

BEST PRACTICES FOR ADDING LECTURE CONTENT INTO YOUR ONLINE COURSE



VIDEO LINK: https://youtu.be/2LffgGx_8KQ

In this video, we will discuss the best way to add your lecture content into your online course.

Adding your lecture content to your online course with a voiceover PowerPoint (or other similar styles) is one of the most often used ways to deliver your main online content (Delen, Liew, & Wilson, 2014).

However, the duration of these videos needs to be monitored carefully. Transferring the equivalent of a face-to-face classroom lecture into an online course and calling it online learning has been proven to be very ineffectual (Whatley & Ahmad, 2007; Dong & Sun Goh, 2015; Szpunar, Khan, & Schacter, 2014; Hsin & Cigas, 2014; Guo, Kim, & Rubin, 2014).

What you are looking at here is a graphic of how audience engagement drops as a video gets longer. And while it drops with every extra minute, the largest initial dropoff is after the five minute mark (<https://wistia.com/blog/does-length-matter-it-does-for-video-2k12-edition>). And research shows that the optimum length for an instructional video is 2 to 5 minutes (Guo, Kim, & Rubin 2014; Brotherton & Abowd, 2004; Vivian, Falkner, & Falkner, 2014)

But wait. How can you ever get your lectures down to 2-5 minutes? Believe it or not, it can be done. And here's how.

Here is an example table of contents from a Psychology book (Source:

<http://allpsych.com/psychology101/contents/#.Vc3YLWRVhBd>).

In a face to face classroom, we normally build our lectures to fill most, if not all of the class time. So, say, in a 50 minute lecture, we might be able to cover this much, or even this much, depending on the detail. So this would be our classroom lecture.

Well, in an online course, if we look at our MODULE as the equivalent of our lecture, then we can do this. We can CHUNK IT! We can make each chapter section its own video. And that does some amazing things.

One of the benefits of this is that chunking allows the online learner to better schedule their viewings within their busy schedule. If they only have fifteen minutes to give to the course at that particular moment, then they might choose to watch two or three of the videos. But if they were staring at a 45 minute video, they would have to wait until they had a free hour. And that might be one or two days later .

And as you can see, I have added the length of each video at the end of each line to help the learner know ahead of time and help their decision.

And when the learner watches one or two videos at a time, they are better able to take time and REFLECT on the content (Dong & Sun Goh, 2015). This reflection aids in the cognitive retention of the material (Szpunar, Khan, & Schacter, 2014; Clark & Mayer, 2016). Studies shows that video content retention for a 45 minute video is very small compared to a 2-5 minute video (Delen, Liew, & Wilson, 2014; Szpunar, Jing, & Schacter, 2014).

Also, chunking allows you to break up the content in such a way that you can add active learning activities after any given content section. So for instance, if you wanted the learners to go on an online scavenger hunt related to Experimental Research, you would want to place that activity right after Video 3 in the module. This way, learners are both hearing about the specific area of content and then doing something related to that section of content before moving on to another section. This is much more affective than having them sit through a 45 minute lecture (if they even made it all the way through), and THEN trying to have them do activities based on different areas of content (Delen, Liew, and Wilson, 2014; Szpunar, Khan, & Schacter, 2014). One step at a time works best. This “differentiation of instruction” has been proven to be VERY effective (Szpunar, Khan, & Schacter, 2014).

So in conclusion, when it comes to your lecture content...two words...CHUNK IT!!!!

References:

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