

VIDEOS IN CLASSROOMS: USE CASES AND IMPLEMENTATION



eLearning
Innovation
Center

Universitat Oberta
de Catalunya

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Learning Design Support
Team

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eLearning Innovation Center

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Self-produced teaching videos

Description

These are short videos (between two and 10 minutes) produced by teaching staff independently.

The purpose is to be able – easily and at any time – to offer students learning content or guidelines for progressing with their studies for the course.



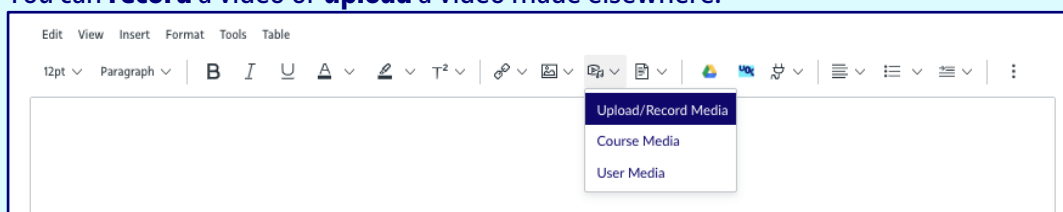
Teaching applications

- Answer frequently asked questions during the semester.
- Publish (part or all of) the instructions or questions for continuous assessment activities.
- Offer advice and guidelines on how to carry out activities.
- Close activities (e.g. general feedback to close a continuous assessment activity).
- Display learning content (e.g. screencast, presentations on parts of the course, recordings of real examples, editing of clips, summaries of a module, etc.).

+ More information: [Nine use cases of teaching videos at the UOC \(Catalan\)](#)

How is it implemented in the classroom?

1. Once the teaching staff has selected (or generated) the audiovisual material or content...
2. From the Canvas **rich text editor**, in the space where you want to publish the video:
 - a. You can **record** a video or **upload** a video made elsewhere.



- b. Once **saved**, the video can be published directly, or at a scheduled time.



Video: [The features of the rich text editor](#) (Spanish with English subtitles)

At min. 2:50 the function for working with video is explained.



Video: [Post an announcement in the classroom!](#) (Spanish with English subtitles)

Information on how to post a video.



Document: [Teaching video use cases in Canvas](#) (Catalan)
View use case 1.

Video deliverables

Description

These are videos of variable duration (between five and 10 minutes) produced by students independently. They are for assessment purposes, and they constitute or form part of the deliverable of an activity, usually a continuous assessment activity.

The type of content they offer can be very diverse and responds to the type of competencies and learning outcomes that are the object of assessment.



Teaching applications

- Assess communication skills and competencies.
- Assess theoretical knowledge.
- Evaluate capacity for analysis and decision-making (e.g. illustrate the resolution of cases).
- Complement the assessment of work produced by the student.
- Assess transferable skills.
- Make a personal presentation based on guidelines or criteria.

+ More information: [Nine use cases of teaching videos at the UOC \(Catalan\)](#)

How is it implemented in the classroom?

1. From Canvas, you will need to **set up submission of the activity**, indicating that the delivery will be a multimedia recording.
2. **Students** will be able to choose between:
 - a. Recording the video from Canvas (from the option to submit the activity), or
 - b. Recording it in another environment and uploading the resulting file when submitting the assignment.



3. When **assessing the activity**, the video can be viewed in **SpeedGrader**.



Video: [Submitting assignments in the UOC's Canvas classroom](#)



Document: [Teaching video use cases in Canvas \(Catalan\)](#)
See use cases 3, 4, and 6.

Professionally produced teaching videos

Description

These are videos commissioned by teaching staff to be produced professionally and to be used as fixed learning resources for the UOC's courses and programmes.

Their purpose is to offer students learning content or guidelines for progressing with their studies for the course.



Teaching applications

- Present challenges or activities.
- Show interviews with experts or professionals in a field of knowledge.
- Offer tutorials on procedures or processes of varying complexity.
- Show real environments such as that of a company or institution.
- Present case studies.
- Provide immersive experiences through 360° videos.

+ More information: [Nine use cases of teaching videos at the UOC \(Catalan\)](#)

How is it implemented in the classroom?

1. Once the commissioned video is available...
2. You will need to **upload it to the Canvas classroom** by selecting the **rich text editor** (in the space where you want to include the video).



Video: [The features of the rich text editor](#) (Spanish with English subtitles)

At min. 2:50 the function for working with video is explained.



Video: [How to add learning resources to the classroom](#) (Spanish with English subtitles)

Interactive information sessions

Description

It consists of synchronous communication sessions between teachers and students for teaching purposes.



Teaching applications

- Offer online conferences by guest experts with the participation of attendees in question and answer sessions.
- Conduct webinars.
- Introductions to courses at the beginning of the semester, with question and answer sessions.
- Present continuous assessment activities, with question and answer sessions.
- Offer group feedback on an activity carried out.
- Offer a session to resolve any doubts students may have.

+ More information: [Nine use cases of teaching videos at the UOC \(Catalan\)](#)

How is it implemented in the classroom?

1. From the Canvas blueprint course, you will need **to add an external tool** from **Classroom Tools**.
2. The external tool used to create a videoconference is **Blackboard Collaborate**.
It is used for videoconferencing and allows you to create, schedule, record and share sessions, and upload files and presentations.
3. It can be associated with a specific activity or used as a classroom tool.



Document: [Add classroom tools](#)
(Spanish)



[Blackboard Collaborate support](#)
site

Online defences

Description

It consists of a synchronous communication session between a student and a group of teachers (panel) for assessment purposes, using a videoconferencing system. These are usually sessions in which students defend their final projects. The procedure and structure of the sessions may vary.



Teaching applications

- Defending a bachelor's or master's degree final project.
- Defending a project or learning activity.

+ More information: [Nine use cases of teaching videos at the UOC \(Catalan\)](#)

How is it implemented in the classroom?

1. **Blackboard Collaborate** is the tool that must be used to perform synchronous defences for most bachelor's and master's degree final projects. It is used for videoconferencing and allows you to create, schedule, record and share sessions, and upload files and presentations.
2. As in the case of interactive information sessions, it will be necessary **to add it to the Canvas classroom** as an external tool.

NOTE: In the classroom you can also use the classroom forum for synchronous student presentations of a project or learning activity.



Document: [How does the defence of a final project work?](#)



Document: [Add classroom tools \(Spanish\)](#)



[Blackboard Collaborate support site](#)



Document [Teaching video use cases in Canvas \(Catalan\)](#)

See use case 5.

Synchronous private conversations

Description

This consists of a synchronous conversation between a student and a teacher or other students for academic purposes, using a video call system.

They can be spontaneous or scheduled, and respond to needs related to teaching actions during the learning process.



Teaching applications

- Individual tutorials relating to a bachelor's or master's degree final project.
- Individual tutorials relating to an internship, to offer feedback or resolve issues.
- Individual tutor-student tutorials (tutoring).
- Individual tutorials between course instructors and students (queries and resolution of doubts).
- Personalized feedback linked to a continuous assessment activity or other type of activity.
- Conversations between students to prepare an activity.

+ More information: [Nine use cases of teaching videos at the UOC \(Catalan\)](#)

How is it implemented in the classroom?

1. The **Blackboard Collaborate tool** is used for videoconferencing, allowing you to create, schedule, record and share sessions, and upload files and presentations. It can be associated with a specific activity or used as a classroom tool.
2. As in the case of interactive information sessions, it will be necessary **to add it to the Canvas classroom** as an external tool.

NOTE: available on the Campus, but outside the Canvas classroom, we also have the **Meet** tool from the Google suite package that the UOC uses. Like Blackboard Collaborate, it is used for videoconferences and allows you to create, schedule and share sessions through Google Calendar, and upload files and presentations.



[Blackboard Collaborate support site](#)



[eLearningKit: entry on Videoconferencing](#)

Videos with asynchronous interaction

Description

It involves asynchronous conversations for different training purposes, such as offering feedback, sharing experiences or assessing evidence, in which one or more messages are video recordings or productions.

In Canvas, it is usually used in *Discussions* and *Announcements*.



Teaching applications

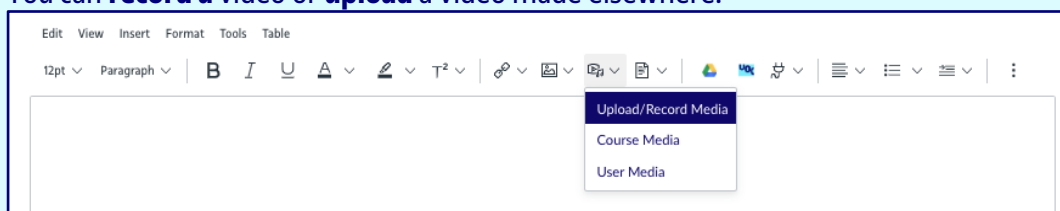
- Allows students to share their experiences in internship courses.
- Allows students to share their productions with each other.
- Students can share oral presentations in language learning.
- Students can debate and engage in oral discussion dynamics asynchronously.
- Provide feedback on an activity.

+ More information: [Nine use cases of teaching videos at the UOC \(Catalan\)](#)

How is it implemented in the classroom?

1. From the Canvas **rich text editor** (accessed in **Announcements, Discussions, SpeedGrader, etc.**, wherever you want to publish the video):

- a. You can **record** a video or **upload** a video made elsewhere.



- b. Once **saved**, the video can be published directly, or at a scheduled time.

2. In Canvas, we can also offer feedback with the screencast tool. This resource is accessible from SpeedGrader, through the video icon, located in the right-hand menu on the screen.



Video: [The features of the rich text editor](#). (Spanish with English subtitles)

At min. 2:50 the video function is explained.



Document: [Teaching video use cases in Canvas](#) (Catalan)
View use case 1.



Infographic: [Discussions](#)



Video: [BricoCanvas: Setting up a graded discussion!](#) (Spanish with English subtitles)



Video: [How do the discussion forums work in Canvas?](#)



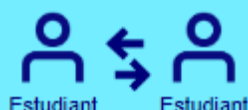
Presentation: [Guide on video feedback for course instructors](#) (Catalan)

Synchronous conversations in pairs

Description

This consists of a synchronous conversation, for learning purposes, between two students. The conversation follows a script or associated activity, using a video call system with features to view documents associated with the conversation, either shared or individualized for each student.

The conversation can be co-assessed by both participants or recorded and assessed by the teaching staff.



Teaching applications

- Oral expression in language learning.
- Role-playing games, for situations involving social interaction in professional settings.
- Simulation of interaction situations (job interviews, negotiation or mediation sessions, etc.).

+ More information: [Nine use cases of teaching videos at the UOC \(Catalan\)](#)

How is it implemented in the classroom?

1. From the Canvas blueprint course, you will need **to add an external tool** from **Classroom Tools**.
2. The **Tandem** tool is the UOC's resource that allows students to carry out synchronous oral tasks in pairs, **especially outside the virtual classroom**.
3. This platform encourages interaction and engagement in oral expression by participants. Teaching staff don't have to be present during the sessions. This means students can practise independently and repeat the activities as many times as they need.



Document: [Tandem, a guide for teaching staff](#) (Spanish)



Document: [Adding external classroom tools](#) (Spanish)