



How to Get Students to Watch Your Videos

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**We need to talk.
It's important...**



AIR HUGS!



Top FIVE Tips to get students to watch your video!

Based on Student Feedback



1. Keep it
short and
chunk
content!



I don't watch some course videos because of the length. Sometimes I don't have an hour to watch a video and therefore have to try my best without it.

With a series of short videos, I can watch a video, complete part of the assignment, and attend to the kids or dinner. With a long video I often can't complete it before life interferes.

Quick Tip

Create a short video series for each unit.



Chi-Square Lecture Notes



Chi-Square Minitab Example 1 (pg 1)



Chi-Square Minitab Example 2 (pg 2)



2. Students
want to
SEE and
HEAR you!



I would much rather watch a video made by the teacher than a random person on YouTube.

**Seeing my professors face
in the video helps keep my
attention because I can
read their emotion.**

Quick Tip

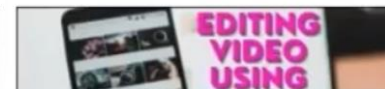
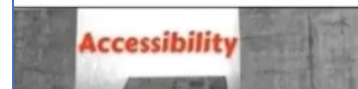
Screenshare with webcam



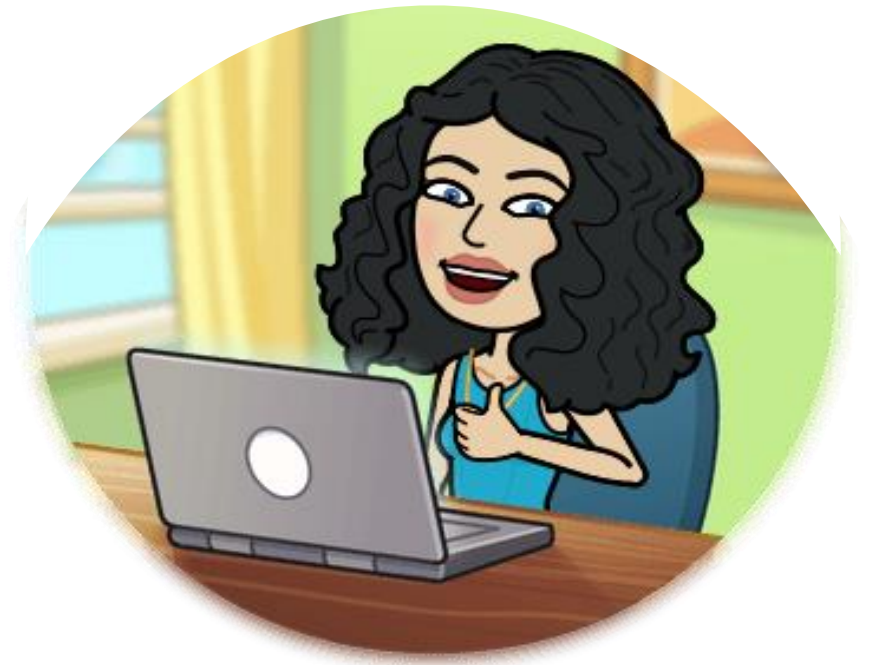
update video from Kona! Then click the next images for an introduction to the new Comment Library in
2021-2022 faculty professional development series on Universal Design for Learning.



to be taken to a video workshop on that topic.



**Add captions
and
transcripts!**



3. **Focus** on
what's most
important!



If there are too many videos, I feel overloaded and end up skipping some.

I like having a worksheet to fill out as I watch a video. It keeps me focused on what I'm learning.

Quick Tip

Separate out
required and
extra resources.

Extra Resource (no handout for this)

Identifying Descriptive Statistics Lecture



Quick Tip

Provide a
handout or
outline

Chapter 1 Notes

Types of Statistics

Both descriptive and inferential statistics rely on the same set of data. Descriptive statistics rely solely on this set of data, while inferential statistics use this data to make generalizations about a larger population.

Descriptive

Inferential

Types of Data

There are two types of data, categorical and numerical, and we will refer to whether data is one or the other for the rest of the semester.

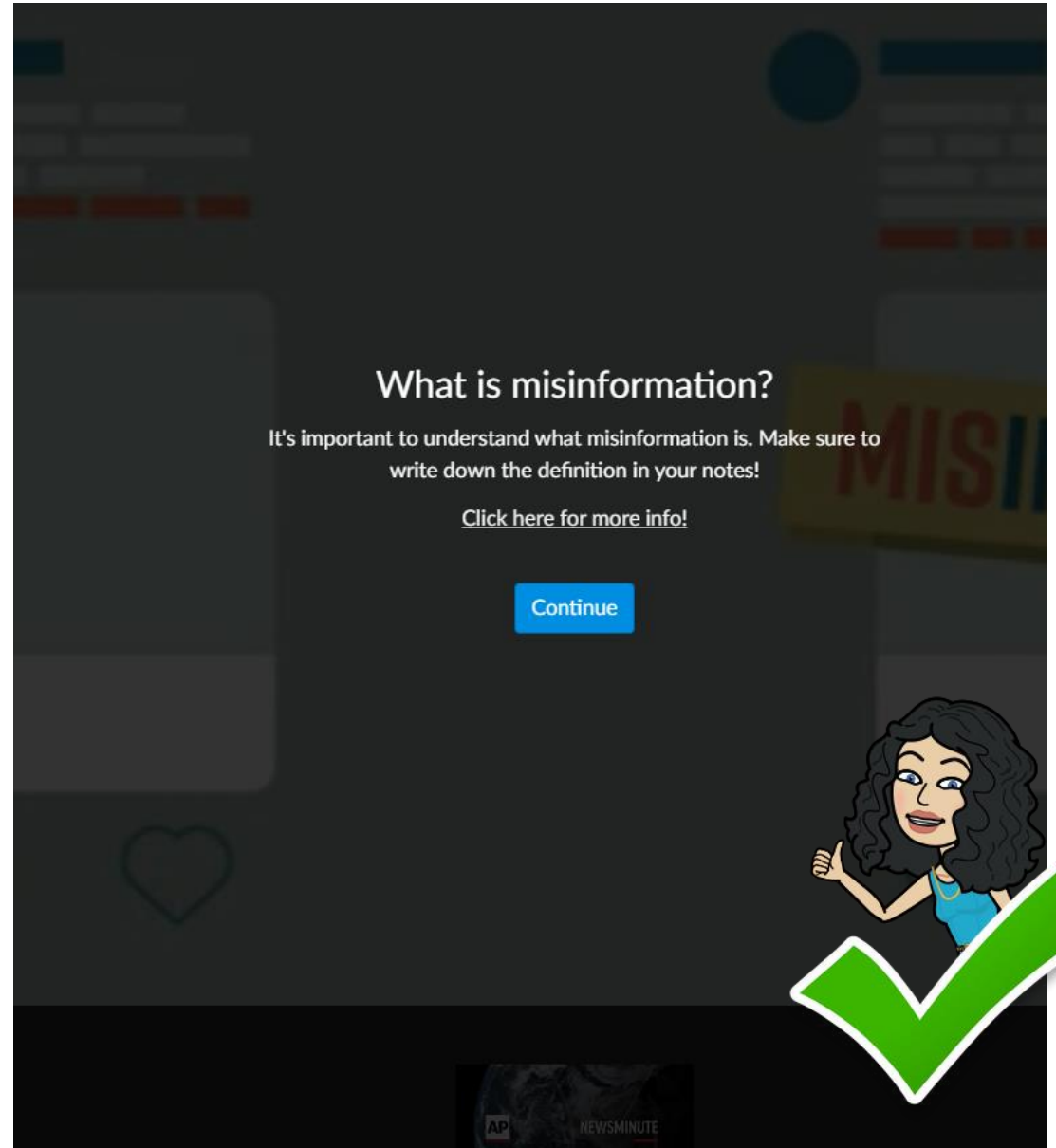
Categorical

Numerical



Quick Tip

Use annotations
or embedded
quizzes.



**4. Emphasize
learning value
of the video.**



Teachers need to provide more emphasis on why the information on the video is necessary to our success in the course or on assignments.

If they didn't state that the videos would relate to homework or quizzes, I was less likely to watch.

Quick Tip

Provide link to video from assignment instructions.

Quiz 3: Identify the Hypothesis

Due Sep 3 at 11:59pm

Points 12

Questions 12

Available until Sep 3

Time Limit None

Allowed Attempts 5

Instructions

Review the material in [Quiz 3: Identify the Hypothesis Notes](#) before attempting this quiz.

Take the Quiz

◀ Previous

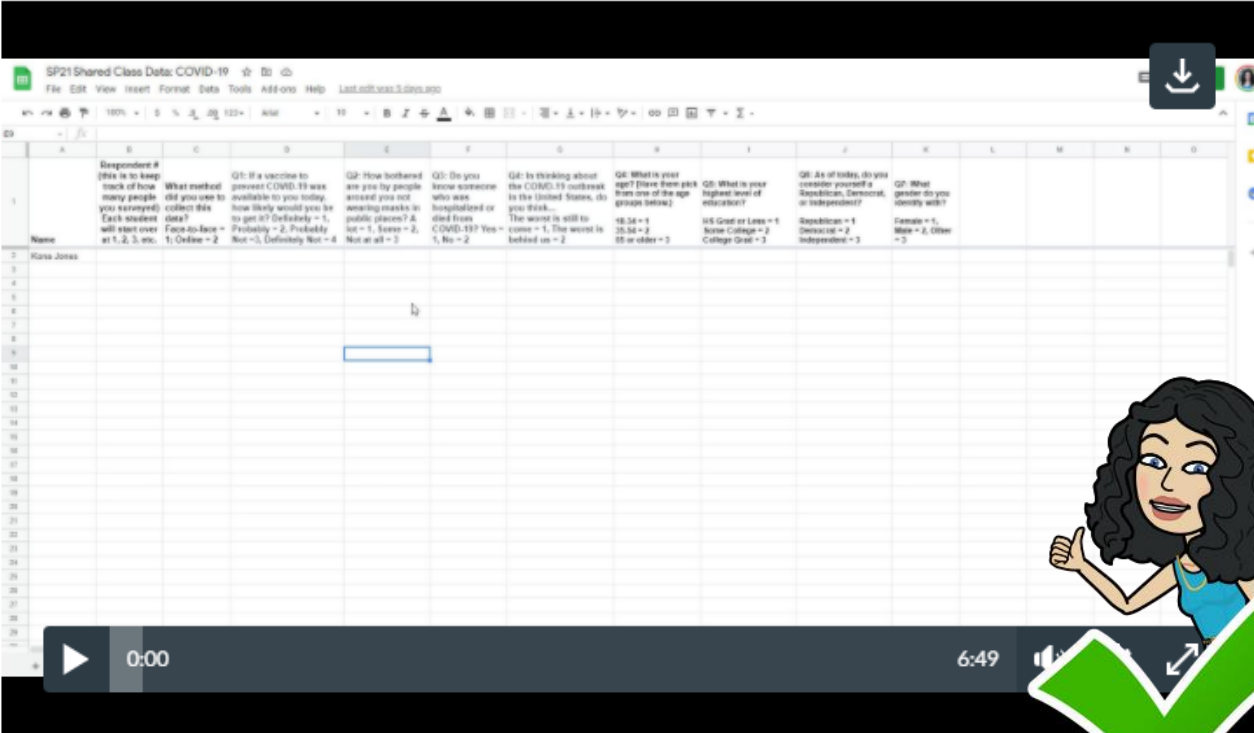


Quick Tip

Create video for assignment directions.

For this assignment, students will be collecting the Project 2 data. Even though we are collecting it individually, we are sharing our data with the class so we have a larger sample size! See the video directions below for more information and how to get started.

Video Directions

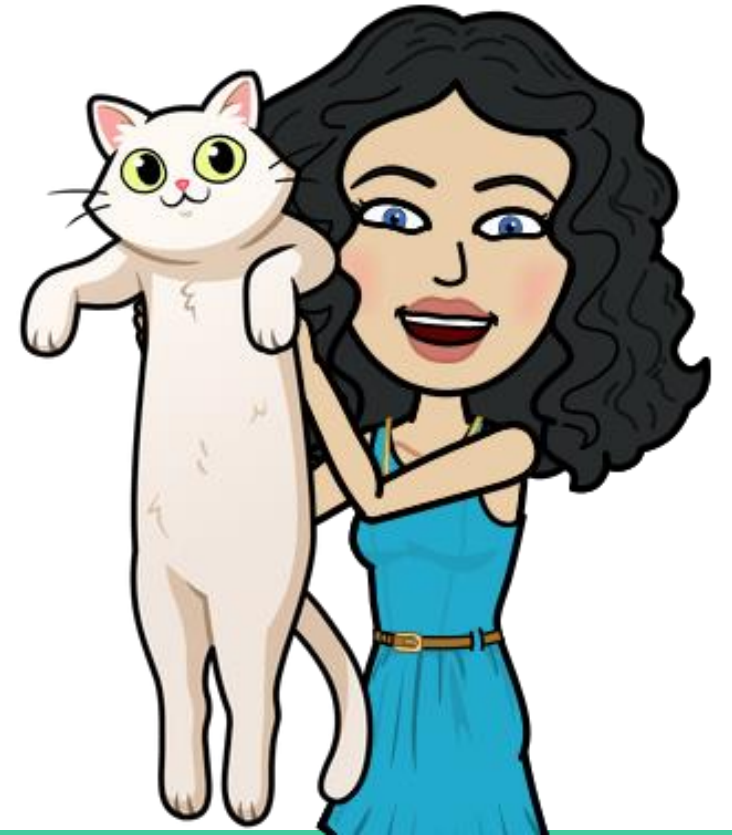


The video player shows a Google Sheet with the following columns:

Respondent # (Be it to keep track of how many people you surveyed) Each student will start over at 1, 2, 3, etc.	What method did you use to collect this data? Face-to-face = 1, Online = 2	Q1: If a vaccine to prevent COVID-19 was available to you today, how likely would you be to get it? Definitely = 1, Probably = 2, Probably Not = 3, Definitely Not = 4	Q2: How bothered are you by people around you not wearing masks in public places? A lot = 1, Some = 2, Not at all = 3	Q3: Do you know someone who was hospitalized or died from COVID-19? Yes = 1, No = 2	Q4: In thinking about the COVID-19 outbreak in the United States, do you think... The worst is still to come = 1, The worst is behind us = 2	Q5: What is your age? There three pick the one of the age groups below: 18-24 = 1 25-34 = 2 35 or older = 3	Q6: What is your highest level of education? HS Grad or Less = 1 Some College = 2 College Grad = 3	Q7: As of today, do you consider yourself a Republican, Democrat, or Independent? Republican = 1 Democrat = 2 Independent = 3	Q8: What gender do you identify with? Female = 1, Male = 2, Other = 3											
Name																				
1																				
2	Kara Jones																			



**5. Keep it
engaging and
have fun!**



**I appreciated it when
videos seemed relevant
and there is humor.**

When an Instructor is engaging in a way that makes it feel like they are doing the work alongside us rather than just telling us how to do stuff.

Quick Tip

Fill out your
video handouts
in real time.

Claim 2: Baby birth weight was not different depending on the race of the mother.

Step 1: Original claim is the [Null; Alternative] and uses the [Left, Both, Right] tail/side?
ANOVA Always right tailed

Step 2: Use Minitab to analyze the data


Response: *Birth weight* Factor: *RACE*

Comparisons: Tukey Comparison Results: Tests

- Mean black: *7.163*
- Mean hispanic: *7.555*
- Mean white: *7.789*
- F-value: *1.67*
- P-Value: *0.195* → *0.195 > 0.05*
IS NOT

Step 3: Make a decision – There [IS, IS NOT] enough evidence to [REJECT, SUPPORT] *NULL* that baby birth weight was not different depending on the race of the mother

1:00 4:34



EXTRA CREDIT



**At the end of random videos say,
“Okay if you have watched this
entire video email me your favorite
color (insert random question) and I
will give you extra credit.**

Summarize

1. Keep it short and chunk content.
2. Students want to hear and see you.
3. Focus on what's most important.
4. Emphasize learning value of video.
5. Keep it engaging and have fun.



MISSION



ACCOMPLISHED



Connect with me!

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