

Video as a Learning tool for teachers and students

U.Porto // November 12 - 16, 2018

Introduction






It is not surprising that video has become one of the most popular instructional resources referring to online learning but it has also gained visibility in traditional classrooms. Audiovisual materials can convey and communicate complex information in a more motivating and memorable way creating richer learning experiences. Pedagogical strategies like Flipped Classroom or the usage of digital tools such as interactive whiteboards, tablets and mobile phones inside the classroom, are contributing for new teaching approaches and the increase of interaction and engagement with students.

This course will address several concrete Teaching & Learning scenarios on how to use video as a learning tool with practical cases, both in class as outside class, and examples of tools that teachers can use to motivate and engage students increasing the quality of their learning process.

Goals

There are various ways to effectively use video as a learning tool and with this course teachers will have the opportunity to approach several teaching strategies that align pedagogical aims, learning outcomes with video, inside and outside the classroom. Participants will reflect and discuss the role, different implications and challenges of using video in teaching and learning and will be presented with tools that will contribute for the enhancement of their teaching practices.

Overview

	Monday	Tuesday	Wednesday	Thursday	Friday
9h30 – 12h30	 <ul style="list-style-type: none"> ✓ Welcome & Course Introduction ✓ Using Vídeo in T&L ✓ Ideas & Expectations Group presentation 	 <ul style="list-style-type: none"> ✓ Video as a learning tool ✓ Tips & Tricks about Video Capturing ✓ Beginning of hands-on video production using panopto (with support) 	 <ul style="list-style-type: none"> ✓ Visit to OBStudio ✓ AcademiaUP: the U.Porto online courses platform 	 <ul style="list-style-type: none"> ✓ Interactive Classroom: Using different video tools in the classroom. ✓ Create video, as a tool for flipped classroom 	 <ul style="list-style-type: none"> ✓ Final projects presentation of all participants
	Lunch	Lunch	Lunch	Lunch	Lunch
14h00 – 17h00	<ul style="list-style-type: none"> ✓ Visit to Media Innovation Lab ✓ Visit to radio studio ✓ Video as a learning tool: educational video creation using Panopto 	<ul style="list-style-type: none"> ✓ Hands-on video production using panopto (with support) 	<ul style="list-style-type: none"> ✓ Hands-on video production using panopto. Individual or group work 	<ul style="list-style-type: none"> ✓ Hands-on video production using panopto. ✓ Final projects upload 	<ul style="list-style-type: none"> ✓ Share of ideas and experiences ✓ Close up and final remarks
	Rectory / Mil	Rectory	FMUP	Rectory	Rectory

Course stakeholders

António Silva (U.Porto | GAENEE) — Office for Students with Special Needs

https://sigarra.up.pt/reitoria/pt/func_geral.FormView?P_CODIGO=242044

Cecília Silva (U.Porto | FEUP) — Professor

https://sigarra.up.pt/feup/pt/func_geral.FormView?P_CODIGO=249564

Daniel Catalão (RTP) — Journalist

Fernando Remião (U.Porto | FFUP) — Professor

https://sigarra.up.pt/ffup/en/FUNC_GERAL.FORMVIEW?p_codigo=232895

Hugo Cunha – Panopto - <https://www.panopto.com/>

João Veloso — Pro-rector for the Promotion of the Portuguese Language and Pedagogical Innovation

https://sigarra.up.pt/reitoria/pt/func_geral.formview?p_codigo=216619

Margarida Amaral (U.Porto | uTE) — Head of Educational Technologies Unit

https://sigarra.up.pt/reitoria/pt/func_geral.formview?p_codigo=246682

Maria João Ponces (U.Porto | FMDUP) — Professor

https://sigarra.up.pt/fmdup/pt/func_geral.formview?p_codigo=377840

Maria Lopes Pinto (gIP) - Pedagogical Coordinator at the Pedagogical Innovation Office

https://sigarra.up.pt/reitoria/pt/func_geral.formview?p_codigo=243036

Nuno Regadas (uTE) — Instructional Designer and Video Production

https://sigarra.up.pt/reitoria/pt/func_geral.FormView?P_CODIGO=466086

Paula Silva (U.Porto | ICBAS) — Professor

https://sigarra.up.pt/icbas/pt/func_geral.FormView?P_CODIGO=428668

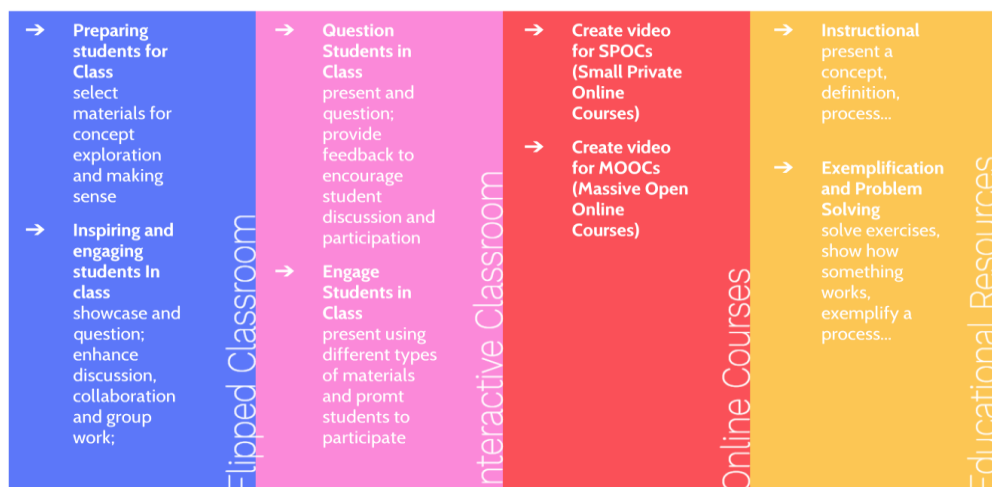
During the course there will be various invited speakers who will share their teaching and learning experiences enriching the course and all participants experience.

About...

GIP | The U.Porto is a higher education institution, strongly committed with research and the overall development of our students. Considering the multiple dimensions of their academic path, including those of scientific, pedagogical, civic, critical and participative mater. In 2014, the Pedagogical Innovation Office was created with the main purpose of the promotion of teaching and learning of excellence. The office intends to contribute to the continuous improvement of our student's success through the quality and pedagogical innovation. We develop a variety of Pedagogical programs and a wide scope of Courses and Workshops for teachers. By empowering teachers we believe that we can lead more students to reach out success. [more: <http://inovacaopedagogica.up.pt>]

UTE | U.Porto Educational Technologies Unit celebrates its 20 years in 2018. Since 1998, has the mission to promote and support the use of a wide array of technologies in teaching/learning environments, focusing on the quality and the effectiveness of such technologies, particularly in b-learning and e-learning contexts. [more: <http://elearning.up.pt>]

Project topics



Contents

Monday 12th November local: Rectory (room 111)	9h30 - Welcome & Course Introduction	João Veloso; Maria Pinto	
	10h00 - Using video in T&L - Sharing of teacher perspective and student engagement in video production	Maria João Ponces & med Student	
	10h30 – 10h45	Q&A	
	<i>10h45 – 11h15</i>	<i>Coffee-break</i>	
	11h15 - Using video in T&L - Sharing of teacher perspective and student engagement in video production	Paula Silva	
	11h45 – 12h00	Q&A	
	12h00 – 12h30 - Brainstorming: Ideas & Expectations Group presentation, based on the ID card. Group definition for the final project	Maria Pinto & Matheus Salles	
	<i>12h30 – 14h00</i>	<i>lunch</i>	
	Media Studio Lab (room 1.05)	14h00 - 15h00 Visit to Media Studio at MIL & Visit to radio stations and audio recording stations of U.Porto	Duarte Ferreira & Nuno Regadas
		15h00 – 16h30 - Video as a learning tool: educational video creation using <i>Panopto</i>	Nuno Regadas & Margarida Amaral
<i>16h30 – 17h00</i>		<i>Coffee-break</i>	
<i>software checking with Nuno Regadas</i>			

1. **Introduction: Using Video in Teaching & Learning** The first day starts with a course introduction and a presentation about using video in teaching and learning followed by a visit to the media studio. On the afternoon, there will be a presentation from the educational technologies unit about video production and how to create videos with *panopto*.

a. Learning Outcomes

After this first day participants will:

- i. recognize the importance of using video in teaching and learning
- ii. understand the significance and added value of video in teaching and learning in different scenarios
- iii. relate their practices and expectations with the experiences presented

b. Tasks

In the beginning of the day participants will have access to all participants personal presentation cards to read and engage in the discussion forum.

c. Deliverables

Post discussion about practice, own experience, need and expectations.

Tuesday 13th November local: Rectory (room 111)	9h30 – 11h00 Video as a learning toll	Hugo Cunha & Nuno Regadas
	<i>10h30 – 11h00</i>	<i>Coffee-break</i>
	11h00 - Tips & Tricks about Video Capturing Beginning of hands-on video production using <i>panopto</i> (with support)	Daniel Catalão Nuno Regadas
	<i>12h30 – 14h00</i>	<i>Lunch</i>
	14h00 – 16h30 - hands-on video production using <i>panopto</i> (with support)	Nuno Regadas
	<i>16h30 – 17h00</i>	<i>Coffee-break</i>

2. **Video Capture and Video Production** Before starting to work on the course project, participants will define groups based on the forum discussion of their ideas and expectations about the course theme and the workshop topics. With a specific topic in mind, groups will then start to plan the project and sketch its contents. The groups of 2 or 3 elements will then capture images and videos for their project and on the second half of the day will work hands-on video production with *panopto*.

a. Learning Outcomes

After the second day participants will:

- i. define group projects and choose its topic based on their needs, interests and expectations
 - ii. apply good practices and exemplify tips and tricks for video recording
- b. Tasks
- Each group will make a project plan and sketch a storyboard that will be used during the project. based on the storyboard, each group will capture and create a short video.
- c. Deliverables
- Short video (or videos, depending on the group topic)

Wednesday 14th November local: Faculty of Medicine (room: 1CIM)	9h30 – 10h15 - Visit to One Button Studio at FMUP Presentation of AcademiaUP: the U.Porto online courses platform	Margarida Amaral & Nuno Regadas
	<i>10h15 – 10h45</i>	<i>Coffee-break</i>
	10h45 – 13h30 - Video as supporting tool for students with special needs	Nuno Regadas, António Silva
	<i>13h30 – 14h30</i>	<i>Lunch</i>
	14h30 – 17h00 Hands-on video production	Work on projects Individual or group work

3. **The use of Video in the Classroom** The third day starts with a visit to the One Button Studio that is a simplified video recording setup that can be used without any previous video production experience. The design of the studio allows user to create high-quality and polished video projects, with a single click, even if they know nothing about lights and cameras. After the visit there will be a presentation about AcademiaUP, the U.Porto online learning platform, followed by presentations about the use of video in the process of teaching and learning: examples of U.Porto. We will have real cases and reports of U.Porto professors and students talking about the use of video in their real and virtual classrooms. The second half of the day will have a hands-on creation with video apps.

- a. Learning Outcomes

After this day participants will:

- i. recognize different learning scenarios that use video on online learning
 - ii. identify different sets and contexts in their practices where video can be used effectively
- b. Tasks
- Create video learning materials using the tools presented
- c. Deliverables
- Short video (or videos, depending on the group topic)

Thursday 15th November local: Rectory (room111)	9h30 – 11h00 Interactive Classroom: Using different video tools in the classroom. Create video, as a tool for flipped classroom	Cecilia Silva & Fernando Remião
	<i>11h00 – 11h30</i>	<i>Coffee-break</i>
	11h30 – 12h30 Interactive Classroom: Using different video tools in the classroom. Create video, as a tool for flipped classroom	Cecília Silva & Fernando Remião
	<i>13h30 – 14h30</i>	<i>Lunch</i>
	14h30 – 17h00 Hands-on video production	Work on projects Individual or group work Upload of final projects

4. **Interactive Classroom** The fourth day starts with a presentation about Interactive classroom and of several tools available to use in the classroom to engage students. The second half of the day will have a practical hands-on creation using the tools mentioned.

- a. Learning Outcomes

After this day participants will:

- i. recognize different teaching strategies that use video based apps
- ii. identify different sets and contexts in their practices where video can be used effectively

- b. Tasks
Create video learning materials using the tools presented
- c. Deliverables
Short video (or videos, depending on the group topic)

Friday 16th November local: Rectory (room 111)	9h30 – 11h00 Work on Group Projects	Final projects presentation of all participants
	<i>11h00 – 11h15</i>	<i>Coffee-break</i>
	11h15 – 12h30	Final projects presentation of all participants
	<i>13h30 – 14h30</i>	<i>Lunch</i>
	14h30 – 16h30	Share of ideas and experiences Close up and final remarks All participants João Veloso, Fernando Remião & Maria Pinto
	<i>16h30</i>	<i>Coffee-break</i>

5. **Group Projects and Presentations** The last day is dedicated to present all projects final product.

- a. Deliverables
Group project and group presentation

Complementary information

OneButtonStudio

The One Button Studio is a simplified video recording setup that can be use without any previous video production experience. The design of the studio allows you to create high quality and polished video projects, without having to know anything about lights and cameras. You only need to bring your flash drive with you and push a single button.

AcademiaUP

AcademiaUP, a portal and a LMS platform for the delivery of e-learning and blended learning courses. Based on LMS Moodle, AcademiaUP considers the specificities of deployment and creation of distance education contents and materials, as well as the target audience characteristics. Integrates with external tools, to better respond to synchronous online communication and for lecture capture and video production.

MIL Media Innovation Labs

The U.Porto Media Innovation Labs (MIL) is the Centre of Competence of the University of Porto for the media area focused on the mission to develop the capacity of the university in the field of Media in three dimensions — teaching, research and innovation, — while promoting interdisciplinary collaboration between existing university structures and articulation with external partners. Hence, intends to articulate a double interface for the inside and outside of the U.Porto for the Media sector. Therefore, MIL activities revolve around the vision of becoming a transversal and structure and aggregator of the various activities of the U.Porto in the area of Media, capable of facilitating transdisciplinary activities of research, development and innovation in the field of Media, among the various colleges, R&D units and firms. Hence, contributes to disseminate the capacity of the University in this field both internally and at regional, national and international level. Towards the market, it is the entry point for firms seeking to innovate in this sector and seeking partners with multidisciplinary competences in this field. In order to achieve these objectives, MIL is organised in units, called MIL Laboratories, that facilitate focusing on emerging Media issues, bringing together multidisciplinary competences, resources and projects, while promoting collaboration between U.Porto members and external partners. MIL complements its activity with the provision of services related to technical support to various activities in the scope of Media to the U.Porto community and external firms

Preparations and Literature

Boateng et al. Smart Learning Environments (2016) 3:8 DOI 10.1186/s40561-016-0031-5

Toppin, I.N. Educ Inf Technol (2011) 16: 383. <https://doi.org/10.1007/s10639-010-9140-x>

Matt Bower , John G. Hedberg & Andreas Kuswara (2010) A framework for Web 2.0 learning design, Educational Media International, 47:3, 177-198, DOI: 10.1080/09523987.2010.518811

Timothy Spencer, Stephen Victor (2017) Transforming Learning: Using Video for Cognitive, Emotional, and Social Engagement (Technical White Paper)



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Christopher Atwater, Jered Borup, Robert Baker, and Richard E. West (2017) Student Perceptions of Video Communication in an Online Sport and Recreation Studies Graduate Course, Sport Management Education Journal 2017 11:1, 3-12, <https://doi.org/10.1123/smej.2016-0002>

Zac Woolfitt (2015) The effective use of video in higher education, <https://www.inholland.nl/media/10230/the-effective-use-of-video-in-higher-education-woolfitt-october-2015.pdf>

Isabel Vieira, Ana Paula Lopes, Filomena Soares (2014) The Potential Benefits Of Using Videos In Higher Education, Proceedings of EDULEARN14 Conference 7th-9th July 2014, Barcelona, Spain, ISBN: 978-84-617-0557-3, <https://core.ac.uk/download/pdf/47139700.pdf>

Cynthia J. Brame (2015) Effective educational videos, Center For Teaching, Vanderbilt University, <http://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos/>

Center for Teaching and Learning, University of Washington, Engaging students in learning: Flipping the classroom, <http://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/flipping-the-classroom/>

Faculty Innovation Center, UT Austin, Instructional Strategies: Flipped Classroom, <https://facultyinnovate.utexas.edu/flipped-classroom>

Kevin Makice (2012), Flipping the Classroom requires more than video. Wired Magazine, <https://www.wired.com/2012/04/flipping-the-classroom/>

Julie Schell (2013) Quick Start Guide to Flipping your Classroom with Peer Instruction, <https://blog.peerinstruction.net/2013/01/15/quick-start-guide-to-flipping-your-classroom-with-peer-instruction/>

Using digital media in new learning models, JISC (2017) <https://www.jisc.ac.uk/guides/using-digital-media-in-new-learning-models>

Panopto for Education, <https://www.panopto.com/panopto-for-education/>

We suggest some more interesting links about flipped classroom:

Find resources to help you implement project-based learning, social and emotional learning, comprehensive assessment, teacher development, integrated studies, and technology integration. <https://www.edutopia.org/>

Quick Tips: Considerations for Flipping Your Course and a Manual for Flipping Your Classroom. <http://ii.library.jhu.edu/tag/flipped-classroom/>

This article describes many of the characteristics of the flipped classroom teaching model, illustrated with examples from current higher education and library instruction literature.

<https://files.eric.ed.gov/fulltext/EJ1089137.pdf>

What & Why? • Implementation Strategies • Practical Application • Resources. <http://www.fredwbaker.com/wp-content/uploads/2012/07/Flip-Your-Class.pdf>

Benefits of the Flipped Classroom. <https://www.acsi.org/Documents/Professional%20Development/CSE17.3%20-%20Bergmann%20-%20The%20Flipped%20Classroom.pdf>

In this essay, A 2020 Vision for Public Education in Ulster County explores the phenomenon of the flipped classroom and discusses its benefits and disadvantages, the resources necessary to make the flip, and the practical experience of some teachers as they transitioned to this new technique for teaching and learning.

https://www.newpaltz.edu/media/the-benjamin-center/P.Brief_2020Vision-Flipped%20classroom.pdf

The purposes of this report were to illustrate how to implement the flipped classroom and to describe students' perceptions of this approach within 2 undergraduate nutrition courses.

<https://www.sciencedirect.com/science/article/pii/S1499404614006381>

What does the research say about flipped learning. <http://rtalbert.org/what-does-the-research-say/>

A review of flipped learning. https://flippedlearning.org/wp-content/uploads/2016/07/LitReview_FlippedLearning.pdf

Requirements

Exercises requires participants to bring their own laptops. Laptops should have a built-in microphone and camera, and run on Microsoft Windows or Mac OS. Participants are encouraged to bring smart devices (as smartphone, ipad, tablet, ultra mobile pc, ...) to use in some of the sessions.

In case you have any questions regarding your equipment, Nuno Regadas will be available for software checking during the first day, Monday.

If participants are unable to bring their own computers or have other kinds of operating systems or presentation software, please contact the organization at least two weeks before the course, so that we can try to find other solutions. Nuno Regadas: nregadas@uporto.pt & Maria Pinto: mariapinto@reit.up.pt.

Hardware requirement list:

- Computer with Windows 7 and above (32 and 64 bit) Mac OSX 10.6 and above
- Processor (min): Intel i3 2.5GHz
- Memory 2GB RAM
- Storage available (min): 5Gb
- Microsoft PowerPoint 2003 and above (only if recording presentations)
- Apple Keynote 2008 and above (only if recording presentations)
- In-built camera and microphone (optional external usb camera and microphone).

note: Whenever tablets or smartphones are used to record, Panopto has an App available at both Google Play store and Apple's App Store. Installation is simple and setup will be provided during the course.