

# Using Videos in Your Course

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# Many Types of Goals

- Grab and focus student attention (Bunce, Flens, & Neiles, 2010)
- Bring dry or complicated content to life
- Foster discussion
- Expand the classroom
- Challenge students to apply concepts
- Set the mood (fun, decrease anxiety, or build in seriousness)
- Expand viewpoints, build empathy by hearing from others
- Optional extensions

# Example 1

## Classical Conditioning

- Illustrate a concept
- Test students' understanding
- Stimulate a discussion about complexities of the application of constructs

# Classical Conditioning

Two events occur closely together, become fused, and react to one as though the other were happening



## Before Conditioning

CS (bell)

No reaction

US (meat)

UR (drooling)

## After Conditioning

CS (bell)

CR (drooling)

US (meat)

UR (drooling)

Can get rid of association through *extinction*

# Video clip from The Office

- <https://www.youtube.com/watch?v=9i2rlymfLbE>

# Clicker Questions

- A. Computer beep
  - B. Holding hand out for an Altoid
  - C. Being offered an Altoid
  - D. Sitting at a computer in the office
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1. The Unconditioned Stimulus is \_\_\_\_\_ .
  2. The Unconditioned Response is \_\_\_\_\_ .
  3. The Conditioned Stimulus is \_\_\_\_\_ .
  4. The Conditioned Response is \_\_\_\_\_ .

# Example 2

## OCD Symptoms and Treatment

- Bring complex phenomena to life
- Expand the classroom
- Build empathy
- Test understanding of concepts
- Foster discussion

# Obsessive Compulsive Disorder (OCD)

- **Obsessions** = persistent, intrusive and nonsensical thoughts, images, or urges
  - Attempt to ignore/suppress/neutralize
- **Compulsions** = repetitive and rigid behaviors or mental acts that people feel they **MUST** do to prevent or reduce anxiety





# Example 3

## Hallucination Simulation

- Grab attention
- Expand experience, build empathy
- Deepen learning
- Foster discussion
- <https://www.youtube.com/watch?v=KYHVbLLO2bU>

# Example 4

- Set the mood
- Make learning fun
- Decrease anxiety

# StatzRap

- <https://www.youtube.com/watch?v=JS9GmU5hr5w>

# Issues to Consider

- Engagement vs. entertainment
  - What's your pedagogical goal?
  - Connect video meaningfully, give a good set up
  - Interrupt and debrief
- Capturing and keeping attention
  - Not too long without some commentary/discussion
  - Extract the minimum that you need

# Issues to Consider

- Pair with other good teaching techniques to increase processing/reflection
  - E.g., Clickers; think, pair, share; minute paper; discussion
- Class size
- Fair use
  - Helpful resource:  
<https://copyright.columbia.edu/basics/fair-use/fair-use-checklist.html>

# Sourcing

- YouTube
- Textbook publishers
- Library video database subscriptions
  - Ask your department librarian – [Library Homepage](#)
  - E.g., Alexander Street (ProQuest)
- News websites
- PBS documentaries
- Facebook feed, professional organizations
- Lots of other sources (try Google video search)

# Nuts & Bolts

- Capture the videos
- Embed in PPT
  - But, delete from PPT share with students
- Accessibility

# Additional Resources

- Brian Cole in the CER
- Berk, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching and Learning*, 5(1), 1 – 21.