Creating a Video Textbook:

- Things We Could Never Do in Class
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

<table>
<thead>
<tr>
<th>Question 1</th>
<th>1 pts</th>
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</thead>
<tbody>
<tr>
<td>Tradition dates Israelite origins back as far as:</td>
<td></td>
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<tr>
<td>☐ ancient Greece</td>
<td></td>
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<tr>
<td>☐ ancient Egypt</td>
<td></td>
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<tr>
<td>☐ ancient Canaan</td>
<td></td>
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<tr>
<td>☐ ancient Mesopotamia</td>
<td></td>
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<tr>
<td>☐ ancient China</td>
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<table>
<thead>
<tr>
<th>Question 2</th>
<th>1 pts</th>
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<tbody>
<tr>
<td>One aspect of Mesopotamian culture, which contrasts strongly with later Israelite thought (and may have prompted Abraham and family to leave), was:</td>
<td></td>
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<tr>
<td>☐ its optimism</td>
<td></td>
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<tr>
<td>☐ its fatalism</td>
<td></td>
</tr>
<tr>
<td>☐ its militarism</td>
<td></td>
</tr>
<tr>
<td>☐ its pacifism</td>
<td></td>
</tr>
<tr>
<td>☐ its alcoholism</td>
<td></td>
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</tbody>
</table>

Time Running: 0:00
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)
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
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