Creating Instructor-Made Videos to Scaffold Learning for the Under Resourced Student

Lori Brooks, PhD
Sara Robinson, MA

Introduction

- Scaffold learning with videos

- Under resourced students

- Students and formal language register

- Instructor-made videos to enhance learning and retention

- Create your own video in just a few minutes - Activity

Presenters' Point of View

- First term under graduate students

- No previous college experience

- Limited technology skills

- Limited resources

Under Resourced Student

- Limited technology skills

- Limited access to Internet

- No formal language register

- Socioeconomic status

- Do not understand the hidden rules of college

- Lack of a support system

Formal Language

- Traditional academic etiquette versus online course etiquette

- Formal language materials include; text books, discussion questions, syllabus, academic policies, assignments, professor

- Informal language materials include; peer to peer communication, course chat rooms, private communication with professor either on phone or in written communication

Ways to Scaffold Learning

- Cognitive development – language that is used and level of material

- Writing assignments and peer to peer communication such as discussion forums.

- Instructor rubrics are followed closely by students (Comer, Clark, and Canelas, 2014)
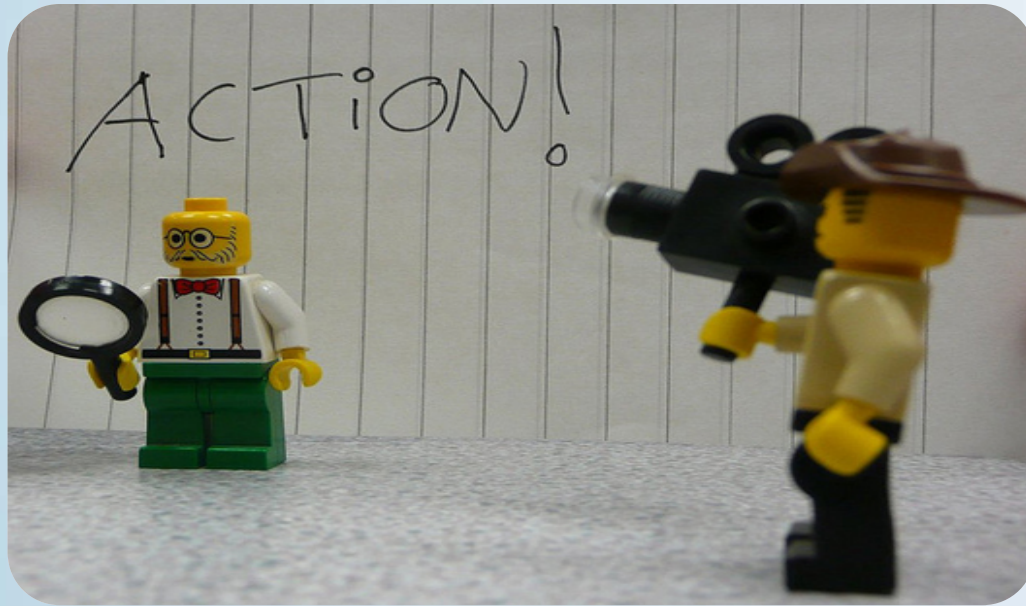
- Instructor made videos

Instructor Made Videos

- Informal learning that enhances a formal learning environment

- Longer lecture videos are less effective
  - Student become impatient
  - Broadband issues more likely to develop
  - Student can lose interest and miss key information

- Shorter videos are more effective
  - Student control; learning autonomy
  - Content is focused on content that is most difficult for students to understand
  - Scaffold learning

When to Offer a Video

- Problematic topics

- When additional tools may be helpful

- When hints about readily available resources would be helpful

- When a sense of structure for content is needed

Instructor Made Videos – DIY!

IMV – Getting Started

What do I need?

- Computer with internet access

- Screen capture software or online program

- You Tube account (specifically for your teaching)

- Audible recorder on your computer or headset (preferred – so you don't sound like you are under water)

- Depending on what you teach, you may need other tools (tablet with stylus, small video camera, etc.)

Which Program Should I Use?

Things to consider

- Pricing for "extra's"

- Ease of use

- Amount of space required if you download program

- Accessibility

- Reliability

- Methods of sharing

Some possible programs

EZVid

CAM Studio

Ice Cream

My FAVORITE...

Screen-cast-o-matic

- Again, use conversational tone and language (think Khan Academy) https://www.khanacademy.org/math/trigonometry/unit-circle-trig-func/radians_tutorial/v/rotation-by-radians-and-quadrants

- At least size of 24 (28 is even better)

- Watch garish colors or overly ornate fonts

- Add pictures – but not many

The Language of IMV's

- Be sure to use the academic language of the discipline

- Review concepts as you introduce new concepts

- When using challenging vocabulary, restate what you said in more conversational terms – you will be teaching vocabulary, too!

- Use an upbeat sounding voice – it is not impressive to your students if you sound overly professional

KISS

- Keep

- It

- Short

- Sweetie

Ready to Try?

www.screencast-o-matic.com
(or just Google screen cast o matic)

To begin…

- Click on **start recording** (blue button on left side of page)

- To save time, use the old version – that way we do not have to wait for the download – you can do that later

- Say "yes" or "run" to anything that pops up

- A dotted lined rectangle should appear around your screen

- Be sure the microphone works – just say a few words and see if it is moving

- The red button records – but check out the other features – WEB CAM! Students LOVE to see your face!

Play around with it!

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