

Video in Instruction and Assessment



THE NATURE
OF KNOWLEDGE

LEARNER IMPACTS

- Attitudes
- Behavior
- Motivation

DESCRIPTION

Digital videos can be used for both instruction and at various points in the assessment process. The following areas are well-supported by educational research:

- Video in instruction (e.g. Clark & Mayer, 2011; Mayer, 2009)
- Video peer review (e.g. Falchikov & Goldfinch, 2000; Kavas & Ozdener, 2012; Wu & Kao, 2008)
- Video for reflection and self-assessment (e.g. Hartsell, 2013; Hirschel, Yamamoto, & Lee, 2012; Koole et al., 2012)
- Student video creation (e.g. Kearney & Schuck, 2008; Guo, Kim, & Rubin, 2014)
- Video for feedback and assessment (e.g. Tochon, 2001; Turner & West, 2013)
- Vicarious learning via video for changing affective states and attitudes (e.g. Martin & Briggs, 1986; Wetzels, Radtke, & Stern, 1994; Zimbardo & Leippe, 1991)

Yet, simply including videos in these situations does not positively impact learning unless the activities and/or content are explicitly aligned to well-articulated learning objectives (Clark & Mayer, 2011). Furthermore, there is little to no research support for instructional videos whose sole purpose is to interest or motivate learners. However, videos that both align with learning objectives AND provide interesting content CAN both motivate and impact learning.

CAPABILITIES

- Assessment: Project
- Cognitive Tools: Synchronous social learning; audio/video based
- Cognitive Tools: Timestamped video comments

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Video peer review system; collaborative online video editing
- Simple Technology: Standalone instructional videos with assessment items
- Content Support: Instructional videos aligned with learning objectives



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SELF-ASSESSMENT INSTRUMENT



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Definition	<ul style="list-style-type: none"> Videos integrate multimodal elements, such as images, sound, narration, and animation Videos are used to support assessment, feedback, demonstration, reflection, and/or interaction 	<ul style="list-style-type: none"> Videos fail to integrate several multimodal elements Videos are underutilized to support multiple potential benefits 	<ul style="list-style-type: none"> Videos only utilize a single multimedia element Videos only support a single potential benefit 	<ul style="list-style-type: none"> Does NOT leverage multiple benefits of video usage 	= ____
Model	<ul style="list-style-type: none"> Videos are used to support authentic learning through a participation model in a real-world context 	<ul style="list-style-type: none"> Videos are used to support authentic learning through the simulation model with realistic activities 	<ul style="list-style-type: none"> Videos are poorly or unclearly used to support authentic learning 	<ul style="list-style-type: none"> Does NOT leverage the benefits of authentic learning through video 	= ____
Design	<ul style="list-style-type: none"> Strong use of technology to enhance students' ability to communicate around video Videos are made with a brief timeframe in mind, such as 5-10 minutes Strong alignment between authentic environment and video-based activities 	<ul style="list-style-type: none"> Some use of technology to enhance students' ability to communicate around video Videos are chunked into shorter sessions of 30-60 minutes Some alignment between authentic environment and video-based activities 	<ul style="list-style-type: none"> Poor use of technology to enhance students' ability to communicate around video Videos are longer than is ideal and should be broken down further Poor alignment between authentic environment and video-based activities 	<ul style="list-style-type: none"> Does NOT use design effectively 	= ____
Assessment	<ul style="list-style-type: none"> Strong use of criteria and/or standardized instruments to support peer review Strong alignment between learning objectives and assessment techniques Strong use of constructive feedback to guide and support effective learning strategies 	<ul style="list-style-type: none"> Some use of criteria and/or standardized instruments to support peer review Some alignment between learning objectives and assessment techniques Some use of constructive feedback to guide and support effective learning strategies 	<ul style="list-style-type: none"> Poor use of technology to enhance students ability to communicate around video Videos are longer than is ideal and should be broken down further Poor alignment between authentic environment and video-based activities 	<ul style="list-style-type: none"> Does NOT assess effectively or not an assessment-based activity 	= ____