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Using videos to support learning [HPEC Fast Facts]

AUTHOR(S)

Jenny Moffett

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HPEC Fast Facts

Videos have become a common component of health professions' education – both as resources that contribute to the formal curriculum and as an important source of self-directed, informal learning for students.

With the rapid expansion of [MOOCs](#) (massive open online courses), and many educators choosing to [“flip” the classroom](#), learners now have more video resources than ever from which to choose.

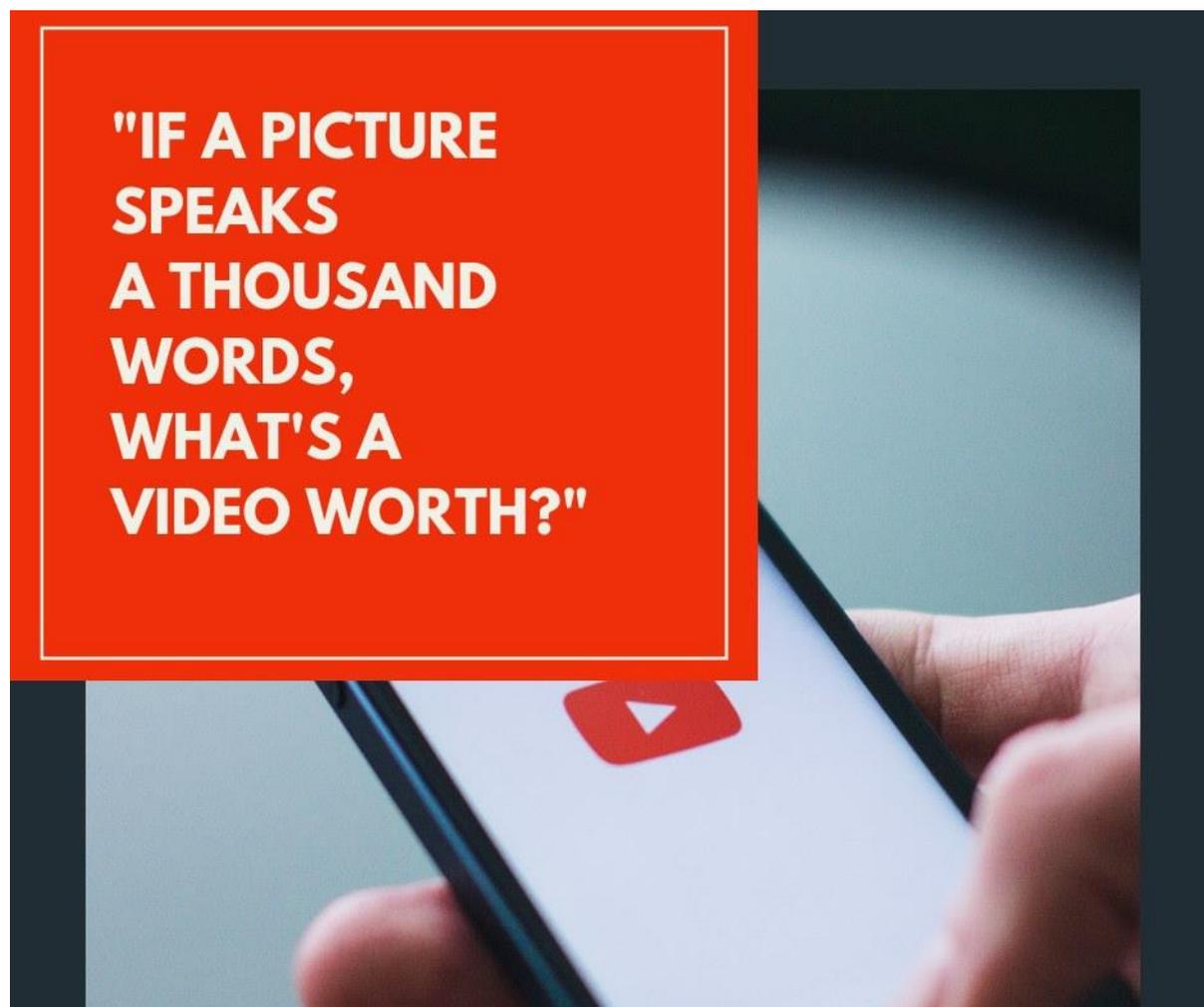
In this month's Fast Facts, we look at some practical tips around using videos in your teaching.

As always, we'd love to hear from our readers. If you have any ideas for future topics please let us know.

Jenny Moffett

Editor, HPEC Fast Facts

Using videos to support learning



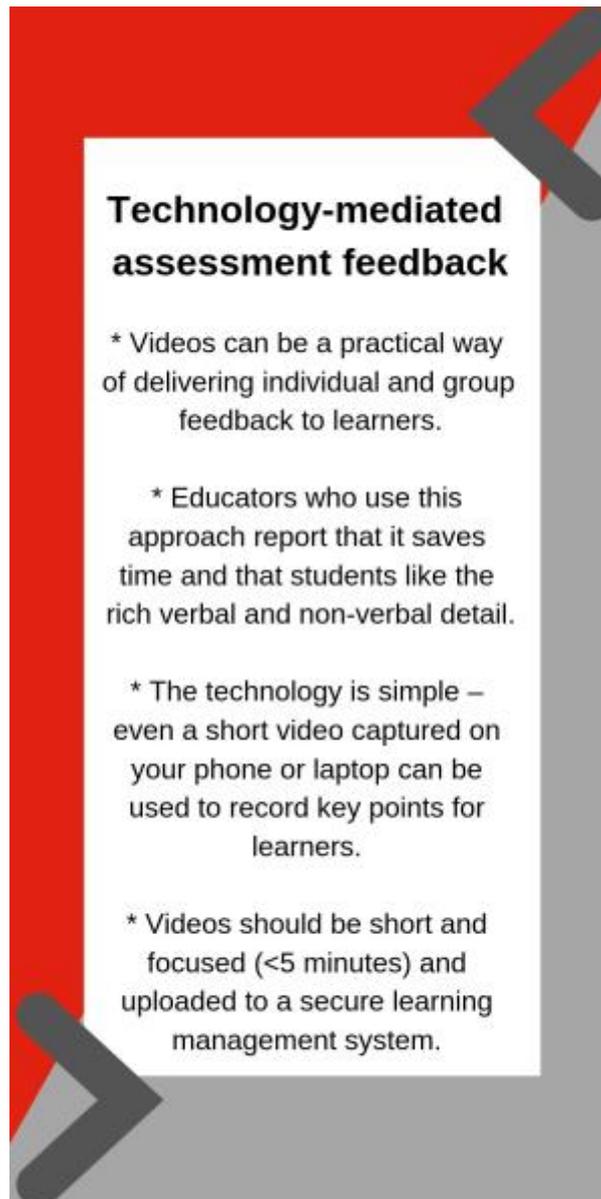
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- *Videos can be an effective way of supporting learning*
 - *Health professions' learners often rely on videos to support self-directed learning*
 - *The quality of health professions' videos found online can be poor*
 - *Simple "DIY" videos such as vodcasts can be highly valued by learners*
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There are many ways that videos can be used to support learning. Within the classroom setting, they can be used to “hook” learner attention, and to illustrate clinical relevance. For example, videos of simulated patient-professional interactions can be used as “trigger tapes” to facilitate class discussions. Also, when learners have access to online videos outside of class time, this can support self-directed learning; students can fast-forward and replay resources to suit their own learning needs. Videos are particularly suited to helping learners engage with skills-based or clinical learning outcomes ([Jang and Kim, 2014](#); [Hitch et al., 2014](#)).

From an educator perspective, videos can be used to manage time and location barriers, e.g. by reaching students on clinical placements. Videos also allow teaching to be scaled-up and can facilitate learning in large groups of students. Barriers - however - do exist, and health professions' educators can have concerns about the amount of time involved in locating or creating suitable video material.

It's also true that the quality of videos available online can be low. In one analysis of clinical skills videos available on YouTube, only one video out of a sample of 100 were categorised as 'good' by the researchers ([Duncan et al., 2013](#)). This month, we present ten practical tips to using videos in your own teaching:

- 1) If you are considering using a video, ask yourself what you want to achieve. Do you want to focus your learners' attention, provoke curiosity, reinforce skills, provide feedback, or trigger discussion? What is your goal for learning and how will the video help achieve this?
- 2) Decide if a "DIY" video meets your goal better than an externally sourced video. One of the simplest and most popular ways to get started with making your own resources is through video podcasts or "vodcasts" ([Pettit, 2018](#)).
- 3) If you want to make your own videos, there are a number of useful technologies to help. RCSI teaching staff have access to [Panopto](#) to create, store and edit videos. Web conferencing software, e.g. [Zoom](#), is another cost-effective way to record teaching activities at your own computer. RCSI staff can access further information on instructional videos [here](#) [p40; RCSI log-in required].
- 4) If you decide to source external video content, ensure that you have watched it through to check quality, e.g. both audiovisual quality and accuracy of message.
- 5) Consider the copyright issues involved with using video. Use [open educational resources](#) where you can. The hashtag #foamed ([free open access education](#)) can help you to identify suitable video sources online.
- 6) Consider how you might stimulate learning around your video. Signpost what you want learners to do, e.g. ask students to make notes as they watch to encourage participation; use open-ended questions to stimulate higher order thinking.
- 7) When presenting videos online know that most learners prefer multiple shorter videos (<10 mins) over one long video. Video editing software is available through Panopto and Youtube to snip large video files into smaller ones.
- 8) If playing videos in the lecture hall, it's important to have a test drive first! Test the playback and sound before you start the lecture (note: videos play much easier from a browser than from an embedded link on a presentation). Have a Plan B if your video doesn't work on the day!
- 9) Take a moment to reflect how video technology might be used to address a teaching dilemma. For example, if you need to provide feedback to a group of students but time is limited, you can use video technology to do this – see image (right).
- 10) Encourage your learners to think critically about any videos that they find online. Ask them to consider the source and the quality of the material that view.



1 - Technology-mediated assessment feedback. For more info, visit: <https://bit.ly/2tD61YD>

Where can I find out more?

HPEC will shortly launch a workshop for teaching staff on Panopto. For more information, or to express your interest in a place on the training, please email hpec@rcsi.ie. We've also curated a range of useful resources which give more information on this topic:

Selected articles

[Dong, C., & Goh, P. S. \(2015\). Twelve tips for the effective use of videos in medical education. Medical teacher, 37\(2\), 140-145.](#)

[Hurst, K. M. \(2016\). Using video podcasting to enhance the learning of clinical skills: A qualitative study of physiotherapy students' experiences. Nurse education today, 45, 206-211.](#)

[Hurtubise, L., Martin, B., Gilliland, A., & Mahan, J. \(2013\). To play or not to play: leveraging video in medical education. Journal of graduate medical education, 5\(1\), 13-18.](#)

[Pettit, R. K. \(2018\). Ten tips to encourage student interaction with screen-capture type vodcasts. Advances in medical education and practice, 9, 535.](#)

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For more information on technology-mediated assessment feedback, visit: <https://bit.ly/2tD61YD>

We hope you enjoy HPEC's Fast Facts. If you would rather not receive these educational updates, please reply to us at hpec@rcsi.ie with "Unsubscribe" in the email title.