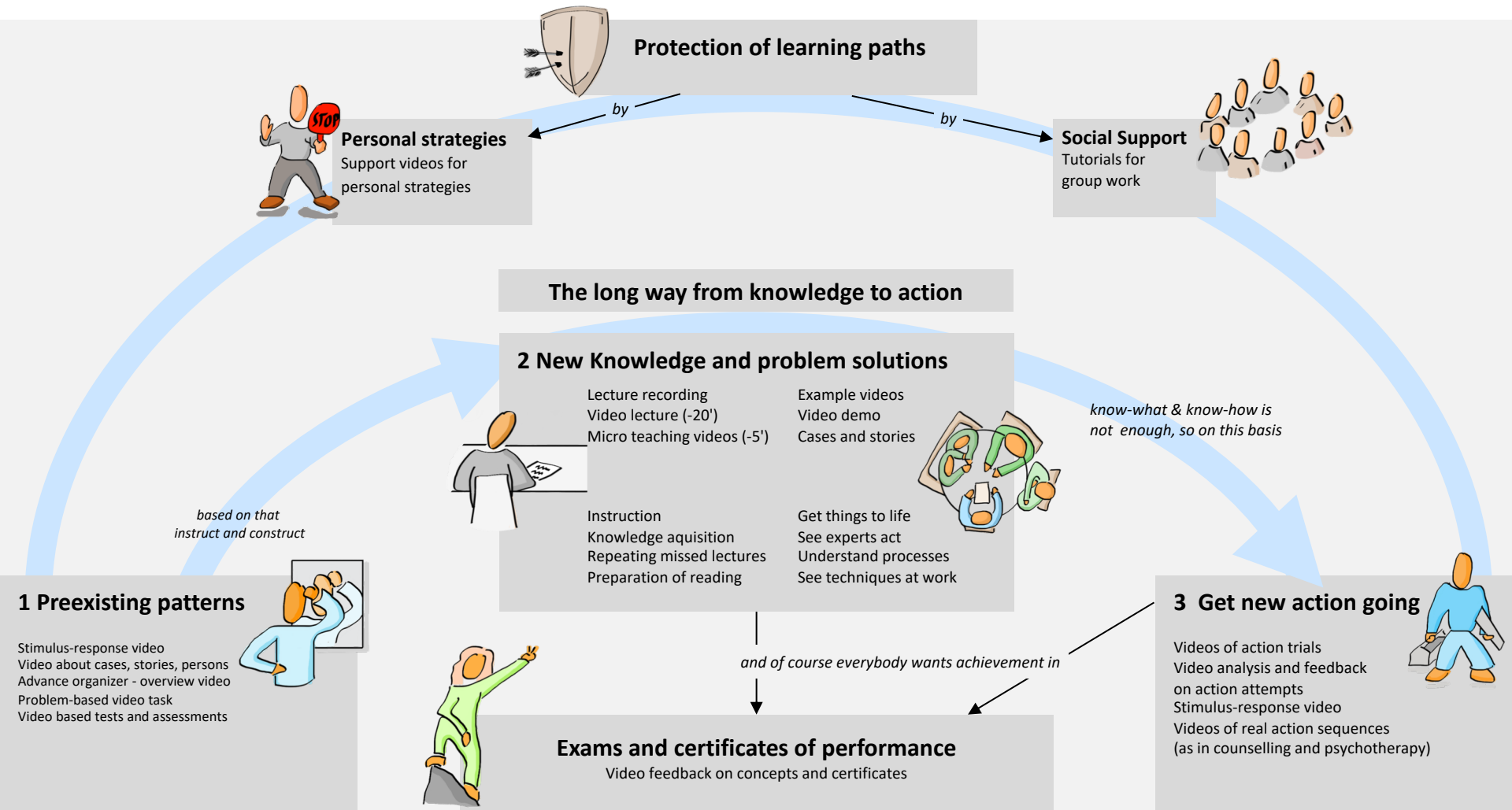


Please speak loud immediately your personal reaction to this question.
(No worries, microphone is off ...)

2 The big picture - learning from knowledge to action



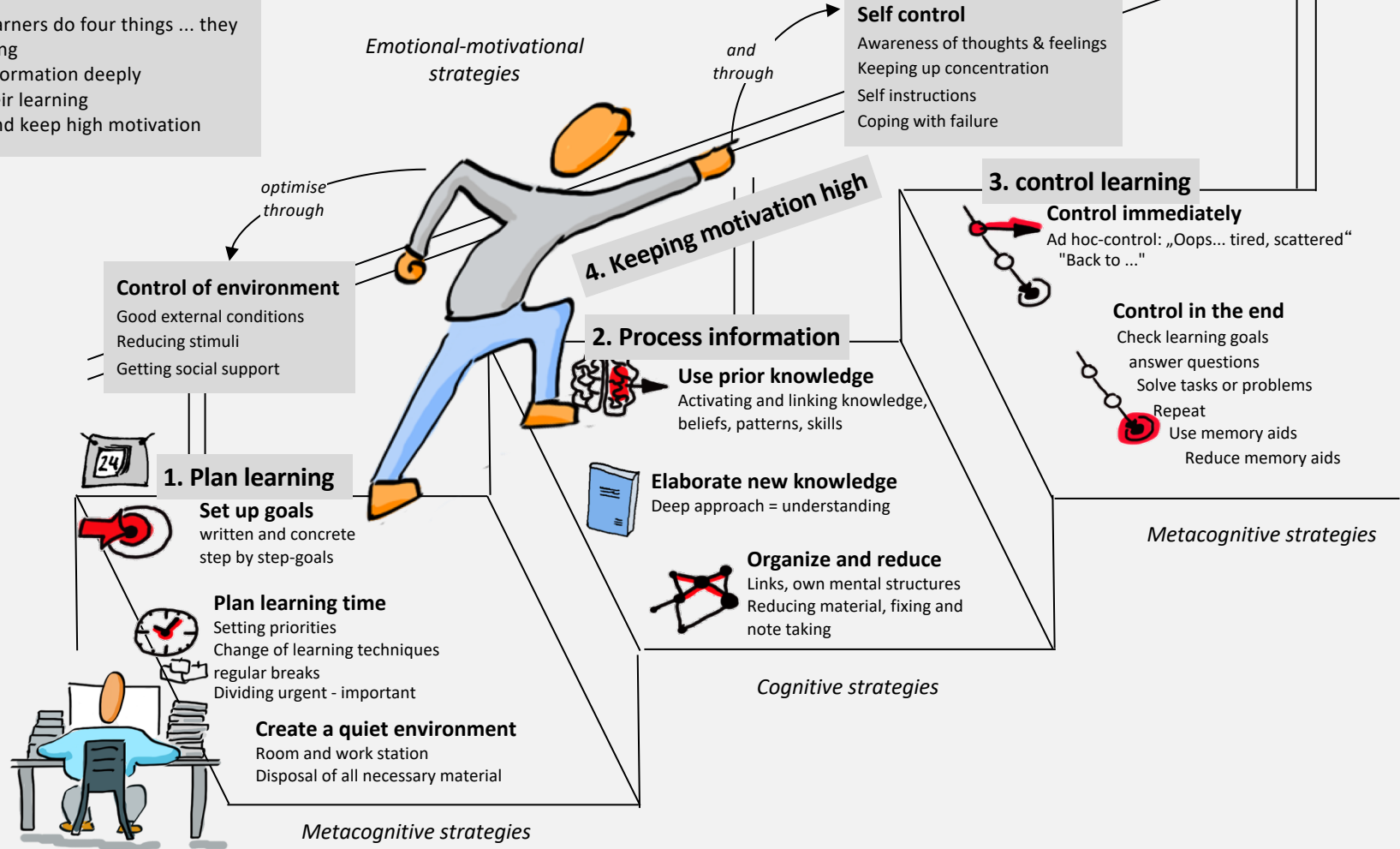
3 Learning like this – enables a wide range of video formats



4 What successful learners do in self-regulated learning

Successful learners do four things ... they

1. plan learning
2. process Information deeply
3. control their learning
4. regulate and keep high motivation



5 Characteristics and challenges of learning with video

Main Characteristics of Learning Videos

Videos are

multisensory and multimodal - visual and verbal

Complex with many levels

volatile / fugitive

Predefined speed - speaking person, cuts, visual effects

challenging for limited capacity of working memory



Three major Models of cognitive processing multimedia content

Dual channels assumption

Need to process visual and auditory information

Limited capacity assumption

Need to manage limited cognitive resources

Active processing assumption

Need to select, organize and integrate information

Mayer 2014

Challenges of learning (!) with video

Reported by Jörn Loviscach (Eduhub-Webinar)

Passive consumption / Entertainment as basic consumption habit

Personal beliefs – "video is easy, reading is hard"

Procrastination – I watch it... tomorrow, before class, I didn't...

Too many gadgets – distraction?

Binge learning – 200 videos at 2x speed?

Easier watched than done

Avoiding "desirable difficulties"

Just watching is not enough

Aversions against "active learning" – it takes time

Loviscach 2018

6 Challenges and critique by my students – video lectures

Purpose and content of video - links to contact lesson

Unclear purpose of video (building knowledge vs. getting an impression)
 Mismatch between videos, texts and other sources (5)
 Content is abstract, too difficult, too many terms unexplained (6)
 No answers to my questions off/in class
 Missing links between video and contact lessons

Form and design of video

Unattractive design, missing visualisation
 Video too long (60-90') lecture recording not helpful and arduous (10)
 Speaker too fast (6) too slow (2), monotonous voice and gesture of speaker
 Effort of active learning doubles time needed (25' → 50')

Personal skills

Lack of concentration - too much distraction (18)
 Collecting all the additional material (Texts, group presentations in class, video, script ...)
 Length of video session duplicates, when taking notes, breaks, reflection, thinking
 Sofa-/consum mode of watching
 Problems with split attention - voice, gesture, text, pictures

Environmental and technical aspects

No offline disposal of video content – slow internet connections
 Noise around me in train, mensa, café
 Problems with video players/technique, videos not offline available
 Finding videos in the labyrinth of learning management systems

Questionnaire

Elective module on
Learning strategies and self management
 for first semester students
 30 participants

on 6 first-semester core-basic modules

BA101 Lecture recordings (60-90')
 BA103 micro lectures, example videos
 BA104 Youtube videos on science basics
 BA106 micro lectures
 BA111 Video lectures (20')
 role play videos,
 Modeling Video examples
 BA300 Video lectures

Plus free self studies
 → Youtube, TedX



7 Now – Which learning strategies where used?

Statements of my Students

Printing handouts and personal note taking (25)
Stop and Go, Repeat not-understood Episodes or watch again (12)
Read handout first
Setting goals - video before/after reading - embedding in learning process (6)
Video only for compensation of absences
Estimating time for watching and learning
Repeating Handout at the end (2)
Not watching at all - prefer reading
Note taking in iPad with split screen video / notes (2)
Personal reflection in the end
Use as a video library is common



General appreciation of video is high

Variety and changing of learning materials
In general rated as helpful
Talking head ist appreciated
Facilitates self-regulated learning

Video has become a very natural, self-evident source of learning and knowledge in my classes, but.

- Learning strategies of a relevant part of students seem to be not efficient enough.
- Only few questions and discussion topics on video lectures, when no instructions or tasks
- Tasks, tests etc. often are not edited (I ask frankly)

8 Back to John Bercow – learning strategies in role play videos

Challenges in role play videos

- Students change role play and learning by role play videos
- Being authentic, avoiding artefacts by
- Being watched by others is a vulnerable situation – anxiety
- Information is dense, so many levels (strategies, empathy, nonverbal behavior ...)
- Staying concentrated for 5' without break
- I see myself – strange experience
- Thoughts and emotions needs self disclosure – video = view from outside

Learning strategies in role play videos

- Analysing interaction by interaction is frequent
- Focusing on parts of behavior (nonverbal, questioning, empathy, leading etc.)
- Focusing personally significant moments – discussion and feedback
- Learning from faults is common
- Comparing views (counsellor - client - observer)
- Improving by a second role play and take – very time consuming



9 Instructing students for video learning – considerations

Clarify purposes of videos – overview, sensitization, knowledge, feedback?

Embed videos properly in self-regulated learning – goals tasks, demanded level

For beginners – give detailed instructions how to deal with video

Give orientation about additional learning materials – redundancies or alternative choices

Don't punish self learners by repeating video lectures in class – demotivating!

Facilitate adaptive learning strategies per video format

→ Lecture recordings for absence

→ Video lectures (20') for preparation inverted classroom

→ Micro lectures (5') for repetition and exam (high-compressed legal cheat sheet)

→ Example videos for getting in touch with a theme, person, field

→ Modeling videos to see, how something's working

→ Role play and training videos for feedback (and only for that)

→ "Best of disaster"-videos for learning from/analysing mistakes (and proper action !!)



Literature

Friedrich, Helmut F. & Ballstaedt, Steffen-Peter (1997). Strategien für das Lernen mit Medien. In: Friedrich, Helmut F. et al. (Hg.). Multimediale Lernumgebungen in der betrieblichen Weiterbildung. Neuwied: Luchterhand. S. 165-265.

Loviscach, Jörn (2018). Lessons learned During Nine Years of Teaching with Video. Eduhub-Webinar. URL: <https://tube.switch.ch/videos/239999afd>.

Mayer, Richard E. (2014). The Cambridge Handbook of Multimedia Learning. Cambridge: University Press

Mandl, Heinz & Friedrich, Helmut F. (2006). Handbuch Lernstrategien. Göttingen: Hogrefe.

Straka, Gerald A. (2006). Lernstrategien in Modellen selbst gesteuerten Lernens, in: Mandl, Heinz & Friedrich, Helmut F. (2006). Handbuch Lernstrategien. Göttingen: Hogrefe, S.390-404.

Wahl, Diethelm (2013). Lernumgebungen erfolgreich gestalten: vom trägen Wissen zum kompetenten Handeln. Bad Heilbrunn: Klinkhardt.

Weidenmann, Bernd (2008). Lernen mit Medien, in: Krapp/Weidenmann: Pädagogische Psychologie. Weinheim: Beltz. S.423-476.

Widulle, Wolfgang (2009). Handlungsorientiert Lernen im Studium: Arbeitsbuch für soziale und pädagogische Berufe. Wiesbaden: Springer VS.

Weblinks

Tagesanzeiger (2018). Der Schiedsrichter im Brexitstreit. <https://www.tagesanzeiger.ch/ausland/europa/der-schiedsrichter-im-brexitstreit/story/16170763>

