

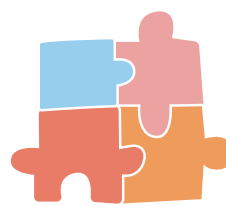
Effective Instructional Videos

Video is a key method of delivering content online, but not all instructional videos are created equal. Here we cover some proven strategies for creating and integrating more effective and engaging instructional videos.

Chunk or segment information

Chunking is breaking content into smaller sub-topics or concepts. This gives learners more control over consuming and processing new information and helps prevent cognitive and attentional overload.

CONTENT



In practice

- * Break up a 40-minute lecture into separate videos that focus on specific sub-topics.

- * Create breaks in a 40-minute lecture video by using “knowledge check” questions on slides between topics.



Signal important information

Signaling is using text or symbols to alert and direct students to vital information. These cues can reduce confusion and cognitive load while helping learners connect and retain knowledge.

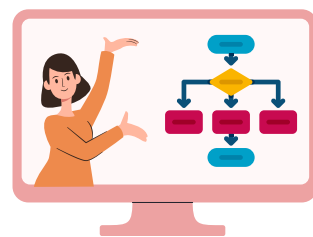
- * Bold or increase the size of select keywords on slides to highlight importance.

- * Use arrows, symbols, or circles in video recordings to emphasize relationships or contextualize information.

In practice

Weed out distracting information

Weeding is eliminating or removing extraneous factors that do not contribute to learning - both text and images. Weeding can also reduce cognitive load and increase attention.



In practice

- * Minimize sounds or visually “busy” backgrounds if recording yourself.

- * Use simple slide backgrounds free of complex designs in presentation slides.

STUDENT ENGAGEMENT



Use enthusiastic, conversational language

Also called the personalization principle, this style of delivering instruction **uses plain language** and a **conversational tone** to deliver information. Research suggests this style can help students develop a sense of social partnership and connection with the instructor.

- * Refer to the viewer or yourself in the lesson (ex: using “your” or “I”).

- * Use expressions that denote your excitement in material. Ex: “This next topic is my favorite,” or “You might find this next concept very cool.”

In practice

Incorporate active learning strategies

Decades of research provide clear evidence that students stay more engaged and retain knowledge better when they are active participants. **Incorporating prompts** before, during, or after educational videos converts the watching process to an active-learning event that can help students self-regulate and practice metacognitive skills. Similarly, lecture videos that **connect to a larger assignment** - such as a homework, a project, or an exam - are more likely to keep students active and engaged in learning.



In practice

- * Insert quiz questions into a Panopto lecture so students can check their understanding and recall of new information.

- * Create guiding questions for students to answer while watching an educational video.

- * Make a section of the lecture video a case study example that ties to an online discussion or homework assignment.