

The use of video clips in teaching accounting and finance

And other disciplines

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Outline

- Various use of videos
- How to get staff to engage?
- Why use videos?
- Student views

Various uses of videos



<http://www.uq.edu.au/teach/video-teach-learn/top10-uses.html>

- Recording live lectures
- Pre recorded lectures
- Developing instructional videos
- <http://www.understandingsuper.com.au/unit/what-is-superannuation> (thanks to UWA)

Various uses of videos



- Interviews
- Engaging students
- <https://www.youtube.com/watch?v=RTqLFnkfEQQ>
- Case studies/ simulations/roles plays
- Presentation skills and performance

Staff engagement

Make it easy for staff to record- one button studio

- https://www.youtube.com/watch?v=VPvToh_0Qa4

What is a light board?

- <https://www.youtube.com/watch?v=N1I4Afti6XE>

1) Introduction to a unit



Can provide useful information about a unit.

- Provide an overview of the unit
- How it is taught
- Expectations of students
- Assessment
- <https://www.youtube.com/watch?v=9djxKV7L8Bc&app=desktop> (thanks to Macquarie university)

ACTIVITY

- Discuss with your table the take aways from the video.
- Rate of student enquiries declined by about 25%

Introduction to a unit



- https://flashstream1.jcu.edu.au/camrelay/Jodie_Maxfield/Mission_Challenge_%28Externals%29/Mission_Challenge_%28Externals%29_-_20180201_165654_5.html
(thanks to Jodie Maxfield at James Cook University)

Make the unit sound interesting



Accounting for MBA students can be a challenge

- https://www.youtube.com/watch?v=R6_X2zx5gFk&feature=youtu.be

Same applies to some law units

- <https://www.youtube.com/watch?v=9djxKV7L8Bc&app=desktop> (thanks to UWA)

Online units

- https://flashstream1.jcu.edu.au/camrelay/Jodie_Maxfield/BU1002_BU1902-Welcome_External_Students/BU1002_BU1902-Welcome_External_Students_-_20160202_120257_6.html (thanks to Jodie Maxfield at JCU)

2) Flipping the class

- <https://www.bing.com/videos/search?q=flipped+classroom&&view=detail&mid=93F51237299D8682044993F51237299D86820449&&FORM=VDRVRV>
- Short videos of 6-10 minutes

3) Facilitating thinking and problem solving

- Connection between visual clues, the memory process, and the recall of new knowledge. (Shepard and Cooper (1982) and Mayer and Gallini (1990))
- The creative challenge of using moving images and sound to be engaging and insightful, also enables students to acquire a range of ***transferable skills*** include research skills, collaborative working, problem solving, technology, and organisational skills. (Allam, 2006)

4) Assisting with mastery learning



- Videos can be as good as an instructor in communicating facts or demonstrating procedures to assist in mastery learning where a student can view complex clinical or mechanical procedures as many times as they need to. (Khan academy, Galbraith, 2004).
- https://www.ted.com/talks/salman_khan_lets_use_video_to_reinvent_education

5) Inspiring and engaging students



Willmot et al (2012) show that there is strong evidence that digital video reporting can inspire and engage students

- increased student motivation and enhanced learning experience
- development potential for deeper learning of the subject
- development of learner autonomy
- enhanced team working and communication skills
- *“Getting to do something more creative as a group”*
- a source of evidence relating to skills for interviews
- learning resources for future cohorts to use
- *“The format of presenting our findings allowed us to be creative and imaginative.”*

6) Authentic learning opportunities



- The work of Kearney and others show the benefits of using video to produce authentic learning opportunities for students (Kearney and Campbell 2010; Kearney and Schuck, 2006)
- <https://www.youtube.com/watch?v=f2XQ97XHjVw>

How do students use video in higher education?



- Elisabeth Leonard surveyed 1,673 students and a collection of in-depth interviews.
- 68% of students report watching videos in their classes.
- 79% of students voluntarily watch videos to enhance their understanding of a topic
- Charismatic or compelling speaker who is animated, easy to understand, and will look directly at the camera.
- Humour good but not fake!!

How do students use video in higher education?



What makes for good video?

- *“I find a lot of the time if someone is talking about the topic and is unenthusiastic, I’m instantly unengaged. But if someone is talking about something and they’re passionate about it, the topic could be very boring but it’s still engaging.”*
- Preferred video length ranged from 5 to 20 minutes, depending on the video topic, type, and relevance.

How do students use video in higher education?



- Largely unaware of resources in library
- Find videos through professor recommendations or through YouTube and Google searches.
- Only 32% of students report searching for videos in the library or on the library's website for fear that they are outdated.
- <http://www.sagepub.com/repository/binaries/pdfs/StudentsandVideo.pdf>

