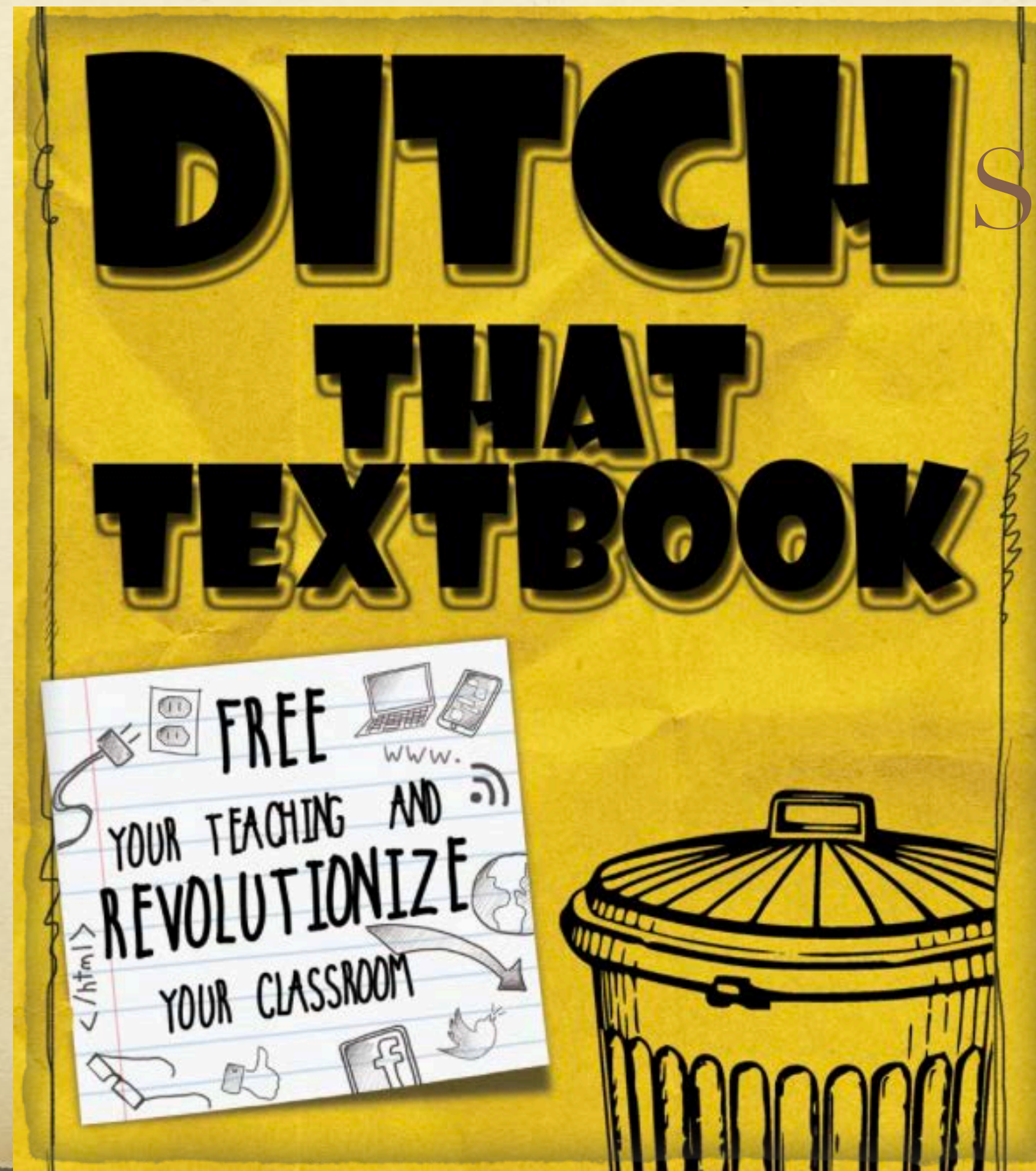


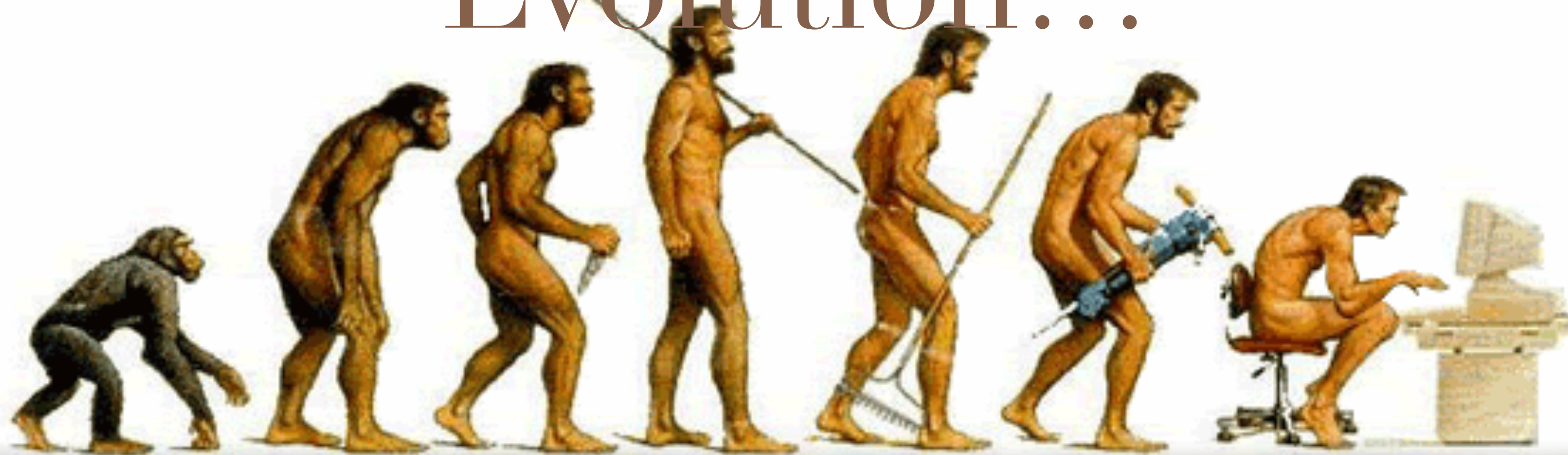
Creating a Video Textbook:

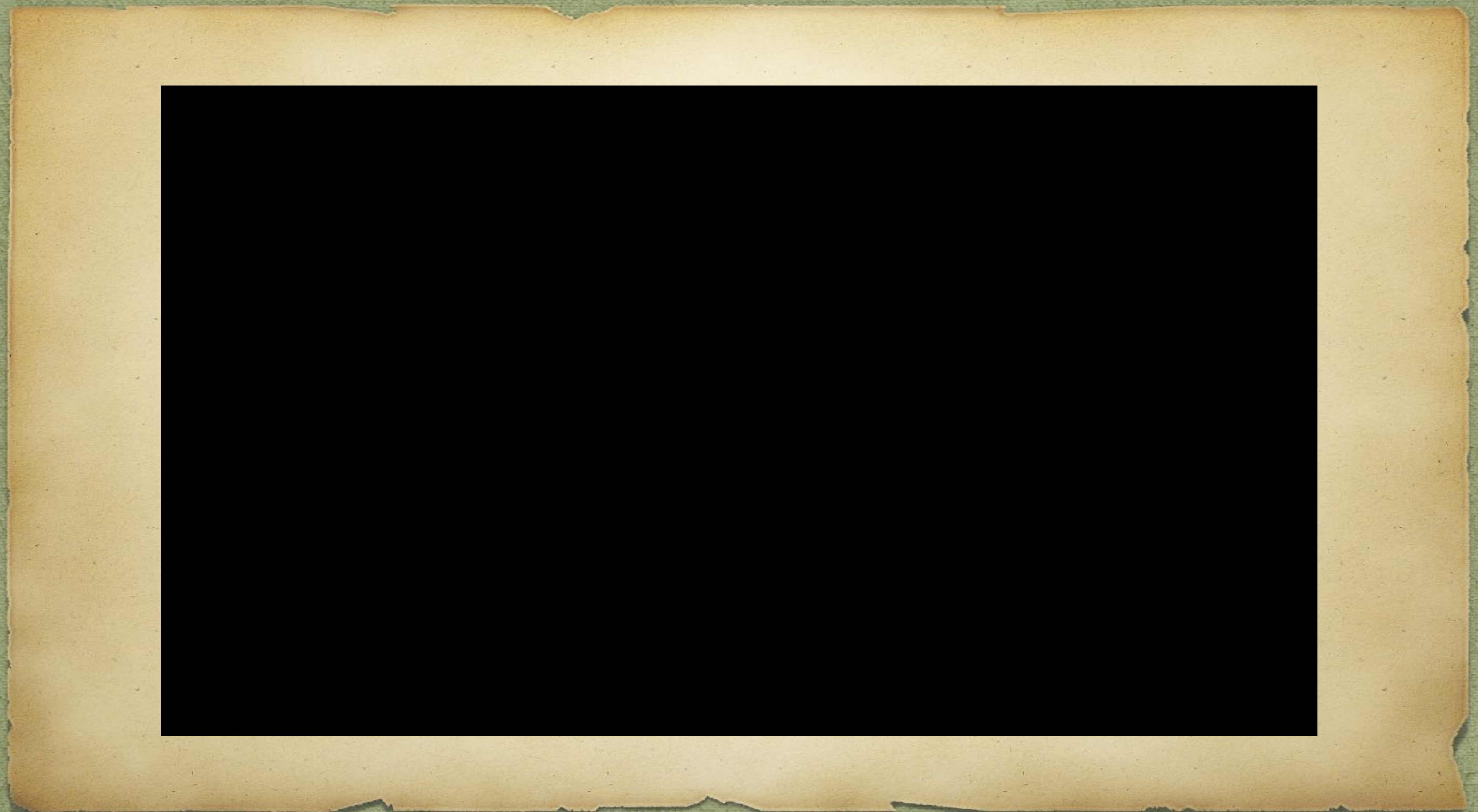
➤ Things We Could Never Do in Class



Supplement

Evolution...





*"Where No One Has
Gone Before"*



➤ Things We Could Never Do in Class

- Thomas Edison: “Genius is one percent inspiration, ninety nine percent perspiration.”
- Where did my one percent come from?





- How do we do this online? They don't even see us!
- Create a "Video Textbook" ➤ Just as fun. 😎
- Equally fun to create = "perspiration"
- If Andy can do it... What's he got that I don't got?
- Don't make a good sheriff, but I love Sherlock!



Available Technology





High quality video








Assessments



UCF



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Commons


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Collaborations

Chat

UCF Library Tools

Attendance

iClicker

ProctorHub

UDOIT

Quiz Extensions

Success Resources

Settings

Question 1

1 pts

Tradition dates Israelite origins back as far as:

☐ ancient Greece

☐ ancient Egypt

☐ ancient Canaan

☐ ancient Mesopotamia

☐ ancient China

Question 2

1 pts

One aspect of Mesopotamian culture, which contrasts strongly with later Israelite thought (and may have prompted Abraham and family to leave), was:

☐ its optimism

☐ its fatalism

☐ its militarism

☐ its pacifism

☐ its alcoholism

[Question 6](#)

[Question 7](#)

[Question 8](#)

[Question 9](#)

[Question 10](#)

Time Running: [Hide](#)

Attempt due: Dec 12, 2016 at 11:59pm

0 Minutes, 0 Seconds



Student Perceptions of Learning

- The video lectures in this course were effective in helping me understand the course material.
 - **96% Strongly Agree** (4% Agree)
- When compared to other course formats, learning with video lectures will help me remember the material for a longer period of time.
 - **74% Strongly Agree** (22% Agree; 4% Neither Agree nor Disagree)
- The video lectures in this course have strengthened my critical thinking skills.
 - **63% Strongly Agree** (36% Agree; 11% Neither Agree nor Disagree)

N=27

Learner Engagement

- Watching the videos is an engaging experience.
 - **96% Strongly Agree** (0% Agree; 4% Neither Agree nor Disagree)
- In this course, I feel educationally connected to the instructor.
 - **81% Strongly Agree** (15% Agree; 4% Neither Agree nor Disagree)

N=27

Affordances of Video Technology

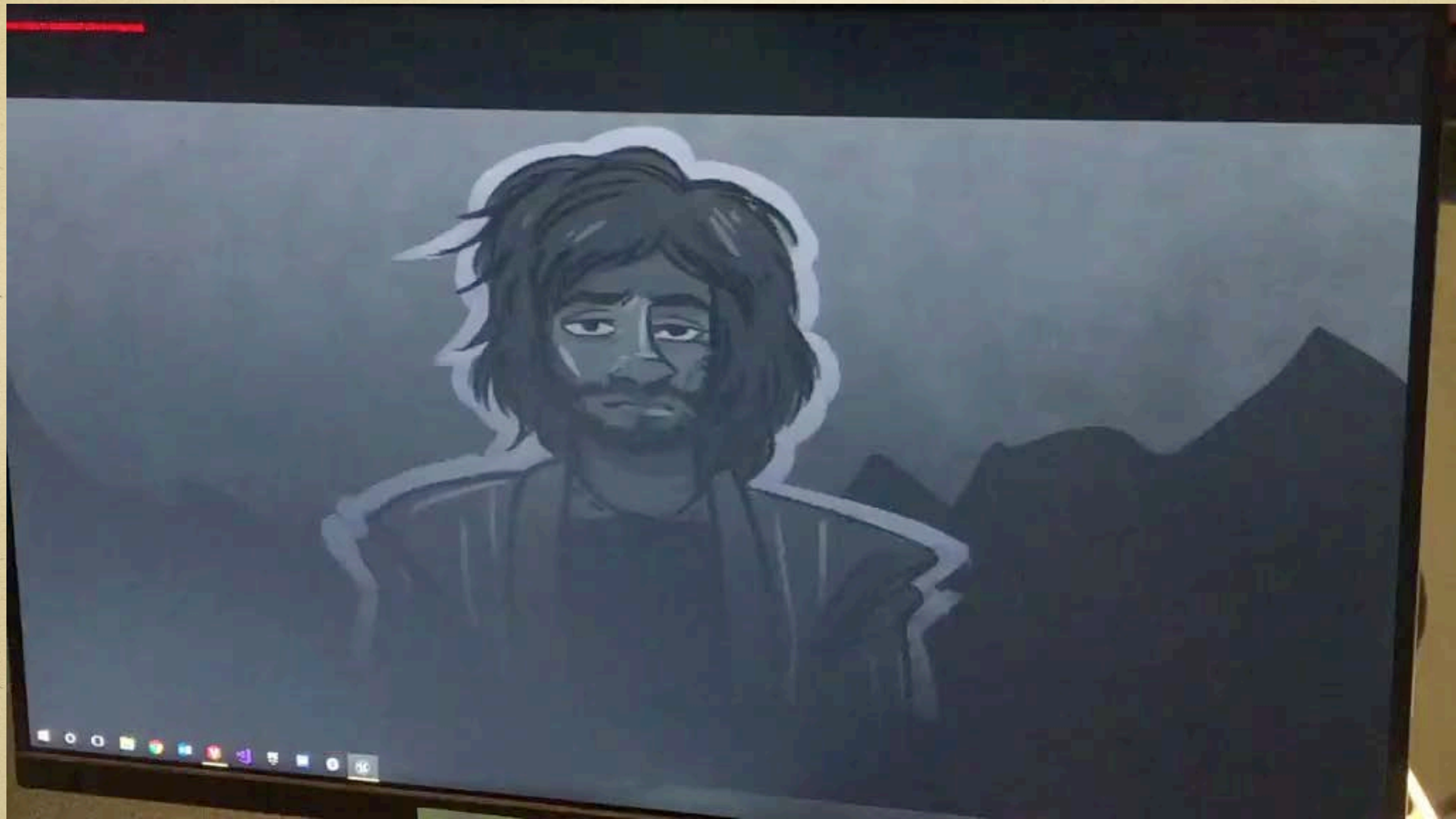
- I often pause the videos to take notes, reflect on content, etc.
 - **96% Often** (4% Sometimes; 0% Never)
- I usually watch the course videos more than once.
 - **52% Often** (41% Sometimes; 7% Never)

N=27

Next Step: Gamification



Gamification



Suggestions:

Just to get started

Simple camera videos

— **Create a personal narrative** — About students themselves or a character or historical person. Add a voiceover to tell the story and music to set the mood.

— **Tell a story** — We're naturally intrigued by stories. They draw us in and take us to a place and time where we never were. If students use concepts from class and connect them to stories, the result could have a huge impact.

— **Dream** — Taking classroom learning and putting a "What if?" spin on it is higher-level thinking. Let students speculate on "what if" something in history happened differently or if a character in a story made a different decision. Video is a great medium to play those ideas out.







Summing Up

TELL ME AND I FORGET

TEACH ME AND I REMEMBER

INVOLVE ME

AND I LEARN

BENJAMIN FRANKLIN

